

America



Competes

2010



- Effective Remediation
- More Graduates
- Greater College/Work Success

The Education Commission
of the States presents the

2010 ECS National Forum on Education Policy

August 18-20
Portland, Oregon



Education Commission
of the States

Welcome to



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Presiding:
Tim Pawlenty
Governor of Minnesota and
2008-10 ECS Chair

Portland!

Dear ECS Commissioners and Other Distinguished Education Policymakers,

Welcome to Portland and the 2010 ECS National Forum on Education Policy – “America Competes!” Thank you for joining your peers from all 50 states at this premier state education policy event.

ECS is proud to celebrate its 45th anniversary in Portland with our Commissioners and other colleagues. You represent the best of leadership in policymaking and education throughout our 50 states and U.S. territories. You *are* the Compact for Education.

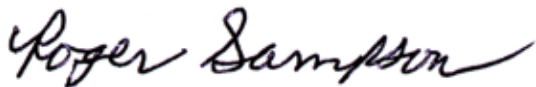
The guiding impetus behind the formation of the Compact for Education was to build a partnership between the political and professional forces in education. The Compact is meant to provide a stimulus for state action. It promotes a means of interchange of information and ideas across state lines and regions for the benefit of the states. This is a forum – your forum – for discussion and recommendation of various policy alternatives for state consideration and decision.

It is critical that we deploy the power of state teams made up of those who have the authority and ideas and motivation to move state education systems forward. We are proud that we can, with generous support from AT&T, Corinthian Colleges, Inc. and State Farm[®], bring state teams representing all 50 states and three U.S. Territories to this important event.

Additionally, you will have many unique opportunities to network with each other and with ECS Corporate Partners and other sponsors of the 2010 Forum, including: Pearson Education, National Education Association (NEA), The College Board, Educational Testing Service (ETS), MetaMetrics, Inc., Measured Progress, Inc., Worldwide Interactive Network (WIN), The Pew Center on the States and the Verizon Foundation.

Your leadership has never been more important. Please engage in deep discussions with other high-level policymakers, along with many of the 2010 State Teachers of the Year. Learn from the nation’s top experts. They deeply understand the complexities and difficulties of the issues you confront. Share what you’ve learned in your state. Explore new options for improving the education of all children, youth and adults and for strengthening the economies and communities that keep our nation strong. Make this meeting matter.

Best Regards,



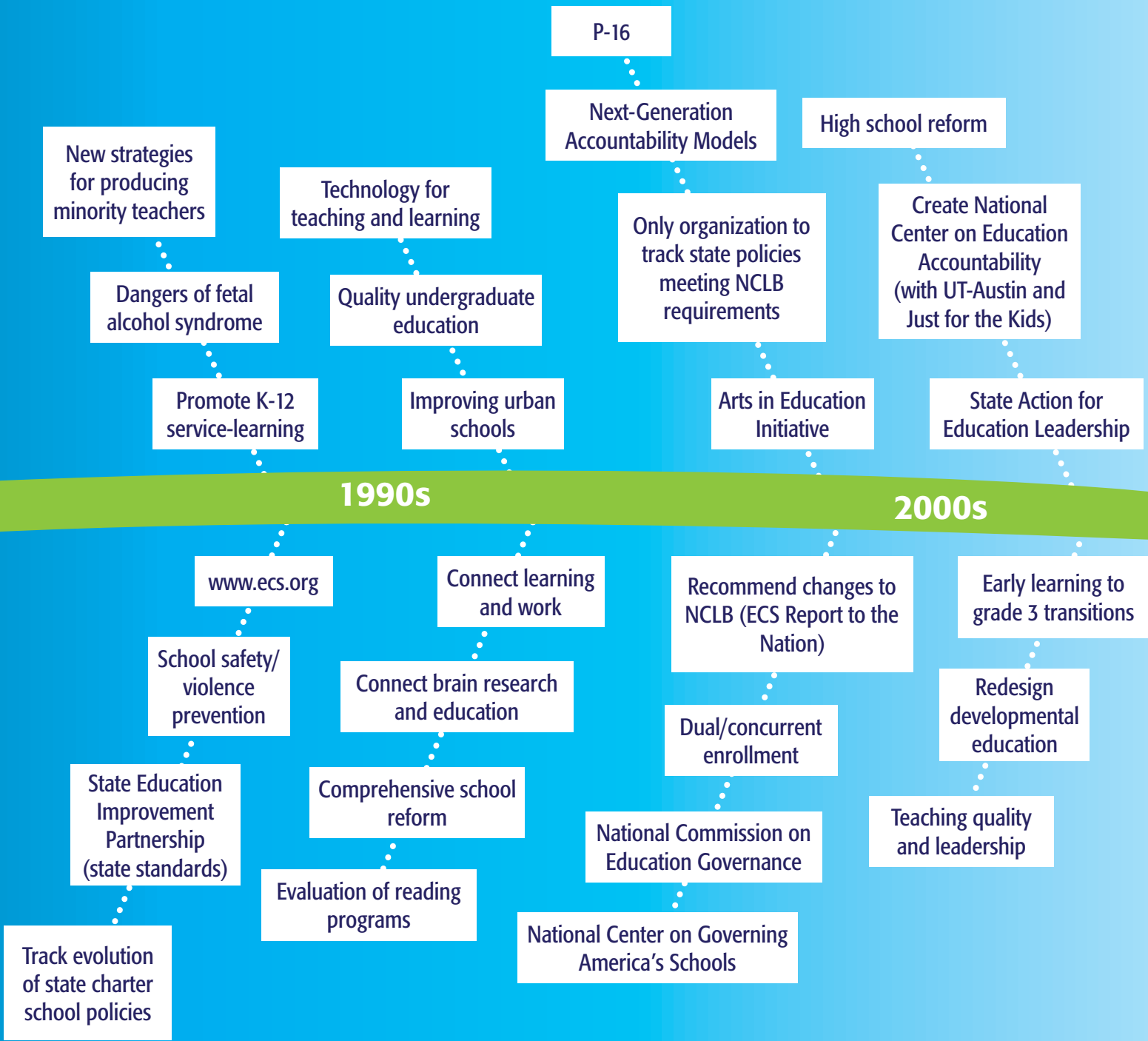
Roger Sampson
President
Education Commission of the States



ECS - Celebrating 45 Years!



Education Commission of the States: Ahead of the curve for 45 years in connecting state leaders to emerging knowledge.



MARRIOTT PORTLAND DOWNTOWN WATERFRONT HOTEL

1401 SW Naito Parkway
Portland, Oregon 97201
Phone: 1-503-226-7600
Fax: 1-503-221-1789

HOTEL RESTAURANTS & LOUNGES

Allie's American Grille

Our Portland, Oregon, waterfront restaurant's savory menu will get your day started right with hot & cold breakfast options. Open for breakfast only.

Champions Restaurant & Sports Bar

Newly renovated waterfront restaurant & sports bar in Portland, serving local micro brews alongside a hearty menu of American classics, featuring over 20 TVs. Open for lunch and dinner.

Coffee Bar

Serving Starbucks coffee, juice, fruit, and assortment of pastries and muffins. Open for breakfast.

MEETING EVENTS

All National Forum sessions and events will take place at the Marriott Portland Downtown Waterfront Hotel unless otherwise noted in this program. For assistance during the meeting, please stop by the ECS Registration Desk on Lower Level 1.

REGISTRATION DESK HOURS:

Located on Lower Level 1

Wednesday, August 18	12:30 p.m. – 7:00 p.m.
Thursday, August 19	7:00 a.m. – 5:30 p.m.
Friday, August 20	7:00 a.m. – 4:00 p.m.

CYBER CAFÉ

Be sure to visit the Cyber Café, located on Lower Level 2 at the bottom of the escalator, to check your e-mail and see what's new on ECS' Web site.

Wednesday, August 18	12:30 p.m. – 7:00 p.m.
Thursday, August 19	7:00 a.m. – 5:30 p.m.
Friday, August 20	7:00 a.m. – 4:00 p.m.

BADGES

Your name badge is required for admission to all sessions, meal functions and social events.

SPECIAL DIETARY NEEDS

If you indicated on your registration form any special dietary needs such as vegetarian, diabetic, etc., you will receive a colored card in your registration materials. Please place this card on your plate at each meal to alert the wait staff to your special needs. They will do their best to accommodate you.

SMOKING POLICY

Smoking is not permitted at any ECS function. This includes all meeting rooms and outside event locations involving sessions, workshops, banquets, luncheons and receptions.

GROUND TRANSPORTATION

The pickup area for taxis, town cars, long-haul shuttles, hotel vans and parking lot shuttle buses is located in the center section of the airport terminal's lower roadway on the baggage claim and departure level. Airporter shuttles, off-airport rental car shuttles and reserved vehicles are found in the section of the lower roadway closest to the garage. Most transportation providers serve downtown Portland, which is approximately 20-40 minutes from Portland International Airport.

Blue Star Airport Shuttle Service

Blue Star is the only shuttle service that offers scheduled transportation to and from Portland International Airport and Downtown Portland/Lloyd Center Area every 30 minutes.

- Step outside baggage claim.
- Take the walkway to the left.
- Go to Island #2.
- Go to the *Scheduled Buses and Vans* pick-up area.
- \$14 per person one way and \$24 per person round trip.

TriMet's MAX (Metropolitan Area Express) Light Rail

The light rail connects downtown Portland with Beaverton, Clackamas, Gresham, Hillsboro, North/Northeast Portland and the Portland International Airport.

- The trip to/from downtown Portland takes about 38 minutes.
- You can roll your luggage on board.
- The first train of the day arrives at Portland International Airport at 4:45 a.m. The last train departs Portland International Airport at 11:58 p.m.
- The MAX station and ticket machines are located near baggage claim on the lower level.
- The one-way adult fare is \$2.30.
- Closest MAX Light Rail stop to the Portland Marriott Downtown Waterfront Hotel is Yamhill Station located at SW 1st and Yamhill Street. Approximate walking distance is 8 blocks.

TAXI CAB SERVICES:

From the airport, the meter starts at \$5.00 and the rate is \$2.30 per mile plus \$1 for each extra person. The airport is approximately 12 miles from the hotel and the average taxi fare is \$31 plus tip.

Broadway Cab Company

503.227.1234

Green Cab

503.252.4422

Portland Taxi Company

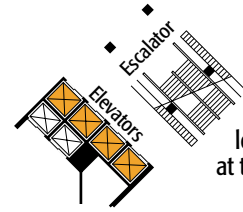
503.256.5400

Handicapped services are offered by most taxi companies during airport hours. However, to ensure that an accessible taxi will be available for your use, please call the service of your choice for schedules, reservations, fees or other information.



PORTLAND DOWNTOWN WATERFRONT

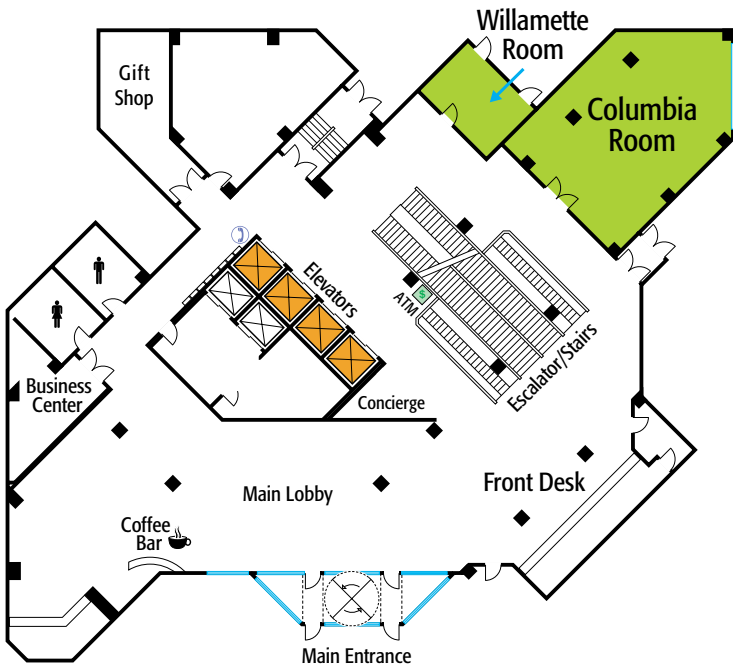
Lower Level 2



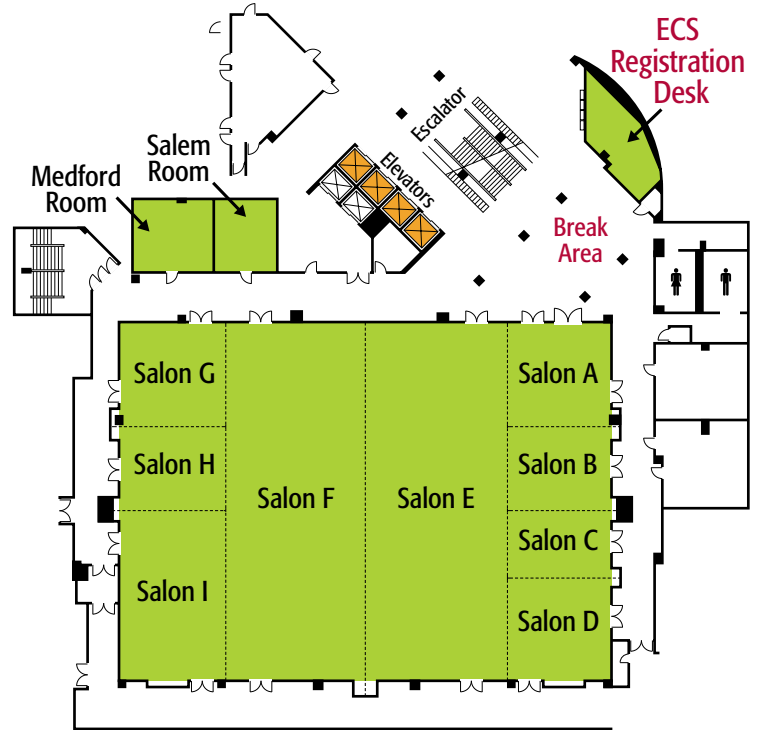
The Cyber Café is located on Lower Level 2, at the bottom of the escalator

ECS Meeting Rooms

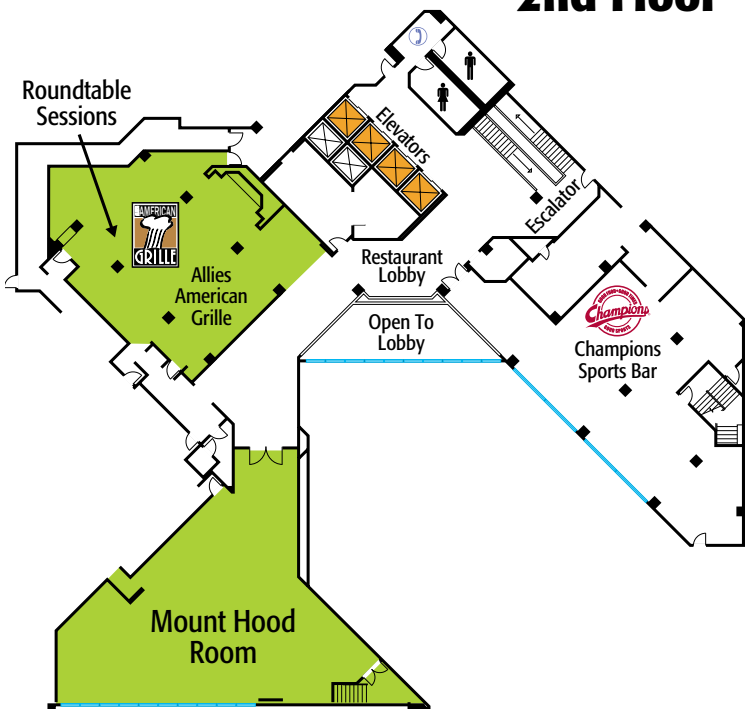
Main Lobby



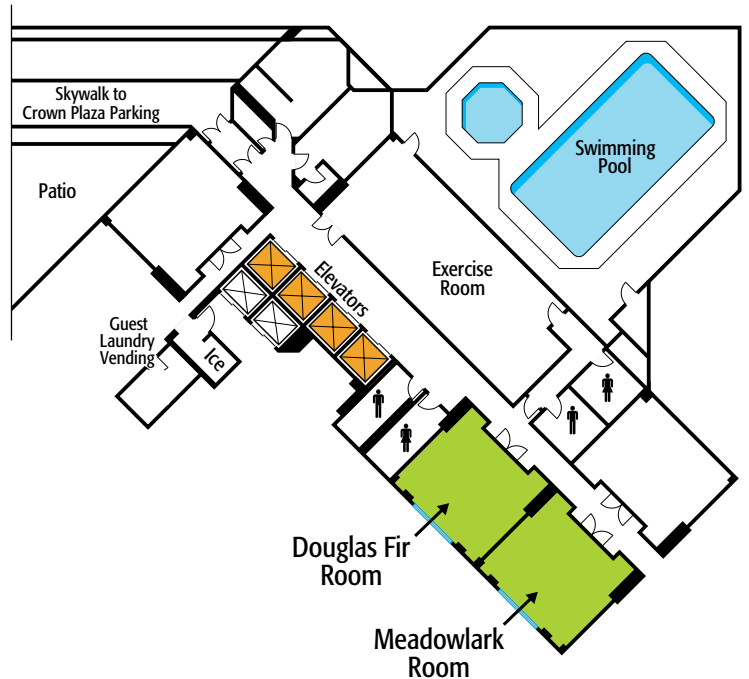
Lower Level 1



2nd Floor



3rd Floor



8:00 AM – 3:30 PM COLUMBIA ROOM, MAIN LOBBY

Session #120

National Center for Learning and Citizenship (NCLC) Board Meeting (Invitation only)

12:30–7:00 PM LOWER LEVEL 1

Registration Desk

12:30–7:00 PM LOWER LEVEL 2

Cyber Café

12:30–5:00 PM SALON I, LOWER LEVEL 1

Session #125

Answering Critical Policy Questions: Leveraging Longitudinal P-20/Workforce Data Systems (Hosted by the Data Quality Campaign)

[Program begins at 1:00, lunch available starting at 12:30]

How can longitudinal data help your state improve student achievement and inform policy and programmatic decisions? What is the role of P-16/P-20 councils and other interagency state bodies to provide vital governance to data systems? Join us to learn how other states are using longitudinal data to affect policy change!

Why you should attend: All states have committed to building statewide longitudinal data systems that can follow an individual from P-20 and into the workforce by September 2011. With rising expectations for improved outcomes throughout the education system, the pressure is on states to act quickly and effectively. Make sure that your state creates the necessary policies and practices and takes advantage of funding opportunities to develop a high-quality, usable data system.

What you will get from this session:

- ◆ An overview of states' status on the development and use of statewide longitudinal data systems
- ◆ Examples from leading states on how they link and share data across agencies
- ◆ An opportunity to address issues such as data privacy and security
- ◆ Time to connect and work with your peers, including teams of state Commissioners, to develop the critical questions that are specific to your state
- ◆ Information on state models and data governance structures, including the role of P-16/P-20 councils
- ◆ Tools and resources for you to use when you return to your state.

1:00–3:00 PM SALONS B&C, LOWER LEVEL 1

Session #130

State Teacher of the Year Special Session (Invitation Only)

This "invitation only" special session for State Teachers of the Year will focus on the future of "teacher leadership," new resources for increasing teacher effectiveness, including "Thinkfinity," and how to better understand and become more involved in education policy.

PARTICIPANTS:

KATHERINE BASSETT

Director, Educator Relations, Educational Testing Service (ETS), New Jersey

ALBERT BROWNE

National Director and Vice President for Education and Technology, Verizon Foundation

MARGUERITE IZZO

English Language Arts Specialist, Howard T. Herbert Middle School, 2007 New York State Teacher of the Year

4:00–4:45 PM SALON E, LOWER LEVEL 1

Session #140

Commissioners' Business Session

ECS Commissioners are asked to join their colleagues and represent their state at the annual business meeting of the Commission.

PRESIDING:

BARBARA CLARK

Assemblywoman, New York Assembly; ECS Vice Chair; Member, ECS Executive and Steering Committees; Board Member, National Center for Learning and Citizenship (NCLC)

PARTICIPANTS INCLUDE:

RICHARD RHODA

Executive Director of the Tennessee Higher Education Commission; ECS Treasurer; Member, ECS Executive and Steering Committees

ROGER SAMPSON

President, Education Commission of the States

6:00–7:30 PM SALONS E&F, LOWER LEVEL 1

Welcome Reception at the Hotel

AWARDS PRESENTATION:

TIM PAWLENTY

Governor of Minnesota, 2008-10 ECS Chair

2010 Frank Newman Award for State Innovation

Governor Pawlenty will present the 2010 Frank Newman Award for State Innovation to the State of Ohio.



ACCEPTING AWARD:

DEBORAH DELISLE

Ohio Superintendent of Public Instruction

BRIAN WILLIAMS

Ohio State Representative

2010 ECS Corporate Award

Governor Pawlenty will present the 2010 ECS Corporate Award to AT&T.



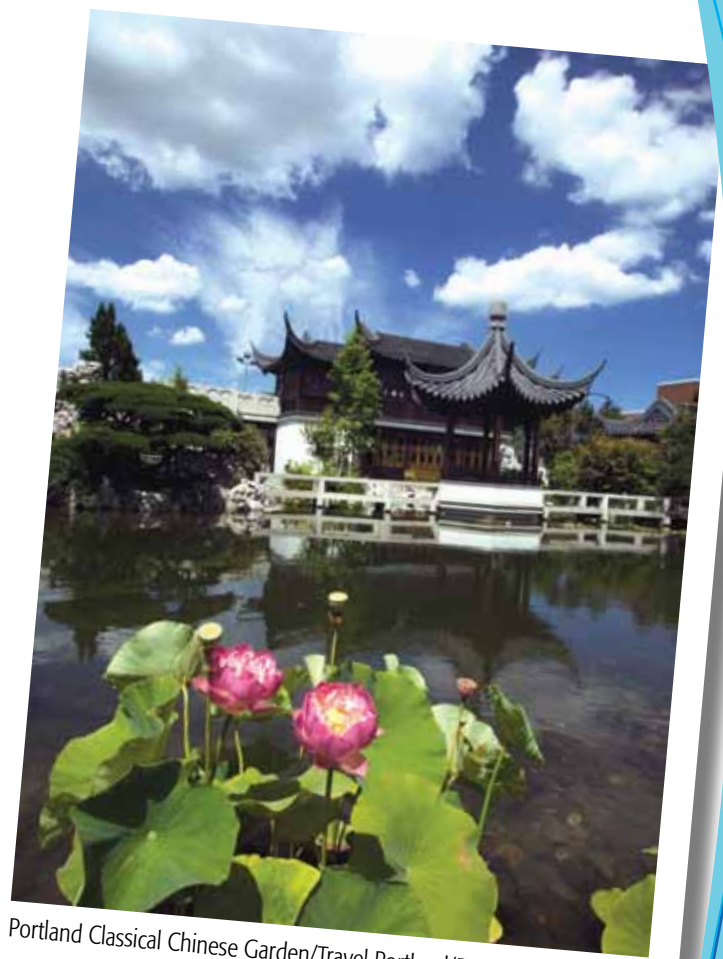
ACCEPTING AWARD:

CYNTHIA MARSHALL

President, AT&T North Carolina

LAURA SANFORD

President, AT&T Foundation



Portland Classical Chinese Garden/Travel Portland/Basil Childers

2010 ECS Chair's Award

Governor Pawlenty will present the 2010 Chair's Award to Teach For America.

ACCEPTING AWARD:

ERIC SCROGGINS

*Executive Vice President of Growth Strategy and Development,
Teach For America*

TEACHFORAMERICA

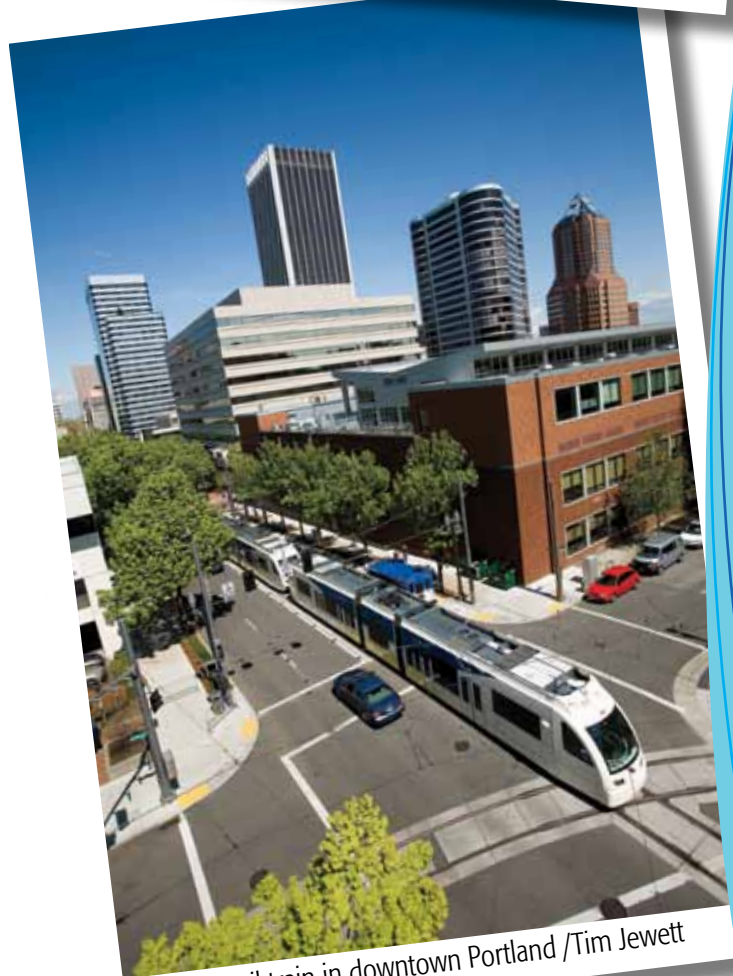
2010 LESN Recognition Award

AWARD RECIPIENT:

HELEN JAMES

Senior Attorney, Tennessee General Assembly

The Legislative Education Staff Network (LESN) is a joint partnership between the Education Commission of the States (ECS) and the National Conference of State Legislatures (NCSL). This group annually recognizes an education legislative staff member who has provided exemplary service to the legislative process and been active in LESN. Although Helen James is not in attendance at this National Forum, we would like to recognize her outstanding contributions leading the legislative legal staff as they drafted the legislation resulting in Tennessee's winning bid for the federal Race to the Top funds.



MAX light rail train in downtown Portland /Tim Jewett

7:00 AM – 5:30 PM LOWER LEVEL 1

Registration Desk

7:00 AM – 5:30 PM LOWER LEVEL 2

Cyber Café

7:30–8:30 AM SALONS F-I, LOWER LEVEL 1

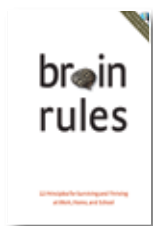
Buffet Breakfast

8:30–9:15 AM SALONS F-I, LOWER LEVEL 1

Session #220

What We Can Learn From How the Brain Works

The brain is an amazing thing. Most of us have no idea what’s really going on inside our heads. Yet brain scientists have uncovered details every educator should know: How do we learn? What exactly do sleep and stress do to our brains? Why is multi-tasking a myth? Why is it so easy to forget – and so important to repeat new knowledge? *Brain Rules* is about what we know for sure, and what we might do about it.



PARTICIPANTS:

JOHN MEDINA

Developmental Molecular Biologist, University of Washington School of Medicine; Director, Brain Center for Applied Learning Research, Seattle Pacific University, Washington

9:15–10:00 AM SALONS F-I, LOWER LEVEL 1

Session #225

How Future Assessments Can Hit the Real Targets

This panel features national assessment experts who will focus on the next generation of assessments and what these assessments must include to be aligned to international benchmarks, improve instruction, and still be affordable and not burdensome to administer.

MODERATOR:

STANLEY RABINOWITZ

Director, Assessment and Standards Development Services, WestEd, California

PARTICIPANTS:

STUART KAHL

Chief Executive Officer & Co-Founder, Measured Progress, Inc., New Hampshire

SHILPI NIYOGI

Vice President, National Services, Assessment & Information, Pearson Education, New Jersey

KEVIN SWEENEY

Executive Director of Psychometrics, The College Board, Pennsylvania

10:00–10:15 AM BALLROOM LOBBY, LOWER LEVEL 1

Break



10:15–11:15 AM SALON A, LOWER LEVEL 1

Session #227

More with John Medina

This is your opportunity to question Dr. Medina on how to take his illustrations of how the brain works to the next level. For example, what does it mean for teacher preparation programs? For school schedules? For the use of technology?

PARTICIPANTS:

JOHN MEDINA

Developmental Molecular Biologist, University of Washington School of Medicine; Director, Brain Center for Applied Learning Research, Seattle Pacific University, Washington

10:15–11:15 AM SALON B&C, LOWER LEVEL 1

Session #228

What State Leaders Can Learn from Higher Education Reforms in Other Countries

Come hear expert analysis of what we can learn from other nations’ higher education reforms, and which ones might hold the most promise for state systems. For example, what actions have our peer countries taken to define what students must demonstrate to earn degrees, hence to take accountability beyond the presentation of data? How have they more efficiently identified low-participation populations for inclusion in higher education? What has been their experience in opening up alternative pathways into and through the system? How does the U.S. context condition and suggest distinct American versions of these reforms?



PARTICIPANTS:

CLIFFORD ADELMAN

Senior Associate, The Institute for Higher Education Policy, District of Columbia

10:15–11:15 AM

MT HOOD ROOM, 2ND FLOOR

Session #229

Does Race to the Top Provide a Template for the ESEA of the Future?

Discuss which state-level approaches got funded, what their acceptance might suggest for ESEA reauthorization and what analyses tell us about where we have and have not made progress in improving student outcomes.



MODERATOR:

ALYSON KLEIN

Reporter, Education Week

PARTICIPANTS:

JONATHAN PLUCKER

Director and Professor, Center for Evaluation and Education Policy, Indiana University

DAVID SOKOLA

State Senator, Delaware; Member, ECS Nominating and Steering Committees

ROB ESSLER

State Representative, Texas; ECS Commissioner

10:15–11:15 AM

SALON D, LOWER LEVEL 1

Session #230

Readiness For All, College and Career Bound – An Arkansas Partnership

The National Center for Educational Achievement (NCEA) and leaders in Arkansas will discuss *Using the Right Data to Determine if High School Interventions Are Working to Prepare Students for College and Careers*, a research report on how to use student achievement data to create a more systematic approach to school improvement planning and why, as a nation, we must prepare our students for college and careers starting in early education. This report focuses on identifying students who have large academic preparation gaps entering high school and developing databases that can be used to identify promising interventions for those students, including linking longitudinal student achievement records on state assessments and EXPLORE, PLAN and the ACT. Come and listen as NCEA advocates college and career readiness to be the reality for all students and how Arkansas' practices are taking this message to the classroom, school and district level.



PARTICIPANTS:

EFRAIN MERCADO

Director of Outreach, National Center for Educational Achievement, Texas

RANDY ZOOK

President and CEO, Arkansas State Chamber of Commerce

10:15–11:15 AM

COLUMBIA ROOM, MAIN LOBBY LEVEL

Session #231

Climate Change Everyone Can Support

The research is clear and common sense has been confirmed – school climate matters. The National School Climate Council has translated the body of school climate research into actionable steps and National School Climate Standards. The standards present a vision and framework for a positive and sustainable school climate, which is necessary for student achievement, success and the reduction of risk behaviors in students. Policy transforms any school's climate through measurable, meaningful, and memorable objectives and benchmarks that staff, parents, youth and adults can focus upon to give all kids what they need to succeed. We will showcase real school climates that foster achievement, character development, and safety for students, school staff and the neighborhood. You will walk away with a research-based story that unites the competing programs, professional tracks and funding mechanisms to a central goal – doing what is best for children and youth.

PARTICIPANTS:

LOU ANN EVANS

Member, National School Climate Network, Pennsylvania; Member, District Leaders Network

DEREK PETERSON

International Child/Youth Advocate, Institute for Community and Adolescent Resilience, North Dakota

11:15–11:30 AM

BALLROOM LOBBY, LOWER LEVEL 1

Break



11:30 AM – 12:15 PM

SALON E, LOWER LEVEL 1

Session #235

Getting Results Together: Maximizing the Roles of Governors and Legislators

Hear governors and state legislators speak candidly about the successes and challenges they face in moving complex educational issues forward. They will talk about their respective roles in the State Common Core Standards, the upcoming ESEA reauthorization, and better coordinating and aligning state services and resources that are often housed in different state agencies.

PARTICIPANTS:

TIM PAWLENTY

Governor of Minnesota, 2008-10 ECS Chair

FLORENCE SHAPIRO

State Senator, Texas; ECS Commissioner

JAMES ROEBUCK

State Representative, Pennsylvania; Member, ECS Steering Committee

12:15–1:00 PM

SALONS F-I, LOWER LEVEL 1

Plenary Lunch: Increasing the College Completion Rate to 60% by 2025 – Lessons Learned Thus Far

Lumina Foundations’s big goal is to increase the college completion rate to 60% by 2025. Governor Tim Pawlenty will facilitate this discussion with Jamie Merisotis around what Lumina Foundation has learned about key points of leverage, potential pitfalls and what conditions are necessary to meeting this goal.



PARTICIPANTS:

JAMIE MERISOTIS

President and Chief Executive Officer, Lumina Foundation for Education, Indiana

1:00–1:15 PM

BALLROOM LOBBY, LOWER LEVEL 1

Break



1:15–2:00 PM

SALONS F-I, LOWER LEVEL 1

Session #241

Bounce Your Boldest Ideas Off the Best and the Brightest (Interactive Open-Mic)

This session is for the brave of heart. Here is your chance to quickly present a policy idea for improving education and get rapid feedback on its merit from two of the nation’s deepest experts who are not afraid to “tell it like they see it.” (Time limits will be strictly enforced.)



PARTICIPANTS:

CLIFFORD ADELMAN

Senior Associate, The Institute for Higher Education Policy, District of Columbia

MICHAEL KIRST

Emeritus Professor for Education and Business Administration, Stanford University, California

2:00–2:45 PM

SALONS F-I, LOWER LEVEL 1

Session #242

Improving Problem Solving through Geographic Pictures

Former Wyoming Governor Jim Geringer will describe his experiences with geographic information systems, or GIS, from a policy perspective, then introduce a group of students who will demonstrate how they connect school and community service, followed by a demonstration of how location-based information systems are enabling better instruction and community health care. Geographic inquiry and information system technology are being used by more and more schools to help educators prepare and teach, to stimulate students’ curiosity and learning, and to help administrators manage their education and community assests.



PARTICIPANTS:

JIM GERINGER

Former Governor, Wyoming; Director of Public Policy and Strategy, Environmental Systems Research Institute, Wyoming

2:45–3:00 PM

BALLROOM LOBBY, LOWER LEVEL 1

Break



3:00–3:40 PM

SALON E, LOWER LEVEL 1

Session #244

What Does Being Work-Ready Look Like?

The Georgia work-ready certificate helps state residents understand work readiness skills and what is meant by moving to a more knowledge-based workforce. Skills gap training will help improve Work Ready Certificate results and graduation test scores, and lead to an increase in the graduation rate. And certification at Level 5 in Applied Math and Reading for Information correlates to college readiness without remediation – what’s not to like?



PARTICIPANTS:

DEBRA M. LYONS

Director, Governor’s Office of Workforce Development, Georgia

3:45–4:45 PM

SALON A, LOWER LEVEL 1

Session #245

Put Critical Thinking On the Map: Better Learning, Teaching, Decisionmaking through GIS

Governor Geringer will moderate this session, involving another group of students who will explain how GIS has stimulated their interest in learning and community involvement.

PARTICIPANTS:

JIM GERINGER

Former Governor, Wyoming; Director of Public Policy and Strategy, Environmental Systems Research Institute, Wyoming

3:45–4:45 PM

SALONS B&C, LOWER LEVEL 1

Session #246

Effective Transfer and Articulation Agreements to Increase College Success

States and postsecondary systems have struggled with the challenge of negotiating transfer and articulation agreements between postsecondary institutions and systems to ensure that students who seek to enroll at a new college do not lose college credits they earned at institutions where they have previously enrolled. Poor transfer systems cost students and states significant resources and negatively impact college attainment rates. This session will feature the latest research conducted by the Western Interstate Commission on Higher Education (WICHE) on how states can build stronger and more effective systems for facilitating the successful transfer of students into state postsecondary institutions.

PARTICIPANTS:

RICHARD HEZEL

President & CEO, Hezel Associates, LLC, New York

DEMARÉE MICHELAU

Director of Policy Analysis, Western Interstate Commission for Higher Education (WICHE), Colorado

RUSSELL POULIN

Associate Program Director, Western Cooperative for Educational Telecommunications, Colorado

3:45–4:45 PM

SALON D, LOWER LEVEL 1

Session #247

More with Clifford Adelman and Michael Kirst

Ask your questions about reducing remediation, ensuring college/work readiness and bringing adults with incomplete degree programs back to finish college.

PARTICIPANTS:

CLIFFORD ADELMAN

Senior Associate, The Institute for Higher Education Policy, District of Columbia

MICHAEL KIRST

Emeritus Professor for Education and Business Administration, Stanford University, California

3:45–4:45 PM

MT HOOD ROOM, 2ND FLOOR

Session #248

Building Strong Learning Communities through 21st Century Skills

An overview and expert opinion on 21st Century Learning Environments, including the importance, both nationally and internationally, of integrating the basic core skills with the new 4C's: Communication, Collaboration, Creativity and Critical Thinking necessary to be college and career ready. Learn about the latest resources, tools and information on 21st century skills. Research, data and models of the Partnership for 21st Century Skills states efforts will be provided with an emphasis on support systems that include: structures for learning; time for learning; tools for learning; and communities for learning, as well as the identification of needed policy changes in support of learning.



PARTICIPANTS:

KATHY HURLEY

Senior Vice President, Strategic Partnerships, Pearson Education, Virginia

LILLIAN KELLOGG

Vice President, Education Networks of America, Tennessee

BARBARA NIELSEN

Former State Superintendent, South Carolina

4:45–5:00 PM

BALLROOM LOBBY, LOWER LEVEL 1

Break



Roundtable Discussions (concurrent)

Roundtable topics are designed for small-group discussions on specific issues or opportunities. A resource leader will facilitate the discussion at each table. Join your peers in this informal opportunity to explore the topic of your choice, share and learn from other forum participants interested in the issue, and get answers to your questions.

Roundtable #1: The Economic Impact of High School Graduation

All of us recognize that graduating from high school with the skills necessary to be successful in postsecondary education, work and life is critical. Join this roundtable to learn more about groundbreaking research that quantifies the economic impact that occurs when we fail to graduate students from high school. There is a direct link between improved educational outcomes and economic returns that include the growth in jobs, home ownership, levels of spending and investment, and car sales that will result from cutting the high school dropout rate in half.

*Discussion Leaders:***BOB WISE**

Former Governor, West Virginia; President of the Alliance for Excellent Education, District of Columbia

KATHY PAYNE

*Senior Director for Education Leadership, State Farm Companies®
Corporate Headquarters*

Roundtable #2: Moving Research to Action for Early Education in Oregon

Staff from the Children's Institute will share information and resources from their work with policymakers, government agencies and funders to support cost-effective public and private investments in early childhood programs in the state. The Institute has been instrumental in expanding Oregon's unique Head Start pre-kindergarten program and establishing first-time state funding for Early Head Start. In addition, the Institute has produced a number of reports that help guide state efforts to develop programs and policies to support young children and their families.

*Discussion Leader:***SWATI ADARKAR**

Executive Director, Children's Institute, Oregon

Roundtable #3: Community Education and the Future of Learning

This roundtable will discuss: promise neighborhoods, full-service community schools, 21st century community learning centers, after school programs, early childhood education and community engagement in learning.

*Discussion Leader:***JOHN MYERS**

National Community Education Association, Virginia

Roundtable #4: Expanded-Time Schools

Hear how federal administration, state, district and school leaders are encouraging and implementing innovative new school schedules to add learning and enrichment time for students and more time for teachers to plan, meet and individualize instruction.

*Discussion Leader:***JENNIFER DAVIS**

President, National Center on Time and Learning, Massachusetts

Roundtable #5: Strengthening Educator Quality in Arkansas through Transparency and Partnership

Members of the Arkansas Partnership for Teacher Quality will share preliminary information from its research on the preparation, placement, retention, and student achievement of Arkansas teachers and the implications for public schools and educator preparation institutions.

*Discussion Leaders:***RICHARD HUTCHINSON**

*Government Relations/Instructional Issues Director,
Arkansas Education Association*

ANGELA SEWALL

Dean, College of Education, University of Arkansas Little Rock

CALVIN JOHNSON

*Dean, School of Education, University of Arkansas at Pine Bluff;
Former Chair, House Education Committee, Arkansas General Assembly*

Roundtable #6: The Race to the Top Consortium Assessments: New Advances and New Challenges

The \$350 million federal RTTT Assessment Program has resulted in two proposals for new Comprehensive Assessment Systems for the assessment of students in grades 3 through 8 and at least once in high school: the SMARTER Balanced Consortium and the PARCC Consortium. This session will explore the innovative design features that are common across the consortia, and how these will affect the testing experience of students. The session will also explore how these new designs propose to provide more timely, useful, and accurate information to all stakeholders, and the technical challenges to be overcome to support these new innovations.

Discussion Leader:

NANCY A. DOOREY

Director of Programs, Center for K-12 Assessment and Performance Management, Educational Testing Service (ETS), Texas

MALCOLM BAUER

Senior Research Scientist, Educational Testing Service (ETS), New Jersey

Roundtable #7: Business-Credible, High School Feasible

WestEd, ECS and Strategic Partnership are working together to develop an assessment tool that will measure the skills that industry values embedded in rigorous academic content applications. This roundtable will discuss the current status of this work.

Discussion Leader:

STANLEY RABINOWITZ

Director, Assessment and Standards Development Services, WestEd, California

Roundtable #8: Partnerships between Private Sector Career Colleges and Community Colleges to Advance Workforce & Career Preparation

Many community colleges are facing severe capacity constraints and funding challenges. Private sector career colleges have been growing and investing in additional capacity. This roundtable will look into the possibility of creating fruitful partnerships between these types of institutions and what each organization can learn from the other to improve the education and training they provide.

Discussion Leader:

MARK PELESH

Executive Vice President of Legislative and Regulatory Affairs, Corinthian Colleges, California

Roundtable #9: Reaching Rural Schools

Recognizing the importance of college and career readiness for all students, how can we ensure that students and educators in rural communities have access to the resources they need to achieve this goal? This roundtable discussion will focus on particular issues facing rural schools and explore creative steps to increase educational opportunities for rural students. AT&T will bring together rural education experts to examine new possibilities for creating partnerships and networks to reach rural schools.

Discussion Leader:

HOWARD LEE

Former State Senator, North Carolina; Executive Director, North Carolina Education cabinet; Member, ECS Steering Committee

CYNTHIA MARSHALL

President, AT&T North Carolina

Roundtable #10: Gaining Ground in the Middle Grades: Why Some Schools Do Better

A team of researchers from EdSource and Stanford University recently released the largest empirical study ever conducted of middle grades practices and their association with higher student academic outcomes. This roundtable will summarize the study's findings, and their implications for district and school practice, as well as state and federal policy.

Discussion Leaders:

TRISH WILLIAMS

Executive Director, EdSource, California

MICHAEL KIRST

Emeritus Professor for Education and Business Administration, Stanford University, California

6:00–7:00 PM

SALONS F-I, LOWER LEVEL 1

Reception for all State Teams, Corporate Partners and National Forum Sponsors (invitation only)

7:00 AM – 4:00 PM LOWER LEVEL 1
Registration Desk

7:00 AM – 4:00 PM LOWER LEVEL 2
Cyber Café

7:30–8:15 AM SALONS F-I, LOWER LEVEL 1
Buffet Breakfast

8:15–8:30 AM SALONS F-I, LOWER LEVEL 1
Session #320

Read for the Record

Again this year, the Pearson Foundation is the founding sponsor of Jumpstart’s Read for the Record Campaign, an international campaign to bring young people together with valued grownups in their lives to read the same book, on the same day, in communities all over the world. On October 7th, Pearson aims to make Read for the Record bigger than ever by sharing this year’s book – *The Snow Day* – online via their new We Give Books literacy initiative. In the process, record-breakers will also help donate classic children’s books to young people in classrooms across the United States.



PARTICIPANTS:

MARK NIEKER
President, Pearson Foundation, New York

8:30–9:15 AM SALONS F-I, LOWER LEVEL 1
Session #321

Beyond Business as Usual—Key State Actions to Boost College and Career Readiness

Current methods of helping high school students attain college readiness have resulted in unacceptable remediation rates in two- and four-year postsecondary institutions nationwide, and often have been completely disassociated from the skills and knowledge students need to be career-ready. David Conley will explore the components of a more comprehensive definition of college and career readiness, and state policies to better assist all students in achieving their post-high school goals.



PARTICIPANTS:

DAVID T. CONLEY
CEO, Educational Policy Improvement Center, Oregon

9:15–10:00 AM SALONS F-I, LOWER LEVEL 1
Session #322

Can the Right Measures Increase Innovation and Success?

Successful organizations rely extensively on data analysis, yet few K-12 districts have the metrics they need to do the same. How can collecting data on the right things contribute to an environment where innovation can thrive?

PARTICIPANTS:

FREDERICK HESS
Director of Education Policy Studies, American Enterprise Institute for Public Policy Research, District of Columbia

10:00–10:15 AM BALLROOM LOBBY, LOWER LEVEL 1
Break



10:15–11:15 AM SALONS B&C, LOWER LEVEL 1
Session #325

More with David Conley

Ask David Conley your questions about what college and career readiness should look like in state policy.

PARTICIPANTS:

DAVID T. CONLEY
CEO, Educational Policy Improvement Center, Oregon

10:15–11:15 AM MT HOOD ROOM, 2ND FLOOR
Session #326

Common Core Standards: What Role Will You Play?

This session will be an interactive, hands-on opportunity for session participants to discuss the new Common Core State Standards and the impact they will have on states, students, teachers and classroom instruction. Michael Kirst will facilitate and moderate lively discussions and draw out what’s next for these new standards.



PARTICIPANTS:

MICHAEL KIRST
Emeritus Professor for Education and Business Administration, Stanford University, California
MALBERT SMITH
President and Co-founder, MetaMetrics, Inc.

10:15–11:15 AM COLUMBIA ROOM, MAIN LOBBY LEVEL

Session #327

School Finance 101

These are the times that try men’s souls (and pocketbooks). Talk with school finance experts about how states fund schools and how your state might address this fiscal crisis.



PARTICIPANTS:

RONALD COWELL

President, The Education Policy and Leadership Center, Pennsylvania

MICHAEL GRIFFITH

Senior Policy Analyst, Education Commission of the States

LAWRENCE PICUS

Professor of Education, University of Southern California

10:15–11:15 AM SALON A, LOWER LEVEL 1

Session #328

The Role of Community and For-Profit Colleges in Increasing College Attainment

It is becoming increasingly clear that in order for the U.S. to achieve President Obama’s goal of having the highest college attainment rate in the world by 2020, community colleges and for-profit institutions will need to play a critical role. Community colleges and for-profit institutions appear to be uniquely positioned to serve the non-traditional populations that must see improved college attainment rates to reach President Obama’s goal and improve our collective economic future. This session will focus on how community colleges and for-profit institutions are taking the challenge of increased college attainment seriously by developing innovative delivery models, groundbreaking policies and voluntary accountability systems to demonstrate their commitment to higher college attainment.



PARTICIPANTS:

LINDA BAER

Program Officer, Bill & Melinda Gates Foundation, Washington

JACK MASSIMINO

Executive Chairman, Corinthian Colleges, Inc., California

10:15–11:15 AM SALON D, LOWER LEVEL 1

Session #329

A State-District Partnership Approach for School Improvement: The Kansas Learning Network

With a regularly shifting political tide and constant change in leadership at all levels, states, districts and schools need a clear research-based process for developing and implementing policies and practices that will yield predictable student achievement gains. The Kansas Learning Network fills that need by building and nurturing collaborative systems that support integrated and coherent change over time, at the state, district and school levels.

PARTICIPANTS:

DIANE DEBACKER

Interim Commissioner of Education, Kansas Department of Education,

DARREN DENNIS

Director of Learning Services, Garden City Public Schools, Kansas

JOAN EVANS

Senior Consultant, Cross and Joftus, LLC, California

11:20 AM – 12:20 PM SALON E, LOWER LEVEL 1

Session #330

Improving Teacher Preparation and Teacher Effectiveness

This Teacher Quality Plenary Panel will focus on new thinking and action related to teacher preparation efforts, how data is allowing for deeper evaluation of preparation programs and critical issues for policymakers to consider for improving the teacher pipeline. National teacher preparation experts will discuss and debate best practices.



PARTICIPANTS:

TONY BENNETT

Superintendent of Public Instruction, Indiana Department of Education,

HOLLY FRANKS BOFFY

2010 Louisiana State Teacher of the Year

JONATHAN PLUCKER

Director and Professor, Center for Evaluation and Education Policy, Indiana University

PAUL REVILLE

Secretary of Education, Executive Office of Education, Massachusetts

PHILIP SCHMIDT

Associate Provost of the Teachers College, Western Governors University, Utah

12:20–12:30 PM BALLROOM LOBBY, LOWER LEVEL 1

Break



FRIDAY SESSIONS

12:30–1:45 PM

SALONS F-I, LOWER LEVEL 1

James B. Conant Award Luncheon: Preparing Teachers & School Leaders: How Can We Meet the Challenges of the 21st Century?

While the recruitment and preparation of teachers and school principals have raised major challenges in the United States and often have been deeply contentious issues, there is strong agreement that solving the dilemma is a necessary centerpiece of effective reform. This talk will discuss the challenges we face, what we know about what works, and new directions that are emerging, recommending critical steps for the future.



New York Assemblywoman Barbara Clark will present the 2010 ECS James Bryant Conant Award to Linda Darling-Hammond.

AWARD RECIPIENT AND SPEAKER:

LINDA DARLING-HAMMOND

Charles E. Ducommun Professor of Education, Stanford University, California

1:45–3:15 PM

SALONS F-I, LOWER LEVEL 1

Session #336

Getting to Yes: A Discussion Between Congressional Leaders and State Governors

We share the same goals. State and Congressional leaders want youth and adults to be better prepared. They seek an economy that is globally competitive; higher graduation rates (high school and college); reductions in the need for remediation; clear pathways to enter the skilled workforce and earn a living wage; more citizens who contribute to the quality of life in each community and who set a high bar for the next generation of leaders to reach. But too often – in exchange for federal dollars – states are doing things that simply don't make sense to them. What are the most critical pieces of Perkins, ESEA or the Workforce Investment Act that contribute to these unintended results? How can we shape policy at the federal level in a way that gives states flexibility and the tools for success?

MODERATOR:

FREDERICK HESS

Director of Education Policy Studies, American Enterprise Institute for Public Policy Research, District of Columbia

PARTICIPANTS:

PHIL BREDESEN

Governor, Tennessee

BOB WISE

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

MEMBERS OF CONGRESS

3:15 PM

ECS National Forum Adjourns

3:15–5:00 PM

SALONS A&B, LOWER LEVEL 1

Session #345

Starting Strong by Building Effective Pre-K to Grade-3 Systems (invitation only)

This special session – supported by Pre-K Now, a campaign of the Pew Center on the States – will address how states and districts can build college and workforce readiness by enacting policies that strengthen teaching and learning in preschool and the early grades.



Session highlights include:

- Keynote address from Jerry Weast (featured in the new book, *Leading for Equity: The Pursuit of Excellence in the Montgomery County Public Schools*, by Stacey M. Childress, Denis P. Doyle and David A. Thomas)
- Pre-K policy experts from the Pew Center on the States share best practices
- Facilitated group discussion: *Making PK-3 a Reality in My State*.

PARTICIPANTS:

DAVID SCOTT BEARD

Senior Associate, The Pew Charitable Trusts, District of Columbia

ALLISON DE LA TORRE

State Policy Associate, The Pew Charitable Trusts, District of Columbia

KRISTIE KAUEZ

Program Director, PreK-3rd Education, Harvard Graduate School of Education, Massachusetts

JERRY WEAST

Superintendent of Montgomery County Schools, Maryland



THE
PEW
CENTER ON THE STATES



Portland Farmers Market/Bruce Forster



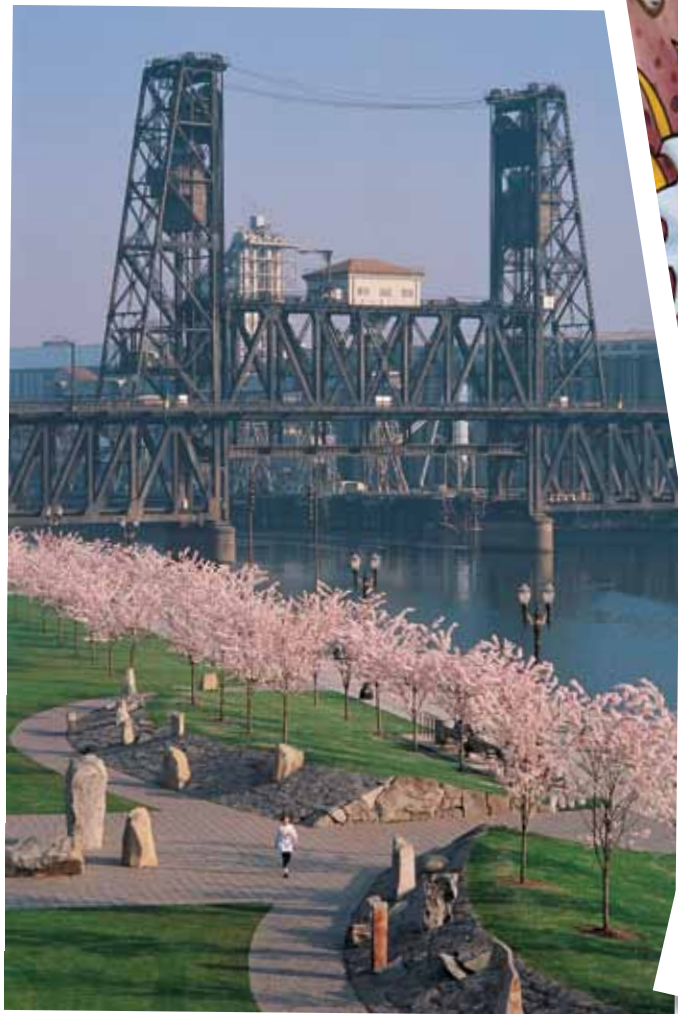
Japanese Garden/Travel Portland / Larry Geddis



Pearl District – 1st Thursday Gallery Tours/Travel Portland/Edis Jurcys



Portland Rose Festival – Dragon Boats/Travel Portland/Mr. Janis Miglavs



Downtown – Steel Bridge and Gov. Tom McCall Waterfront Park/
Travel Portland/Mr. Janis Miglavs



Downtown – Skidmore District /Travel Portland/David Falconer

James Bryant Conant Award

LINDA DARLING-HAMMOND

The Education Commission of the States memorializes co-founder James Bryant Conant each year by honoring an individual for outstanding contributions to American education. This year, ECS is proud to recognize a leader whose commitment to school reform, teaching quality and educational equity is unwavering. The 2010 recipient of the ECS James Bryant Conant Award is Linda Darling-Hammond, Charles E. Ducommun Professor of Education at Stanford University.

The Conant Award was established in 1997 by the ECS Steering Committee in honor of James Bryant Conant, who was a great educator, scientist and statesman. ECS presents it only to those individuals whose efforts and service have created a pronounced and lasting influence on American education. Previous award winners include Thurgood Marshall, Fred Rogers, Claiborne Pell and Marian Wright Edelman, along with former Governors Gaston Caperton, Roy Romer, James Hunt Jr, and Richard Riley. ECS is proud to add Linda Darling-Hammond to this esteemed list.

Darling-Hammond founded and co-directs the Stanford Center for Opportunity Policy in Education to foster research, policy, and practice strategies for educational quality and equality. She also founded and oversees the School Redesign Network, which works on issues of school and district reform, and leadership development in support of powerful and equitable curriculum, instruction and assessment.

Between 1994 and 2001, Darling-Hammond served as executive director of the National Commission on Teaching and America's Future, chaired by former North Carolina Governor James B. Hunt. The blue-ribbon panel's 1996 report, *What Matters Most: Teaching for America's Future*, led to sweeping policy changes affecting teaching and schooling.

Darling-Hammond began her career as a public school teacher and has since dedicated her professional life to improving educational policy at the national, state and local level.

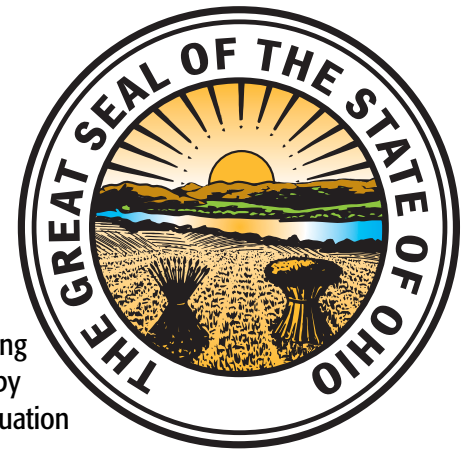
Beginning with her work as senior social scientist and director of the RAND Corporation's education policy program, and extending through appointments at Columbia's Teachers College and Stanford, she has conducted research on a wide range of policy issues affecting teaching and schooling while advising policymakers at all levels of government. She has led the development of new standards and assessments for students and teachers, launched innovative schools, redesigned teacher training programs and designed policies that have supported greater opportunities for children and youth. She led President Obama's education policy transition team in 2008-09.

Darling-Hammond received her B.A. (magna cum laude) from Yale University and her doctorate in Urban Education (with highest distinction) from Temple University. She is the author or editor of 16 books and more than 300 journal articles, book chapters and monographs on issues of policy and practice. Among her books are: *The Flat World and Education: How America's Commitment to Equity Will Determine Our Future* (2010); *Powerful Teacher Education: Lessons from Exemplary Programs* (2006); *Preparing Teachers for a Changing World: What Teachers Should Learn and Be Able to Do* (with John Bransford, 2005); *Teaching as the Learning Profession* (co-edited with Gary Sykes, 1999); and *The Right to Learn* (1997).



For Outstanding Contributions to American Education

THE STATE OF OHIO



This year, the Education Commission of the States recognizes the State of Ohio as the recipient of the 2010 Frank Newman Award for State Innovation. This honor is being given to Ohio based on various innovative, promising elements included in 2009 House Bill 1 (H.B. 1).

The Education Commission of the States has long recognized states and territories for innovation and excellence in education policy. In 2005, ECS named its State Innovation Award in honor of the late Frank Newman, who served as ECS president for 14 years. The Frank Newman Award criteria include: education improvement efforts that are replicable and hold valuable lessons for other states; policies that are bold, courageous and nonpartisan, including new policies with the potential for large-scale impact; and policies or programs that have broad-based support from education stakeholders.

H.B. 1 incorporates a number of elements that, when implemented, will provide valuable models and guidance for other states aiming to reform their education systems.

For example, the bill features several provisions on quality teaching. It:

- + Replaces the current system of teacher preparation with a four-year "teacher residency" program and moves responsibility for approving teacher preparation programs to the Chancellor of the Board of Regents
- + Requires the Chancellor to work with the State Superintendent to develop metrics so the programs align with teacher licensure standards
- + Requires new teachers to gain seven years of experience (up from three) before they are eligible for a continuing contract (tenure)
- + Requires the creation of a model peer assistance and review program that includes up to three years release time for experienced teachers to mentor others.

H.B. 1 also changes testing at the high school level by replacing the Ohio Graduation Test with a rich mix of three assessments:

- + A nationally standardized assessment of English language arts, math and science
- + A series of end-of-course assessments (English language arts, math and science)
- + A senior project, to measure how successfully students have acquired 21st century skills.

ECS recognizes Ohio lawmakers and education stakeholders for the difficult choices and tradeoffs they confronted in the 2009 legislative session. While various elements of H.B. 1 remain controversial, the legislation marks a significant attempt at comprehensive education reform. For this reason, ECS is pleased to acknowledge education policy leaders in Ohio for advancing the spirit of the late Frank Newman.



Corporate Award



AT&T



at&t

The Education Commission of the States (ECS) is pleased to recognize AT&T as the 2010 recipient of the ECS Corporate Award. The tribute honors nonprofit organizations and for-profit corporations that have demonstrated a sustained commitment to, and investment in, improving public education, particularly efforts that reach those currently not well-served by the education system. The award was created under the leadership of former Wyoming Governor Jim Geringer, 1999-2000 ECS Chair.

AT&T's commitment to strengthening its communities by donating time and talents, supporting underserved populations and promoting education programs that create economic opportunity is more important than ever in the current economy. In 2009, AT&T's philanthropic giving through corporate, employee and AT&T Foundation programs totaled \$155 million.

The centerpiece of the company's efforts is AT&T Aspire, a \$100 million philanthropic program designed to focus on the high school dropout crisis in America. This initiative, launched in 2008, represents the company's biggest and most significant investment in education in its history. The program launched with four initial components: education grants and contributions, job shadowing, underwriting of national research and dropout prevention summits.

AT&T has contributed over \$75 million to school districts and school system foundations, higher education and education-serving nonprofits. Almost 700 local and national organizations have benefitted from Aspire-related grants and contributions to date.

By the end of first quarter 2010, the AT&T Aspire job shadowing initiative reached more than 30,000 students in more than 200 cities. Working with Junior Achievement, the program matches students with AT&T employees to learn more about career options and what it takes to be successful in today's workforce.

To further understand and tackle the high school dropout problem, AT&T funds research to explore the perspective of practitioners (e.g., teachers, principals, superintendents, school counselors and school board members). Working closely with three other organizations, they published the report, *On the Front Lines of Schools*, in 2009. To build on this report, focus groups with teachers, parents and students were conducted to examine the high school dropout problem through their eyes. The results of this follow-up study were announced in the March 2010 report, *Raising their Voices*. These reports will serve as a valuable resource to communities and schools seeking to improve their high school graduation rates.

Working with America's Promise Alliance, 96 dropout prevention summits were convened through the first quarter of 2010 – reaching 29,500 stakeholders. Each community explored the high school dropout problem and developed an action plan. By fall 2010, the goal of convening 105 summits across the country will have been reached.

Not only does AT&T work on nationwide initiatives, each state office is committed to improving education in their state. For example, in North Carolina AT&T funded the Choice Bus – half classroom, half jail cell – that travels around the state to teach children the consequences of dropping out of high school and to keep them encouraged and on the road to getting a good education. AT&T also serves as the sponsor of the North Carolina Teacher of the Year Award and has adopted an elementary school in a low income community.

Additional examples in North Carolina and other states abound, all evidence of the company's mission to improve student outcomes in America. ECS applauds the dedication and commitment AT&T has shown to American education and is proud to honor them with the 2010 ECS Corporate Award.

For Substantial Investment in and Sustained Commitment to Public Education



Chair's Award



TEACHFORAMERICA

Since 1996, the chair of the Education Commission of the States (ECS) has recognized an individual or organization for outstanding service to education. This year, Minnesota Governor and ECS Chair Tim Pawlenty honors an organization committed to promoting alternative teacher licensure and cultivating a cadre of leaders to improve the outcomes of children in low-income neighborhoods. The 2010 recipient of the Chair's Award is Teach For America.

Teach For America's (TFA) mission is to eliminate educational inequity – that where a child is born determines the quality of his or her education and life prospects. TFA employs a two-pronged strategy to tackle this problem. In the short term, they provide a source of well-trained teachers who commit to teach for two years in one of 39 urban and rural regions across the country. Long term change comes about as program alumni move on to leadership roles to shape schools, policies and investments in low-income communities.

Each year, TFA recruits outstanding recent college graduates from all backgrounds and career interests to commit to teach for two years in urban and rural public schools. They provide the intensive training and ongoing support necessary to ensure their success as teachers in low-income communities.

The teachers, called corps members, go above and beyond traditional expectations to lead their students to significant academic achievement, despite the challenges of poverty and the too-often limited capacity of the school systems in which they serve. Teachers are placed in regions with the most profound gaps in educational outcomes. Roughly 80% of their students qualify for free or reduced-price lunch, and more than 90% are African-American or Latino.

Studies have shown that TFA teachers are as effective – sometimes more effective – than their peers, including certified and veteran teachers. Corps members are having a positive impact on student achievement across subject areas and grade levels, from pre-kindergarten to high school. In the 2010-11 school year, more than 8,200 teachers will impact the lives of nearly a half million children around the country.

In several states, including Minnesota this year, TFA has campaigned for strong alternative pathways to teacher licensure. While their corps members are true examples of the positive impact alternatively-licensed teachers can have, TFA believes that enlisting additional high-quality teachers is not the ultimate solution. During their time with TFA, teachers develop a deeper understanding of their students' challenges and the experience compels them to take personal responsibility for solving inequities in education. TFA's 20,000 alumni assume leadership roles in all levels of the school system and every professional sector, addressing the challenges facing children growing up in low-income communities, building the capacity of schools and districts, and changing the prevailing ideology through their examples and advocacy.

ECS is proud to join Governor Tim Pawlenty in honoring Teach for America with the 2010 ECS Chair's Award.

For Outstanding Service to Education

Past Award Winners

James Bryant Conant Award

2009	KATI HAYCOCK
2008	RON WOLK
2007	GASTON CAPERTON
2006	NANCY S. GRASMICK
2005	SHARON LYNN KAGAN
2004	THURGOOD MARSHALL AND JOHN H. STELLE
2003	ROY ROMER
2002	ROBERT P. MOSES
2001	FRED ROGERS
2000	JOHN GOODLAD
1999	FRANK NEWMAN
1998	ROBERT SLAVIN
1997	CLAIBORNE PELL
1996	JOHN W. GARDNER
1995	RICHARD W. RILEY
1994	ERNEST L. BOYER
1993	WILHELMINA DELCO
1992	THEODORE R. SIZER
1991	JAMES P. COMER
1990	NO AWARD GIVEN
1989	FRED M. HECHINGER
1988	LAMAR ALEXANDER
1987	MARIAN WRIGHT EDELMAN
1986	HAROLD HOWE II
1985	TERREL H. BELL AND DAVID P. GARDNER
1984	JAMES B. HUNT JR.
1983	CARL PERKINS
1982	JOHN BRADEMAS
1981	TERRY SANFORD
1980	RALPH TYLER
1979	FRANCIS KEPPEL
1978	JOAN GANZ COONEY
1977	BENJAMIN MAYS

Frank Newman Award for State Innovation

2009	TENNESSEE (FOR MULTIPLE INITIATIVES)
2008	NORTH DAKOTA (NORTH DAKOTA COMMISSION ON EDUCATION IMPROVEMENT)
2007	ALASKA (FOR MULTIPLE INITIATIVES)
2006	KENTUCKY (KENTUCKY EDUCATION REFORM ACT OF 1990 AND OTHER INITIATIVES)
2005	FLORIDA AND UTAH (CO-WINNERS, FOR MULTIPLE INITIATIVES)
2004	NORTH CAROLINA (NC TEACH) AND SOUTH CAROLINA (THE CENTER FOR EDUCATOR RECRUITMENT, RETENTION AND ADVANCEMENT)
2003	MARYLAND (VISIONARY PANEL FOR BETTER SCHOOLS)
2002	ALABAMA (ALABAMA READING INITIATIVE) AND TEXAS (TEXAS READING INITIATIVE)
2001	GEORGIA – UNIVERSAL PRESCHOOL PROGRAM
2000	CONNECTICUT – BEGINNING EDUCATOR SUPPORT AND TRAINING (BEST) PROGRAM
1999	NORTH CAROLINA - NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
1998	OREGON - STUDENTS RECYCLING USED TECHNOLOGY (STRUT)

Corporate Award

2009	PROJECT LEAD THE WAY, INC.
2008	SIMON YOUTH FOUNDATION
2007	PEARSON
2006	PUBLIC BROADCASTING SERVICE (PBS)
2005	HEWLETT-PACKARD DEVELOPMENT COMPANY
2004	MBNA CORPORATION
2003	INTEL CORPORATION AND WASHINGTON MUTUAL
2002	STATE FARM INSURANCE COMPANIES
2001	METLIFE AND THE METLIFE FOUNDATION

Chair's Award

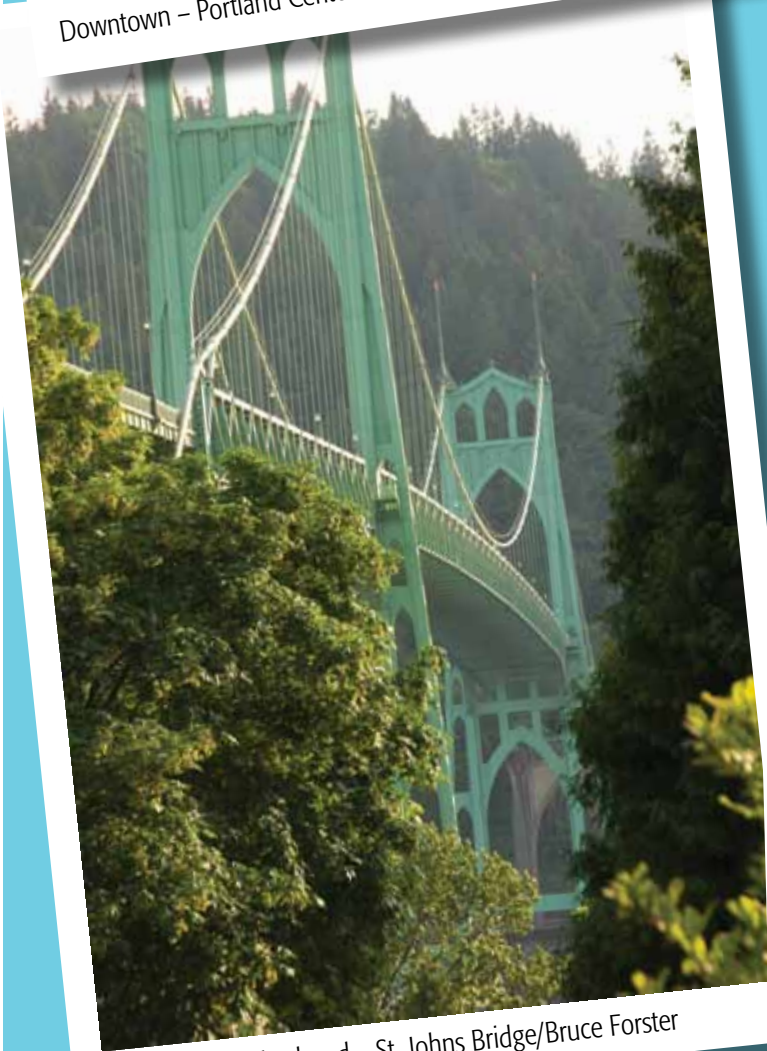
2009	NO AWARD GIVEN
2008	LUTHER OLSEN, WISCONSIN STATE SENATOR, AND RICHARD RHODA, EXECUTIVE DIRECTOR OF THE TENNESSEE HIGHER EDUCATION COMMISSION
2007	FORD FOUNDATION, BILL & MELINDA GATES FOUNDATION, THE WILLIAM AND FLORA HEWLETT FOUNDATION, THE EWING MARING KAUFFMAN FOUNDATION AND THE WALLACE FOUNDATION
2006	NEIL PORTNOW, PRESIDENT OF THE NATIONAL ACADEMY OF RECORDING ARTS & SCIENCES.
2005	PLACIDO DOMINGO
2004	CARL TAKAMURA, EXECUTIVE DIRECTOR, HAWAII BUSINESS ROUNDTABLE
2003	RON NEWCOMB, EDUCATION ASSISTANT TO FORMER GEORGIA GOVERNOR ROY E. BARNES
2002	MILES E. TURNER, EXECUTIVE DIRECTOR OF THE WISCONSIN ASSOCIATION OF SCHOOL DISTRICT ADMINISTRATORS
2001	ED FORD, KENTUCKY DEPUTY SECRETARY TO THE EXECUTIVE CABINET
2000	TED STILWILL, IOWA DIRECTOR OF EDUCATION
1999	ARDYCE L. BOHLKE, NEBRASKA STATE SENATOR
1998	DAVID H. STEELE, UTAH STATE SENATOR
1997	HOWARD P. "PETE" RAWLINGS, MARYLAND STATE REPRESENTATIVE
1996	JOHN HANSEN, IDAHO STATE SENATOR



Downtown – Portland Center for the Performing Arts /Travel Portland/Larry Geddis



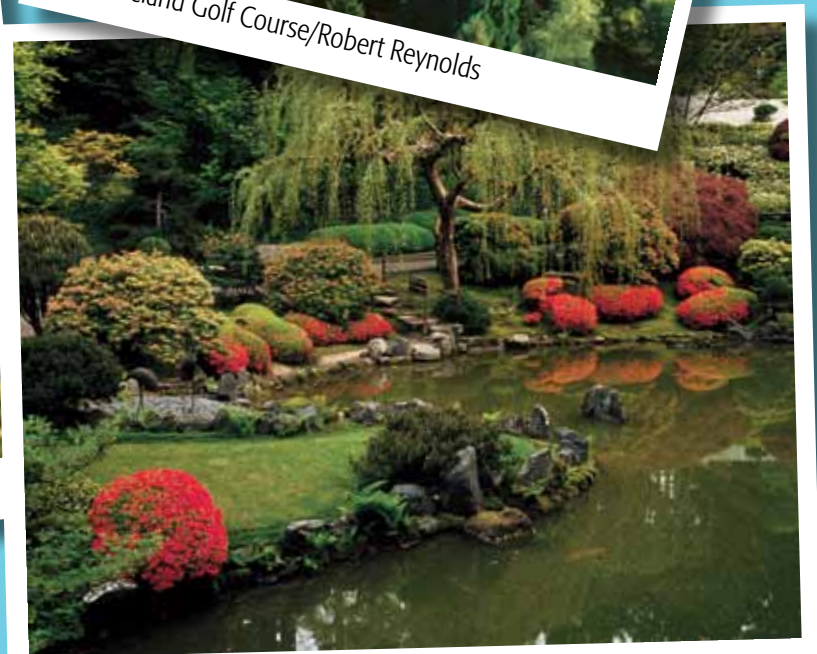
Beverly Cleary Sculpture Garden in Grant Park /David Falconer



St. Johns Neighborhood – St. Johns Bridge/Bruce Forster



Eastmoreland Golf Course/Robert Reynolds



Japanese Garden/Travel Portland/Larry Geddis

SCHEDULE AT A GLANCE

WEDNESDAY, AUGUST 18

8:00 a.m. – 3:30 p.m.	Session #120: National Center for Learning and Citizenship (NCLC) Board Meeting (Invitation only)
12:30–5:00 p.m.	Special Pre-Session #125: <i>Answering Critical Policy Questions: Leveraging Longitudinal P-20/Workforce Data Systems</i> (Hosted by the Data Quality Campaign) [Program begins at 1:00, lunch available starting at 12:30]
1:00–3:00 p.m.	Session #130: <i>State Teacher of the Year Special Session (Invitation Only)</i> Speakers: Katherine Bassett, Albert Browne, Marguerite Izzo
4:00–4:45 p.m.	Session #140: Commissioners' Business Session
6:00–7:30 p.m.	Welcome Reception and Awards Presentation at the Hotel Awards presentation by: Minnesota Governor and ECS Chair Tim Pawlenty

THURSDAY, AUGUST 19

7:30–8:30 a.m.	Networking Buffet Breakfast
8:30–9:15 a.m.	Session #220: <i>What We Can Learn From How the Brain Works</i> Speaker: John Medina
9:15–10:00 a.m.	Session #225: <i>How Future Assessments Can Hit the Real Targets</i> Speakers: Stuart Kahl, Shilpi Niyogi, Stanley Rabinowitz and Kevin Sweeney
10:15–11:15 a.m. Concurrent Sessions	Session #227: <i>More with John Medina</i> Session #228: <i>What State Leaders Can Learn from Higher Education Reforms in Other Countries</i> Session #229: <i>Does Race to the Top Provide a Template for the ESEA of the Future?</i> Session #230: <i>Readiness For All, College and Career Bound – An Arkansas Partnership</i> Session #231: <i>Climate Change Everyone Can Support</i>
11:30 a.m. – 12:15 p.m.	Session #235: <i>Getting Results Together: Maximizing the Roles of Governors and Legislators</i>
12:15–1:00 p.m.	Plenary Lunch: <i>Increasing the College Completion Rate to 60% by 2025 – Lessons Learned Thus Far</i> Speaker: Jamie Merisotis
1:15–2:00 p.m.	Session #241: <i>Bounce Your Boldest Ideas Off the Best and the Brightest</i> (Interactive Open-Mic) Speakers: Michael Kirst, Clifford Adelman
2:00–2:45 p.m.	Session #242: <i>Improving Problem Solving through Geographic Pictures</i> Speaker: Jim Geringer
3:00–3:40 p.m.	Session #244: <i>What Does Being Work-Ready Look Like?</i> Speaker: Debra M. Lyons
3:45–4:45 p.m. Concurrent Sessions	Session #245: <i>Put Critical Thinking On the Map: Better Learning, Teaching, Decisionmaking through GIS</i> Session #246: <i>Effective Transfer and Articulation Agreements to Increase College Success</i> Session #247: <i>More with Clifford Adelman and Michael Kirst</i> Session #248: <i>Building Strong Learning Communities through 21st Century Skills</i>

SCHEDULE AT A GLANCE

<p>5:00–6:00 p.m.</p> <p>Roundtable Sessions (concurrent)</p>	<p>Roundtable #1: <i>The Economic Impact of High School Graduation</i></p> <p>Roundtable #2: <i>Moving Research to Action for Early Education in Oregon</i></p> <p>Roundtable #3: <i>Community Education and the Future of Learning</i></p> <p>Roundtable #4: <i>Expanded-Time Schools</i></p> <p>Roundtable #5: <i>Strengthening Educator Quality in Arkansas through Transparency and Partnership</i></p> <p>Roundtable #6: <i>The Race to the Top Consortium Assessments: New Advances and New Challenges</i></p> <p>Roundtable #7: <i>Business-Credible, High School Feasible</i></p> <p>Roundtable #8: <i>Partnerships between Private Sector Career Colleges and Community Colleges to Advance Workforce & Career Preparation</i></p> <p>Roundtable #9: <i>Reaching Rural Schools</i></p> <p>Roundtable #10: <i>Gaining Ground in the Middle Grades: Why Some Schools Do Better</i></p>
<p>6:00–7:00 p.m.</p>	<p><i>Reception for all State Teams, Corporate Partners and National Forum Sponsors (invitation only)</i></p>
<h2>FRIDAY, AUGUST 20</h2>	
<p>7:30–8:15 a.m.</p>	<p>Networking Buffet Breakfast</p>
<p>8:15–8:30 a.m.</p>	<p>Session #320: <i>Read for the Record</i> Speaker: Mark Nieker</p>
<p>8:30–9:15 a.m.</p>	<p>Session #321: <i>Beyond Business as Usual—Key State Actions to Boost College and Career Readiness</i> Speaker: David T. Conley</p>
<p>9:15–10:00 a.m.</p>	<p>Session #322: <i>Can the Right Measures Increase Innovation and Success?</i> Speaker: Frederick Hess</p>
<p>10:15–11:15 a.m.</p> <p>Concurrent Sessions</p>	<p>Session #325: <i>More with David Conley</i></p> <p>Session #326: <i>Common Core Standards: What Role Will You Play?</i></p> <p>Session #327: <i>School Finance 101</i></p> <p>Session #328: <i>The Role of Community and For-Profit Colleges in Increasing College Attainment</i></p> <p>Session #329: <i>A State-District Partnership Approach for School Improvement: The Kansas Learning Network</i></p>
<p>11:20 a.m. – 12:20 p.m.</p>	<p>Session #330: <i>Improving Teacher Preparation and Teacher Effectiveness</i> Speakers: Tony Bennett, Holly Franks Boffy, Philip Schmidt, Jonathan Plucker and Paul Reville</p>
<p>12:30–1:45 p.m.</p>	<p><i>James B. Conant Award Luncheon: Preparing Teachers & School Leaders: How Can We Meet the Challenges of the 21st Century?</i> Speaker and Award Recipient: Linda Darling-Hammond</p>
<p>1:45–3:15 p.m.</p>	<p>Session #336: <i>Getting to Yes: A Discussion Between Congressional Leaders and State Governors</i></p>
<p>3:15–5:00 p.m.</p>	<p>Session #345: <i>Starting Strong by Building Effective Pre-K to Grade-3 Systems (invitation only)</i> Speakers: David Scott Beard, Allison de la Torre, Kristi Kauerz and Jerry Weast</p>



Clifford Adelman

went to the U.S. Department of Education on a one-year fellowship in 1979 and didn't leave until 2006. He wrote the study on which the *Nation at Risk* Commission's high school curriculum recommendations were based (1983), and designed the project that produced its higher education sequel, *Involvement in Learning* (1984). Since fall 2006, he has been working on international matters for the Institute for Higher Education Policy, producing four monographs, including: *The Bologna Process for U.S. Eyes: Re-learning Higher Education in the Age of Convergence* (2009) and *The Spaces Between Numbers: Getting International Data on Higher Education Straight* (2009). His recent action projects include serving as principal domestic advisor to Lumina Foundation's "Tuning USA" and designer/co-manager of "Win-Win," a pilot in eight community colleges to identify students with unclaimed associate's degree-qualifying work and get the degrees awarded.



Katherine Bassett

is director of Educator Relations for ETS' Products and Services Division. In addition, she is leading ETS' performance-based assessment development program. She has developed partnerships leading to the establishment of numerous programs that benefit teachers, including the National Teacher Forum which ETS co-sponsors with the CCSO. She enjoyed a 26-year career as a library media specialist at the middle school level and was the recipient of two NJ Best Practices Awards for whole school reading motivation programs and four NJ PRIDE Awards for diversity programs. Bassett served as New Jersey's State Teacher of the Year 2000, the first library media specialist to be so honored in New Jersey. As State Teacher of the Year, Bassett was responsible for many changes to the program and helped to establish the Educational Forum of New Jersey and the Governor's Teacher Advisory Council.



David Scott Beard

is the senior associate for state policy with Pre-K Now, a campaign of The Pew Center on the States. He engages with both state advocates and policymakers to develop legislative strategies intended to increase pre-K quality and access across the country. Prior to joining Pew, David served as the director of Policy and Practice at the Council for Children and Families, a Washington agency tasked with supporting families and preventing child abuse and neglect. David also previously worked as a legislative aide to Washington State Rep. Ruth Kagi, chair of the House Early Learning and Children's Services Committee. David received his Master of Science in Social Work from the University of Texas at Austin and holds a Bachelor of Arts in Sociology from the University of Washington.



Tony Bennett

was sworn in as Indiana Superintendent of Public Instruction in 2009 and immediately began creating a Department of Education focused on student learning and implementing his vision that "the academic achievement and career preparation of all Indiana students will be the best in the United States and on par with the most competitive countries in the world." Now well into his second year of office, Bennett remains committed to advancing bold education reforms aimed at putting the full focus of Indiana's schools where it belongs — on students.



Holly Franks Boffy

is the 2010 Louisiana Teacher of the Year and an 8th-grade social studies teacher at Paul Breaux Middle School in Lafayette, Louisiana. She is National Board Certified in Early Adolescence Social Studies-History and is in her tenth year of teaching. She earned her B.S., M.Ed. and Ed.S. in Curriculum and Instruction from Louisiana State University and will begin pursuing an Ed.D. in Administrator Leadership for Teaching and Learning with Walden University this fall. She has served as an adjunct instructor for the University of Louisiana at Lafayette, teaching three different methods courses to preservice teachers over the past six years.



Phil Bredesen

took office as Tennessee's 48th governor in January 2003 and was re-elected in November 2006, setting education as the state's top priority. He expanded the state's pilot Pre-K initiative and established the Governor's Books from Birth Foundation, a statewide expansion of Dolly Parton's Imagination Library, to all 95 counties, which has since delivered more than 10 million books to Tennessee children. He led Tennessee's effort to be selected as one of two winning states in the first round of Race to the Top, a national education improvement competition that will bring \$500 million in K-12 funding over the next four years. Tennessee has experienced tremendous progress in economic development and job creation under Bredesen's leadership, including 50 new corporate headquarters, 184,173 new jobs and more than \$32 billion in capital investments. Bredesen grew up in rural Shortsville, New York, and earned a degree in physics from Harvard University. He served as mayor of Nashville from 1991 to 1999. Before entering public service, he founded HealthAmerica Corp.

Albert J. Browne

is the national director and vice president of Education and Technology for the Verizon Foundation. He is responsible for building the foundation's initiatives in the Education and Technology space. Prior to joining Verizon, Browne was vice president of Community Preservation and Development Corporation (CPDC), where he led the startup of three successful business divisions, built 15 Educational Technology Community Centers and raised more than \$50 million for education, economic and social programs. Before joining CPDC, he spent 10 years as a senior manager and director for Covenant House, at that time an \$87 million dollar private nonprofit. Browne has advanced degrees, certificates in leadership and is an adjunct college and university professor.



Barbara M. Clark

has been a member of the New York State Assembly for over 20 years, using her office to champion adequacy in educational funding, equal access to opportunities and higher achievement standards for the students of New York State. Clark serves as House Assistant

Majority Whip, member of the Majority Steering Committee; Health Budget Joint Conference Committee; Chair, Education Committee of the NYS Black, Puerto Rican, Hispanic and Asian Legislative Caucus; and member of the Assembly Standing Committees on Education; Libraries and Education Technology; Children and Families; and Labor. She has been a Commissioner of the Education Commission of the States (ECS) since 1989 and served two terms on the ECS Steering Committee prior to her appointment as Vice-Chair.



David Conley

is professor of Educational Policy and Leadership in the College of Education, University of Oregon. He is the founder and director of the Center for Educational Policy Research at the University of Oregon, and founder and chief executive officer of the Educational Policy Improvement Center.

He conducts research on issues related to college readiness, college and high school course content analysis, high school-college alignment and transition, and large-scale diagnosis and assessment of college readiness. His published findings include: *Who Governs Our Schools?* (2003) and *College Knowledge* (2005). His most recent book, *College and Career Ready* (2010), features case profiles of America's most college-ready high schools, and informs policymakers, administrators, teachers, parents and students how they can develop a culture rooted in postsecondary success. Conley received a BA with honors in Social Sciences from the University of California, Berkeley and earned his master's and doctoral degrees at the University of Colorado, Boulder.



Ron Cowell

is president of The Education Policy and Leadership Center, which he established as a not-for-profit in 1999. He served for 24 years in the Pennsylvania House of Representatives (1975-98) and 12 years on the House Committee on Education. He also served 12 years on the

Pennsylvania State Board of Education. Cowell was vice chair of ECS in 1995-96. Previously he was a member of the National Education Goals Panel, chair of the Education Committee of National Conference of State Legislatures, chair of the Government Affairs Committee of National Association of State Boards of Education and member of the board of directors of Association of Governing Boards of Colleges and Universities.



Linda Darling-Hammond

is currently Charles E. Ducommun Professor of Education at Stanford University where she has founded and co-directs the Stanford Center for Opportunity Policy in Education. She also founded and oversees the School Redesign Network, which works on issues of school and

district reform and leadership development in support of powerful and equitable curriculum, instruction, and assessment. Beginning with her work as Senior Social Scientist and Director of the RAND Corporation's Education policy program, and extending through appointments

at Columbia's Teachers College and Stanford, she has conducted research on a wide range of policy issues affecting teaching and schooling while advising policymakers at all levels of government. She led President Obama's education policy transition team in 2008-09. Darling-Hammond is author or editor of 16 books and more than 300 journal articles, book chapters and monographs on issues of policy and practice. She received her B.A. from Yale University in 1973, and her doctorate in Urban Education from Temple University in 1978.



Allison de la Torre

is a state policy associate and works with state advocates and policymakers to develop and implement strategies that will increase pre-K quality and availability for all 3- and 4-year-olds. Before joining Pre-K Now in August

2007, she served as legislative assistant to Oregon State Senator Vicki L. Walker, chair of the Senate Education and General Government Committee. Prior to her work for Senator Walker, she worked at the Children's Institute, a leading pre-K advocacy organization in Oregon.



Diane DeBacker

is currently serving as the interim commissioner of Education, as well as the deputy commissioner for the Division of Learning Services for the Kansas State Department of Education. She also served as director of School Improvement and Accreditation for KSDE from

2003-06. In 2006, she joined Shawnee Heights USD 450 as associate superintendent. She was principal of Washburn Rural Alternative High School and also has served as a high school assistant principal, district curriculum facilitator, director of a statewide curriculum center and a classroom teacher. DeBacker served on the Kaw Valley school board from 1999-2003, including the offices of president and vice president. She also has served as an adjunct professor at Kansas State University and Washburn University. She has a bachelor's degree in Business Education from Emporia State University, a master's in Curriculum and Instruction from Washburn University and a doctorate in Education Administration and Leadership from Kansas State University.



Darren Dennis

serves as the director of Learning Services for Garden City Public Schools in Kansas. He began his career as a social studies and English teacher in Lansing, Kansas, before moving on to teach in suburban Kansas City. He has served in various roles in administration, including principal,

personnel director and curriculum director for the past 15 years in Kansas and Missouri. He earned his bachelor's degree in Social Studies Education, his master's in Curriculum and Instruction and his doctorate in Education Administration, all from the University of Kansas.



Joan Evans

is a senior consultant at Cross & Joftus. For 42 years, she taught in and served as school site and central office administrator for the Los Angeles Unified School District, the nation's second largest school district serving approximately 680,000 students. As director of Standards-Based Education, she collaboratively developed and implemented Deming's continuous improvement process with representatives from all constituent groups. Evans has provided training to thousands of educators and has published articles on how to systematically implement an effective standards-based accountability and assessment system that resulted in measurable gains in student performance that exceeded the state average.



Lou Ann Evans

is a member of the National School Climate Council, the District Leaders Network for Civic Engagement and Service-Learning, a former member of State College (Pennsylvania) Area School Board and past president of the Pennsylvania School Boards Association.



Jim Geringer

is fond of saying that he's "an engineer by education, farmer by choice and governor by accident." He received a B.S. in Mechanical Engineering from Kansas State University, then spent 10 years active and 12 years reserve service in the U.S. Air Force. Geringer served two terms as Wyoming Governor, during which he focused on improving education through standards, accountability and technology. While in office, he chaired the Western Governors' Association and the Education Commission of the States. He served on the GeoSpatial One Stop Board of Directors, the National Commission on Mathematics and Science Teaching for the 21st Century, the National Commission on Service-Learning, the National Commission on Teaching and America's Future and chaired the National Governors Association Technology Task Force. He is the current Chair of the Board of Trustees, Western Governors University. Geringer joined Environmental Systems Research Institute (ESRI) in the summer of 2003 as Director of Policy and Public Sector Strategies. Governor Geringer and his wife Sherri have five children and 10 grandchildren. They reside in Cheyenne, Wyoming.



Mike Griffith

Mike Griffith serves as the Senior K-12 and Higher Education School Finance Analyst for the Education Commission of the States (ECS). He has worked in the field of education finance policy for the past 14 years with ECS, the consulting firm of Augenblick & Myers and the Michigan State Senate. Mike is an expert resource to national news media and has been quoted over 200 times by such outlets as: CNN, *Education Week*, *The London Times*, NBC Nightly News, National Public Radio, *The New York Times*, The News Hour with Jim Lehrer and *USA Today*. Mike holds a Bachelor of Arts degree from Michigan State University; a Master of Arts degree in Public Administration from The Ohio State University; and a Master of Arts degree in Education from Trinity College in Dublin, Ireland.



Frederick Hess

is an educator, political scientist and author. At American Enterprise Institute (AEI), where he is director of education policy studies, Hess studies a range of K-12 and higher education issues. He is author of the *Education Week* blog "Rick Hess Straight Up" and of influential books including *Education Unbound*, *Common Sense School Reform*, *Revolution at the Margins* and *Spinning Wheels*. He serves as executive editor of Education Next, on the Review Board for the Broad Prize in Urban Education and on the Boards of Directors for the National Association of Charter School Authorizers and the American Board for the Certification of Teaching Excellence. A former high school social studies teacher who has taught at the University of Virginia, the University of Pennsylvania, Georgetown University, Rice University and Harvard University, he holds his M.Ed. in Teaching and Curriculum and his M.A. and Ph.D. in Government from Harvard University.



Richard Hezel

founded Hezel Associates in 1987 with a mission to engage research, evaluation and strategy toward education innovation. With his background in communications, education and technology, Hezel has led his company's growth through critical research projects in areas such as online learning, teacher professional development, teacher compensation, longitudinal data systems, and articulation and transfer policy. Prior to founding Hezel Associates, he taught and conducted research in media and learning. Earlier he was a public television producer/director and a high school history teacher. A native of Buffalo, he earned a Ph.D. in mass communications at Indiana University.



Kathy Hurley

is a 35-year veteran of the education industry and has served in senior executive positions with PLATO Learning, The Learning Company, Skillsbank and IBM. She is the senior vice president of strategic partnerships for Pearson Education and the Pearson Foundation. She works across Pearson with sales and marketing on major opportunities and the Pearson Foundation on education-related initiatives, both domestic and international. In 2003, Hurley was inducted into the Association of Educational Publishers Hall of Fame for her achievements and service to the education publishing industry. Based in Washington, D.C., she works closely with education policy associations. She currently serves on several industry and education advisory boards, including: the Partnership for 21st Century Skills Board Chairman, the National School Boards Foundation, the National Coalition for Technology in Education and Training, the Software and Information Industry Association and the Consortium for School Networking Board.



Marguerite Izzo

is a full-time 5th-grade teacher, specializing in English Language Arts, at Howard T. Herber Middle School in Long Island, New York. Her teaching career spans more than 30 years. She also serves as an adjunct faculty member in the Adelphi literacy education program. She is the 2007 New York State Teacher of the Year and has served on

the NY Regents Standards Steering Committee and is a member of the NY State Teachers of the Year Council. As the Co-Director of the Malverne Teacher Center, Izzo provides professional development workshops and courses for the teachers. She is a member of the ETS Teacher Leadership Standards Consortium, the Foundation Officer of the Adelphi PDK chapter, Adelphi University Alumni Association Board member and mentors novice teachers in her district. She holds a M.S. in Elementary Education from Adelphi University.



Stuart Kahl

is CEO of Measured Progress, an educational testing company with contracts for state testing programs in over 20 states. A former elementary and secondary teacher, he earned degrees from Johns Hopkins University and from the University of Colorado. Prior to cofounding his current company in 1983, he worked for the Education Commission of the States, the University of Colorado, Clark University and RMC Research Corporation. A frequent speaker at meetings of state and national professional groups, he also publishes commentaries on educational issues and provides technical consultation to various education agencies. His current interests include formative assessment and the assessment of 21st century skills. Most recently, he was recognized by the Association of Test Publishers with the 2010 ATP Award for Professional Contributions and Service to Testing.



Kristie Kauerz

is program director for PreK-3rd Education at Harvard Graduate School of Education. She specializes in early care and education, and elementary school reform, with particular interest in state-level policy. Her experience spans government, the nonprofit sector and academia. She has worked for both Colorado Governor Bill Ritter, Jr. and former Colorado Governor Roy Romer; served as program director for early learning at Education Commission of the States; and conducted research at Teachers College and the University of Colorado-Denver). She is author of numerous articles, book chapters and reports on topics ranging from state kindergarten policies to early childhood governance to P-3 policy alignment.



Lillian Kellogg

has dedicated her career to education and has over 25 years of experience in working with schools and libraries in the field of educational technology. She is a member of the board of directors for the Partnership for 21st Century Skills (P21) and the Consortium for School Networking (CoSN) and a past board member of the Software and Information Industry Association. She co-chairs CoSN's Empowering the 21st Century Superintendent initiative and also serves as a member of the Executive and Finance Committees for P21 and CoSN. As vice president of client services for Education Networks of America (ENA), Lillian oversees marketing as well as strategic national association partnerships.



Alyson Klein

has been a staff writer for *Education Week* for four years. She covers Congress and federal K-12 education policy. She has written extensively about the reauthorization of the Elementary and Secondary Education Act, and the implementation of the American Recovery and Reinvestment Act.

Before coming to *Education Week*, Alyson was a staff writer for *National Journal's CongressDaily*.



Michael Kirst

is Professor Emeritus of Education and Business Administration at Stanford University. He has been on the Stanford faculty since 1969. Kirst received his Ph.D. in political economy and government from Harvard. Before joining the Stanford University faculty, he held several positions with the federal government, including staff director of the U.S. Senate Subcommittee on Manpower, Employment and Poverty, and director of Program Planning for the Elementary and Secondary Education of the U.S. Office of Education. He was a former president of the California State Board of Education. His book, *From High School to College*, with Andrea Venezia was published by Jossey Bass in 2004.



Debra Lyons

was appointed director of Georgia Governor Sonny Perdue's Office of Workforce Development in January 2006. She is responsible for advising the Governor on workforce development policy and implementing initiatives to strengthen the state's workforce development enterprise. Lyons also oversees Georgia Work Ready, a one-of-kind workforce development system that links education and workforce development, and aligns to the economic development needs of the state, its regions and communities. Lyons recently served on the state board for the Technical College System of Georgia and she currently serves on the Alliance of Education Agency Heads Implementation. She holds a bachelor's degree in Chemical Engineering and a master's degree in Mechanical Engineering.



Jack Massimino

has been executive chairman of the board at Corinthian Colleges Inc. since July 2009. He served as CEO of the company from November 2004 through June 2009 and was chairman of the board from August 2008 through June 2009. Massimino was first appointed to Corinthian's Board of Directors in 1999, and has served as chair of the Audit Committee and as a member of the Compensation Committee. He has served on several boards, including Talbert Medical Management Corporation, FHP, Inc., Texas Health Plans, Great States Insurance Company, Art Institute of Southern California, Thunderbird World Business Advisory Council and the Orange County Business Committee for the Arts. He holds a BA in Psychology from California Western University and a master's in Management from the American Graduate School for International Management.



John Medina

author of *Brain Rules*, is a developmental molecular biologist focused on the genes involved in human brain development and the genetics of psychiatric disorders. He has spent most of his professional life as a private research consultant, working primarily in the biotechnology and pharmaceutical industries on research related to mental health. Medina holds joint affiliate faculty appointments at the University of Washington School of Medicine, in its Department of Bioengineering, and at Seattle Pacific University, where he is the director of the Brain Center for Applied Learning Research. Medina was the founding director of the Talaris Research Institute, a Seattle-based research center originally focused on how infants encode and process information at the cognitive, cellular and molecular levels. In 2004, Medina was appointed to the rank of affiliate scholar at the National Academy of Engineering.



Efrain Mercado, Jr

is the Director of Outreach for the National Center for Educational Achievement (NCEA). Efrain has extensive experience partnering with urban school districts to help students achieve College and Career Readiness through his previous work with ACT, Inc. He also brings extensive test preparation experience from his previous roles as a master tutor/teacher for the Princeton Review and as the president and founder of Premier Prep, a test preparation and college admission counseling company. Efrain holds a B.A. from the University of California Riverside and has been quoted in Newsweek's "How to Get into College 2008 Guide" as an expert on standardized tests and academic preparation.



Jamie Merisotis

is president and chief executive officer of Lumina Foundation for Education, the nation's largest private foundation committed solely to enrolling and graduating more students from college. Under his leadership, Lumina employs a strategic, outcomes-based approach in pursuing its mission of expanding college access and success, particularly among low-income, minority and other historically underrepresented populations. Before joining Lumina in January 2008, he founded and served 15 years as president of the Washington, D.C.-based Institute for Higher Education Policy. He previously served as executive director of the National Commission on Responsibilities for Financing Postsecondary Education. Merisotis also helped create the Corporation for National and Community Service (AmeriCorps), and serves on numerous national and international boards of directors, including the European Access Network in London, Bates College in Maine and the Central Indiana Corporate Partnership.



Demarée Michelau

is the director of policy analysis at the Western Interstate Commission for Higher Education (WICHE). The author of numerous education reports, policy briefs and magazine articles, she has experience in higher education policy on issues such as accelerated learning options, adult learners, college affordability and access, articulation and transfer, and K-16 reform. Previously, she worked for the National

Conference of State Legislatures as a policy specialist. Michelau received her bachelor's degree in Public Law from Northern Illinois University and her master's degree and Ph.D. in Political Science from the University of Colorado at Boulder.



Mark Nieker

is the president and chief executive of the Pearson Foundation, the nonprofit arm of the global education services and technology company. The Pearson Foundation extends Pearson's commitment to education in partnership with nonprofit and public interest organizations, working with leading businesses and civic groups to support students and teachers and to sponsor community-based education programs around the world.



Barbara Nielsen

served 45 years as a teacher, administrator and a consultant. She was elected South Carolina State Superintendent from 1990-98. She served as a member of the ECS Steering Committee and a board member of the Council of State Chief School Officers. Nielsen presently serves on numerous boards including SC Public Charter School District Board and the Southeastern Institute for Women in Politics. At present, she is a senior scholar at the Strom Thurmond Institute and an executive consultant for Pearson Foundation and Pearson Education.



Tim Pawlenty

is regarded as one of the nation's most innovative, energetic, reform-minded and accomplished governors. Now serving his second term as the 39th governor of Minnesota, he has brought increased accountability to state government, held the line on taxes, improved K-12 education standards and made Minnesota a leader in energy reform. Pawlenty served as Chair of the National Governors Association and on the National Infrastructure Advisory Council, the Achieve Inc. Board of Directors and the James B. Hunt Jr. Institute Board of Directors. He is Chair of the Education Commission of the States and former Chair of the Midwestern Governors Association.



Derek Peterson

is an international child/youth advocate and the voice of Integrative Youth Development™. He is dedicated to increasing the health and well being of children and youth worldwide by supporting them to create and sustain environments rich in developmental opportunities and conditions. Peterson has been called "America's Youth Development Rock Star" and his work is written into the No Child Left Behind legislation. In 2000, he was honored by the Alaska Prevention of Drug and Alcohol Community as the "Prevention Professional of the Year." In the following year, he was presented with the "Educator of the Year" by the Alaska Principal's Association. Peterson has delivered over 2,000 presentations on youth development and the value of support through relationship around the world.



Lawrence Picus

is a professor at the USC Rossier School of Education. His current research interests focus on adequacy and equity in school finance as well as efficiency and productivity in the provision of educational programs for K-12 school children.

Picus is past-president of the American Education

Finance Association. He has consulted extensively on school finance issues with more than 20 states, and conducted adequacy studies in Arkansas, Arizona, Kentucky, North Dakota, Wyoming, Wisconsin and Washington. He also has worked with a number of school districts to develop strategic budgeting and resource allocation plans focused on improving student performance.



Jonathan Plucker

is professor of educational psychology and cognitive science at Indiana University, where he directs the Center for Evaluation and Education Policy. Plucker's research interests include education policy, creativity and intelligence, and talent development, and he has written over

100 publications on these topics. His most recent books are *Critical Issues and Practices in Gifted Education*, edited with Carolyn Callahan, and *Essentials of Creativity Assessment*, written with James Kaufman and John Baer, both published last year. He earned his doctorate in Educational Psychology from the University of Virginia, and taught at the University of Maine. He graduated from the University of Connecticut with a bachelor's degree in Chemistry Education and a master's degree in Educational Psychology.



Russell Poulin

is associate director of Western Cooperative for Educational Telecommunications (WCET), a cooperative network of institutions and organizations advancing access and excellence in higher education through the innovative use of technology. Based in Boulder, Colorado,

WCET's membership represents most U.S. states and eight countries. Poulin helps members answer their e-learning questions and works on projects including: directing the Transparency by Design project and its CollegeChoicesforAdults.org Web site, providing consumer information for adult learners; directing WCET's sharing of information about the management, financing and services of e-learning consortia; and coordinating with the Campus Computing Project on the Managing Online Programs survey. Poulin holds a bachelor's degree in Mathematics and Economics and a master's in Statistics and Research Methodology.



Stanley Rabinowitz

is director of WestEd's Assessment and Standards Development Services (ASDS) program and director of the national Assessment and Accountability Comprehensive Center (AACC). In these roles, Rabinowitz has consulted extensively on standards, assessment and accountability

issues with policymakers and assessment staff at national, regional and state levels. Through his involvement in state system Technical Advisory Committees and the role he serves in the AACC, he is intimately familiar with the standards and assessment system challenges and constraints faced by states. He also supports states as they design and implement

new standards and assessment systems. Most recently, he served as a member of the Common Core Standards national validation committee and as a key advisor to the SMARTER/Balanced Assessment Consortium. Prior to joining WestEd, Rabinowitz served as state assessment director for the New Jersey Department of Education.



Paul Reville

is the Massachusetts Secretary of Education and directs the Executive Office of Education. He works closely with the Commonwealth's education agencies – the Department of Early Education and Care, Department of Elementary and Secondary Education, Department of Higher

Education and the University of Massachusetts system. Reville serves as a voting member of the governing board of all four education agencies. He is the governor's top advisor on education and helps shape the Commonwealth's education reform agenda, including the recent Achievement Gap Act of 2009. He is a graduate of Colorado College and holds a master's degree from Stanford University.



Richard G. Rhoda

is the executive director of the Tennessee Higher Education Commission, a post he has held since 1997. He previously served with the Tennessee Board of Regents in numerous staff capacities, including chief academic officer and acting chancellor. While serving on the Regents

staff, he also served as interim president of Nashville State Technical Community College and Austin Peay State University. He served earlier in the administration of Tennessee State University. Rhoda has taught on the undergraduate and graduate levels at Vanderbilt University where he continues as an adjunct professor. He currently serves as ECS treasurer.



Roger Sampson

is president of Education Commission of the States. He has wide experience as a classroom teacher, principal, district superintendent and chief state school officer. Sampson left his post as commissioner of education for the Alaska Department of Education & Early Development

to become ECS' president in September 2007. Sampson's distinguished education career has earned him a reputation for quality, innovation and increased student achievement. As president, Sampson provides vision, direction and leadership for the ECS organization. In this role, he participates extensively in meetings with constituents, including governors, legislators, other policymakers and education leaders. He and the ECS staff identify current and emerging national education issues and integrate those issues in development of the ECS education agenda.



Phil Schmidt

has had substantial experience in a variety of sponsor-funded projects in mathematics education. His administrative experience includes work as dean of a School of Education as well as an associate provost. In these positions, he was responsible for retention studies, the

development of new degree programs, and technology training for prospective and in-service teachers. His research background includes work with mathematically precocious children, problem solving and problem posing, collaborative pedagogies and postsecondary developmental mathematics education. In addition, he is the author of a number of mathematics texts. He earned a Ph. D. degree in Mathematics and Education from Syracuse University.



Malbert Smith III

is president and co-founder of MetaMetrics, Inc. He helps lead MetaMetrics as Lexile measures become the global standard for matching readers with text, and Quantile measures gain momentum in measuring student performance in mathematics. Smith has served on several

boards and is a member of various state and national educational research and measurement associations. He received his Ph.D. in Educational Psychology from the University of North Carolina, Chapel Hill, his undergraduate degree in Psychology from Duke University, and has taught graduate seminars at both institutions. He has published and presented numerous papers in the field of educational assessment and measurement.



Kevin Sweeney

joined the College Board in 2009 as executive director of Psychometrics, where he oversees psychometric efforts for College Board assessments. Additionally, he has been involved in College Board efforts around Common Core Assessments. Kevin's career began at the

American Institute of Certified Public Accountants where he oversaw the psychometric work on the CPA licensing exam, including the exam's first equating and standard settings. He then joined Measured Progress where he was responsible for all psychometric analyses, as well as reporting of results for customized statewide assessments. Kevin received his Ph.D. in Psychometrics from Fordham University.



Jerry D. Weast

is superintendent of the Montgomery County Public Schools, the largest and most diverse school system in Maryland and the 16th largest district in the nation. Since 2004, he has led an inclusive team of school system and union leaders, working together with

Harvard University researchers and leaders from prominent school systems across the nation in the Public Education Leadership Project, to study school system governance. Weast serves on the boards of various policy, educational, business and community organizations, including the Committee for Economic Development, Peabody College (Vanderbilt University) National Ed.D. Advisory Board, and Junior Achievement Worldwide Education Group. He was named the Maryland Superintendent of the Year in 2003 and was one of the final

four candidates for consideration as the National Superintendent of the Year. Weast was appointed a Post Doctoral Fellow in the Graduate School of Duke University. He holds an Ed.S. degree in General Administration from Pittsburg State University in Kansas and an Ed.D. in Educational Administration from Oklahoma State University, where he was named to the Hall of Fame in the College of Education.



Randy Zook

is president and chief executive officer of the Arkansas State Chamber of Commerce and the Associated Industries of Arkansas (AIA). Prior to taking the helm of the State Chamber/AIA, he was the deputy director of administration and finance for the Arkansas Economic Development

Commission. For 34 years, he worked for Atlantic Envelope Company of Atlanta, Georgia, a \$200-million manufacturer of custom-printed envelopes and business products. He served as president and CEO of the company from 1989 to 2004. He currently is serving on the boards of KIPP Schools in Helena-West-Helena, Junior Achievement of Arkansas and McGehee Farm & Real Estate Co.

ECS Staff in Attendance

Melodye Bush

Researcher, Information Management and ECS Clearinghouse

Kathy Christie

Chief of Staff

Jennifer Dounay Zinth

Senior Policy Analyst and Co-director, Information Management and ECS Clearinghouse

Antionette Garcia

Executive Assistant to the President

Michael Griffith

Senior Policy Analyst, School Finance

Lisa Guilfoile

Project Leader, National Center for Learning and Citizenship

JoAnn Henderson

Executive Director, National Center for Learning and Citizenship

Mimi Howard

Program Director, Early Learning

Karen Kepler

National Forum and Events Manager

Heidi Normandin

Staff Associate, Governance and Committee Relations

Ann Rautio

Assistant Researcher, National Center for Learning and Citizenship

Roger Sampson

President

Barbara Thompson

Director, Teaching Quality and Leadership and Director of State Relations

Bruce Vandal

Director, Postsecondary Education and Workforce Development Institute

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Pearson (www.pearsoned.com) is the global leader in educational publishing, providing scientifically research-based print and digital programs to help students and their teachers achieve success.



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College Board

The College Board is a not-for-profit membership association whose mission is to connect students to college success and opportunity. Founded in 1900, the association is composed of more than 5,400 schools, colleges, universities and other educational organizations. Each year, the College Board serves seven million students and their parents, 23,000 high schools and 3,500 colleges through major programs and services in college admissions, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT[®], the PSAT/NMSQT[®] and the Advanced Placement Program[®] (AP[®]). The College Board is committed to the principles of excellence and equity, and that commitment is embodied in all of its programs, services, activities and concerns.



The Lexile Framework for Reading/ The Quantile Framework for Mathematics

MetaMetrics, Inc. developed The Lexile Framework for Reading and its companion scale, The Quantile Framework for Mathematics. The Lexile Framework provides a common scale for matching reader ability and text difficulty, enabling teachers and parents to choose materials that can help to improve student reading skills, and monitoring literacy across the curriculum and at home. Quantiles measure student mathematical achievement and concept/application solvability. The Quantile Framework represents a student's ability to think mathematically in a taxonomy of math skills, concepts and applications. The Quantile strands – geometry, measurement, numbers and operations, algebra/patterns and functions, and data analysis and probability – integrate and align with the strands described by the National Council of Teachers of Mathematics (NCTM).



Educational Testing Service (ETS)

Educational Testing Service (ETS) is the world's largest private, nonprofit educational testing and measurement organization and a leader in education research. ETS products and services measure knowledge and skills, promote learning and performance, and support education and professional development. ETS' employees produce and administer nearly 50 million tests annually in more than 180 countries. ETS is dedicated to serving the needs of individuals, educational institutions and government agencies around the world.



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It's all about student learning. Measured Progress provides customized, integrated, full-service assessment, professional development and instructional support for state and local educators. We continue to develop innovative products and programs, including alternate assessments for students with profound disabilities, assessment instruments for English language learners, computer-based assessments, and a growing catalog of local assessments and professional development products and services.



Worldwide Interactive Network, Inc.

Worldwide Interactive Network, Inc. (WIN) was established in 1996, with a vision to create and integrate learning technologies for enhanced educational opportunities in America and throughout the world. WIN became a company whose applications enable life-learning for business and education via web-based technologies. WIN, with corporate headquarters located in Kingston, Tennessee, is positioned as a global leader in knowledge management and courseware delivery systems. WIN has enabled thousands of national and international clients and millions of users to enter the 21st century with the speed and convenience afforded by the Internet and distance learning.



ECS congratulates The 2010 State Teachers of the Year!

We are proud and grateful to have 36 of these extraordinary individuals with us here in Portland.

Thanks to the generous support of the National Education Association (NEA) who made the teachers' participation possible.



Great Public Schools for Every Child

Congratulations to Sarah Brown Wessling from Johnston High School in Iowa, as the 2010 National Teacher of the Year!

Alabama YUNG BUI-KINCER <i>Booker T Washington Magnet High School</i>	Hawaii WIMA CHULAKOTE <i>Ololana School</i>	Missouri SUSANNE MITKO <i>Bernard Campbell Middle School</i>	Pennsylvania MICHELLE SWITALA <i>Pine-Richland High School</i>
Alaska JACKIE JOHNSON <i>Pioneer Peak Elementary School</i>	Idaho KELLI SMITH <i>Sacajawea Junior High School</i>	Montana ANNE KEITH <i>Chief Joseph Middle School</i>	Rhode Island DANA RAMEY <i>Middletown High School</i>
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Arkansas VANDY NASH <i>Indian Hills Elementary School</i>	Iowa SARAH BROWN WESSLING <i>Johnston High School</i>	New Hampshire ERIC NASH <i>Winnacunnet High School</i>	Tennessee PATTY KIDDY <i>Selmer Elementary School</i>
California KELLY KOVACIC <i>The Preuss School UCSD</i>	Kansas KAREN TRITT <i>Shawnee Mission West High School</i>	New Jersey MARYANN WOODS-MURPHY <i>Northern Highlands Regional High School</i>	Texas YUSHICA WALKER <i>Morehead Middle School</i>
Colorado JUSTIN DARNELL <i>Bryant Webster K-8</i>	Kentucky DURELL HAMM <i>Larry A. Ryle High School</i>	New Mexico PEGGY JACKSON <i>Moriarty High School</i>	Utah MARY JANE MORRIS <i>Northwest Middle School</i>
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Department of Defense Education Activity SUSAN MORRIS <i>Boeblingen Elementary/Middle School</i>	Maryland JENNIFER BURDOCK RANKIN <i>Northern Middle School</i>	North Dakota MARY ELDREDGE-SANDBO <i>Des Lacs-Burlington High School</i>	Virginia CATHERINE WEBB <i>Narrows Elementary/Middle School</i>
District of Columbia STEPHANIE DAY <i>Friendship Public Charter, Chamberlain Campus</i>	Massachusetts JAE GOODWIN <i>Charlotte A. Dunning School</i>	Northern Mariana Islands MARIA ORNES <i>Marianas High School</i>	Washington JAMIE YOOS <i>Bellingham High School</i>
Florida MEGAN ALLEN <i>Cleveland Elementary School</i>	Michigan ROBERT STEPHENSON <i>Wardcliff Elementary School</i>	Ohio JENNIFER WALKER <i>East High School</i>	West Virginia GRETCHEN SHAFFER <i>Morgantown High School</i>
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EQUIPPING EDUCATION LEADERS ADVANCING IDEAS

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Special thanks and recognition go to the following ECS commissioners who took on the additional responsibility of helping to plan this year's National Forum:

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