



**ECS
ANNUAL
REPORT**

**THE
RACE
IS ON**



WHO WE ARE & WHAT WE DO



Education Commission
of the **States**

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

The mission of the Education Commission of the States is to help states develop effective policy and practice for public education by providing data, research, analysis and leadership; and by facilitating collaboration, the exchange of ideas among the states and long-range strategic thinking.

Enlighten



Equip



Engage



What We Do:

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

2009 ECS Products and Services

Check out our impressive collection, which includes direct links to StateNotes, Policy Briefs, Alerts, The Progress of Education Reform, Research Studies database, state policy databases and ECS newsletters.

www.ecs.org/2009ECSPubs.pdf



ECS President Roger Sampson and ECS Vice Chair Barbara Clark present the 2009 James Bryant Conant Award to Kati Haycock, president of The Education Trust.

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We have made it easy for you to navigate this report. Throughout this document, you will find hyperlinks to reports, meetings and ECS Web pages.

CHAIR'S LETTER

Dear Colleagues,

The late Supreme Court Justice Louis Brandeis envisioned states as “laboratories of democracy,” willing to tackle new and innovative approaches in meeting the needs of society.

State-based innovations are needed now more than ever. In 1950, 80% of jobs were classified as “unskilled.” Today an estimated 85% of jobs are classified as “skilled.” At the same time, 60% of future jobs will require training that only 20% of today’s workers possess. Business leaders are warning us that poor performance in math and science is eroding U.S. competitiveness.

Ensuring our nation’s children are prepared to tackle the challenges of the 21st century is extraordinarily important. The Education Commission of the States is taking a leadership role in focusing the nation’s attention on education reform and the development of policy based on research and proven strategies.

As a governor, chair of ECS and former chair of the National Governors Association, I am strongly committed to improving our education system. In Minnesota, we’re preparing our students to compete in a global economy by emphasizing accountability, strengthening standards and improving teacher effectiveness. Testing shows this approach is working and there is little doubt the results can be attributed to tougher learning standards, increased college readiness, rigor in math and science, and increased accountability.

ECS is working with education leaders to challenge every state and territory to:

- Improve high school graduation and college attainment rates
- Benchmark internationally to measure student achievement
- Prepare youth for college and workplace demands
- Do their part in aligning education and workforce needs.

At the state and local levels, we must take action now to improve student achievement. ECS exists to assist your “laboratory of democracy” as you work to improve outcomes for the next generation and beyond. Thank you for your efforts to strengthen this compact through your ideas, actions and engagement.

Sincerely,



Tim Pawlenty
2008-10 Chair, Education Commission of the States
Governor of Minnesota



“Ensuring our nation’s children are prepared to tackle the challenges of the 21st century is extraordinarily important.”

PRESIDENT'S LETTER

Dear Friends of ECS,



For more than three decades we have recognized the dark, barrier-laden path that lies ahead for students who leave grade 3 reading below proficiency. Their chances of graduating high school, entering college, completing college or obtaining a living-wage job are extremely low. Four out of every 10 students in our country leave grade 3 as non-proficient readers. Not surprisingly, this number mirrors the national dropout rate. Many high-profile people in this country have made reading a priority for our children, but the results have changed little.

The need for America to compete globally has never been clearer. However, we will continue to fall short until we successfully address the 40% dropout rate in this country. We're making some headway – but not enough. We recently focused on increasing the rigor of educational standards in this country and moving towards a set of common core state standards that are internationally benchmarked. We have put considerable effort on decreasing the remediation rate for students accessing postsecondary education. We have worked over the past decade on reforming our high schools to increase student results.

Yet the quality of reading instruction and the substance of what children read has changed little over the past three decades. While we've identified successful targeted intervention strategies at the school level, implementation has been slow or nonexistent in many schools. With all of the efforts made to improve student learning at the high school level, it is unrealistic to think we can increase the rigor in middle and high school and expect the non-proficient readers to succeed. It is time that America gets serious about literacy in this country. Until we significantly reduce the number of non-proficient readers leaving grade 3, we will fall short on all other reform efforts to increase the graduation rate, close achievement gaps and increase the number of college graduates in the U.S.

We will attain our goal of regaining global competitiveness only with simultaneous focus in three areas: 1) early literacy proficiency, 2) more effective instructional leadership coming from school principals, and 3) better identification and implementation of targeted intervention strategies.

Best Regards,

A handwritten signature in black ink that reads "Roger Sampson". The signature is fluid and cursive.

Roger Sampson
President, Education Commission of the States

“The need for America to compete globally has never been clearer.”

EARLY LEARNING PROGRAM

The ECS Early Learning Program helps state leaders shape policy to build systems of support for young children from birth to age 8. This program identifies critical and emerging issues, links those issues to policy opportunities, and translates research and practice into policy-focused frameworks or recommendations. The Early Learning Program is designed to provide information, guidance and insight to help policymakers in addressing the broad spectrum of issues impacting the education of young children today.

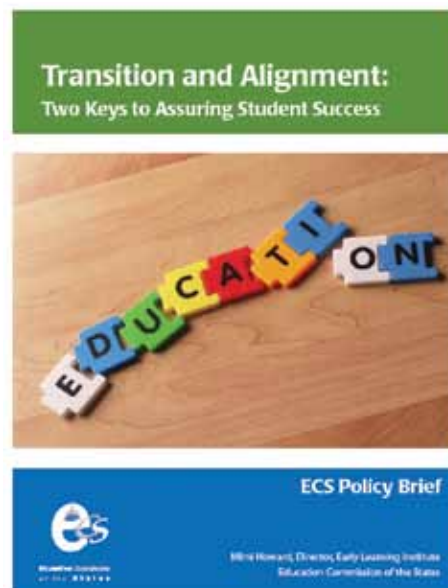
ECS EARLY LEARNING ISSUE SITE: RETOOLING AND UPDATING

The ECS Early Learning issue site, a part of the ECS Web site, is a key source of information to assist education leaders in policymaking decisions and to connect them to model practices and policies in other states. With a grant from the A.L. Mailman Foundation, the site has been updated and retooled to reflect developments in the rapidly changing early learning policy environment. The new issue site is focused on policy impacting children from birth through age 8 and is now divided into four easy-to-access components: infants and toddlers, preschool, kindergarten and the early grades, and early education systems. In addition to the Web site, updates also were made to the State Kindergarten database.



EMERGING ISSUES

The Obama administration is calling for more continuity across the education spectrum and is providing funding opportunities for states, districts and schools to build linkages from preschool through higher education and workforce development. A new policy brief, *Transition and Alignment: Two Keys to Assuring Student Success*, looks at how transition and alignment policies and practice can create more continuity across early learning and the early grades and provides examples of successful state efforts.



PROGRAM INITIATIVES:

THE INTERNATIONAL STEP BY STEP ASSOCIATION (ISSA)

ISSA operates programs in 28 Central Asian and Eastern European countries that provide early care and education services and advocate for policies and practices in support of high-quality teaching for children from birth to age 10. The ECS Early Learning Program was selected to conduct a study of the ISSA Pedagogical Standards that were introduced in 2002. The study includes an extensive review of the standards implementation process across all ISSA countries as well as three in-depth case studies of work with teachers, education systems and national policy partners.

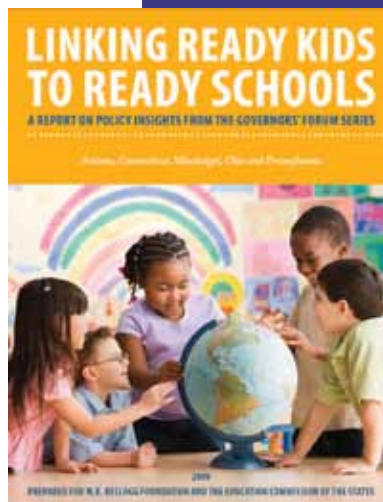
SUPPORTING PARTNERSHIPS TO ASSURE READY KIDS (SPARK)

Funded by the W.K. Kellogg Foundation, SPARK built community capacity and partnerships to assure vulnerable children were successful both before and after they enter school. From 2007-09, ECS provided the policy lens to identify opportunities to scale up best practice to policy, including convening a series of Governors' Forums on Linking Ready Kids and Ready Schools. In 2009, this multi-year effort culminated in a national forum held at the National Press Club in Washington, D.C. This "call to action" event brought 200 policy leaders from 35 states and the new Obama administration together to hear about how states and communities had supported achievement by improving transition and continuity and creating links across early learning and the early grades. *Linking Ready Kids to Ready Schools: A Report on Policy Insights from the Governors' Forum Series* was released at this time and provided background on how five states and their governors were implementing policies and programs to strengthen linkages across learning systems.

FUTURE PRIORITIES:

Future priorities for the Early Learning program include a focus on:

- ◆ The role that kindergarten and the early grades play in shaping later student achievement
- ◆ The impact of the national political and economic situation on state policy for young children
- ◆ Further identification of effective P-3 policies and practices to link early learning and K-12 education systems.



INFORMATION CLEARINGHOUSE

WE MANAGE AND BROKER KNOWLEDGE

Information Clearinghouse staff collect and manage the knowledge that informs such fundamental ECS activities as developing reports, databases and the *ECS Web site*; delivering technical assistance; and providing prompt answers to your policy and research questions.

Staff cull information daily from university-based policy centers, research organizations (i.e., MDRC, RAND, AED, AIR, AERA), academic journals, national and regional education-focused organizations, and nonpartisan print and online sources. The highly specialized Clearinghouse library consists of nearly 30,000 documents in digital format, and three times that number in hard copy.

WE SEEK (AND ARE SOUGHT OUT) TO SHARE WHAT WE KNOW

Clearinghouse staff respond –within 24 hours – to approximately 95% of all questions coming to ECS. The areas in which we received the most queries in 2009 include: high school, finance, teaching quality, postsecondary, scheduling/school calendar, P-16/P-20, governance, choice of schools (including charter schools), accountability, students at risk (including dropout prevention) and attendance.

In 2009, we posted more than 455 new resources (published by ECS and by other organizations) to the *ECS Web site* (which houses over 8,000 documents).

An article on early college high schools was published in the Council of State Governments 2009 *Book of the States*, and a chapter on state and local efforts to involve parents in their children's college preparation, planning and decisionmaking was published in a book released spring 2009.

WE COLLABORATE

Clearinghouse staff partner with the National Conference of State Legislatures (NCSL) to serve the Legislative Education Staff Network through various convenings and to promote the exchange of information among members. We represent ECS as a managing partner with the Data Quality Campaign. We plan and manage sessions for the ECS National Forum on Education Policy. Clearinghouse staff continue to lead efforts to enhance all ECS external and internal databases through a new platform with enhanced capabilities.

WE TRACK STATE POLICY ACROSS THE STATES

In 2009, Clearinghouse staff screened, summarized and categorized nearly 2,000 state education policy enactments on over 300 education issues, early learning through postsecondary, into our state policy tracking database. This resource, updated weekly, contains over 31,000 records, providing one-of-a-kind trend data on education policy enactments since the 1990s. Records going back to 2000 are accessible anytime, anywhere from the ECS Web site. Monitoring policy changes on a national scale every week allows Clearinghouse staff to identify ahead-of-the-curve policy approaches first – before they are touted by other national-level education policy organizations.

WE FIND RESEARCH YOU CAN TRUST AND MAKE IT ACCESSIBLE TO YOU

A great deal of high-quality academic research published in professional journals has clear and profound implications for state education policy, but is inaccessible to state policymakers. We seek out pertinent, credible research studies and ensure they meet our selection criteria. Then we provide bulleted findings and recommendations, itemize the key implications for policy and enter them – jargon-free – into our Web-based *Research Studies Database*. In 2009 – thanks to support from the GE Foundation – Clearinghouse staff entered nearly 30 studies into this online resource, to provide insights into such questions as:

- ◆ What helps recruit and retain good teachers?
- ◆ How prevalent are research-based practices in the classroom?
- ◆ What practices matter most to improve student literacy and reading achievement?
- ◆ What helps to promote student access to college?
- ◆ What impacts college persistence and completion?

Clearinghouse staff members produce two electronic newsletters: ECS *e-Clips* (a daily compilation of news clips from across the states) and *e-Connection* (a weekly compilation of key initiatives across the states, new ECS publications and other good reads). In 2009, we launched a monthly newsletter and a special networking Web site aimed at legislative education staff.

TECHNICAL ASSISTANCE, PRESENTATIONS AND TESTIMONY

Clearinghouse staff were called upon in 2009 to provide feedback on proposed legislation, and to present to policymakers and other education audiences on a wide array of policy issues, including:

- ◆ American Recovery and Reinvestment Act (ARRA): New Mexico, Pennsylvania and Delaware legislatures; National School Boards Association; Kauffman Foundation convening of Kansas and Missouri policymakers
- ◆ Race to the Top: Governors' education policy advisors and legislative staffers
- ◆ Dual enrollment: Colorado P-20 council subcommittee and legislators
- ◆ P-16/P-20 alignment: New England Board of Higher Education; joint meeting of the Utah State Board of Education and Board of Regents; National Association of State Directors of Special Education
- ◆ End-of-course assessments, exit exams and proficiency-based education: Oklahoma Legislative Task Force on Achieving Classroom Excellence; Minnesota Joint [Legislative] Committee on Education; Center for State Innovation (convening of governors' policy directors)
- ◆ High school graduation requirements: Florida Senate Education Committee; Texas House Education Committee
- ◆ Dropout prevention: Members of Colorado House and Senate Education Committees
- ◆ Online testing: Release of report costing out the introduction of online testing in Texas
- ◆ Summer learning: State and local education policy experts
- ◆ State education budget landscape: Minnesota legislature; statewide meeting hosted in Harrisburg, Pennsylvania
- ◆ Innovation: National School Boards Association

WE SYNTHESIZE 50-STATE POLICIES AND ANALYZE CHALLENGING ISSUES

In 2009, Clearinghouse staff produced three of the six editions of *The Progress of Education Reform*, as well as numerous policy reports:

Race to the Top and ARRA related:

- ◆ *Promising Approaches to Achieving College- and Career-Ready Goals (Goal 1)*
- ◆ *Promising Approaches to Establishing Meaningful Data Systems Fostering Continuous Improvement (Goal 2)*
- ◆ *Promising Approaches to Achieving Teacher-Related Goals (Goal 3)*
- ◆ *Promising Approaches to Assisting the Lowest-Performing Schools (Goal 4)*
- ◆ *Race to the Top: Promising State Models*
- ◆ *Answering Questions about What Works in Improving Low-Performing Schools and Districts*
- ◆ *ECS Policy Alert: Recovery and Reinvestment Act of 2009*
- ◆ *Maximizing Education Reform in the Stimulus Bill: Building State Innovation Funds*
- ◆ *Maximizing Education Reform in the Stimulus Bill: Enhancing Summer Learning Programs*
- ◆ *Maximizing Reform in the Stimulus Bill: Supporting Effective Early Education*
- ◆ *State ARRA Web Sites*
- ◆ *Driving Education Reform with Stimulus Funds: Redesigning Schools and Expanding Learning Time*
- ◆ *Proposed State Uses of Stabilization Funding*
- ◆ *Investing in Innovation Fund*

Other:

- ◆ *Compulsory School Age Requirements*
- ◆ *ECS High School Resources and Services*
- ◆ *Noteworthy State Legislation for Improving Career and Technical Education*
- ◆ *State Policies Focusing on Class-Size Reduction*
- ◆ *Maximum P-12 Class Size Policies*
- ◆ *State Guidance: Responding to the H1N1 Flu*
- ◆ *Exemplary State Online Resources for Students, Career Explorers and Adult Learners*
- ◆ *State Budget Shortfalls: Examples of State Responses*
- ◆ *Light at the End of the Tunnel*
- ◆ *State Policies on Homeschooling*
- ◆ *International Benchmarking*
- ◆ *Strong Leaders, Strong Achievement: Model Policy for Producing the Leaders to Drive Student Success*
- ◆ *A Few Bad Apples: Diploma Mills and Fraudulent Academic Credentials*
- ◆ *Four-Day School Week*
- ◆ *Issues in Funding Summer School Programs*
- ◆ *State Initiatives Regarding Electronic or Open Source Textbooks*

Click on any title to open the document in your browser.

The mission of ECS' National Center for Learning and Citizenship (NCLC) is to assist state and district leaders to promote, support and reward citizenship education and service-learning as an essential component of America's education system. In support of this mission, NCLC focused work in 2009 on technical assistance, professional development, and advocacy for service-learning and citizenship education.



NCLC's Core Work

NCLC's primary 2009 initiative was supporting its *District Leaders Network for Civic Engagement and Service-Learning*. The Network – comprised of school district superintendents and local school board members with demonstrated commitment to service-learning and citizenship education – held three in-person meetings in 2009. Ten members of the Network participated in a strategic planning retreat February 2009, during which members reexamined the Network's vision and mission, and created a Strategic Plan to guide its activity and work over the next two years. Recruiting efforts included production of a Network brochure, visibility at national conferences and outreach to other organizations.

NCLC released a Request for Proposals to the Network and selected 10 outstanding service-learning schools to receive its Schools of Success award. The award recognizes existing commitment to service-learning, provides training and technical assistance to deepen service-learning in the school and district, and provides \$5,000 per year (for two years) to the schools. The schools had their first meeting in November 2009 and will contribute to NCLC's objective to identify policies that support or inhibit greater adoption of service-learning nationwide. The success of this model is evidenced in NCLC's award from the Corporation for National and Community Service's Learn and Serve America to expand the Network by another 10 schools in 2010.

In support of its mission to inform state and district policymakers, NCLC staff, NCLC Board members and members of the District Leaders Network made connections and presentations on civic engagement and service-learning at numerous meetings and conferences, including the American Association of School Administrators, the National Service-Learning Conference and the Conference's Administrator's Academy, the ECS National Forum on Education Policy, the National Youth Leadership Council's Urban Service-Learning Institute, the Association of Educational Service Agencies, the National Community Education Association and the National School Boards Association Annual Conference.

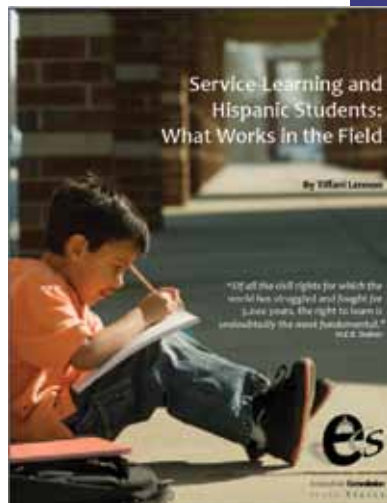
NCLC continues to participate as a member of the Campaign for the Civic Mission of Schools, supporting efforts from multiple organizations to ensure citizenship education remains an essential component of American education, and of the United Voices for Education and Operation Respect, working to encourage positive school climates nationwide.



NCLC Publications – 2009

NCLC continues to publish its bimonthly electronic newsletter, *Citizenship Matters*, to nearly 2,000 subscribers.

The Progress of Education Reform: Service-Learning examines why service-learning matters and highlights four research studies that explore the impact of service-learning on student achievement and civic engagement.



Service-Learning and Hispanic Students: What Works in the Field

This report details findings from case studies of nine schools that serve Hispanic students and demonstrate sound experience and commitment to service-learning. NCLC interviewed more than 100 school board officials, administrators (including principals, assistant principals, superintendents, community members, community-based organizations, teachers and students) from urban, suburban and rural communities, to prepare this comprehensive report. Most of those interviewed represented sites serving large populations of Hispanic students. This important work outlines the current state of education for Hispanic students, identifies common characteristics of the schools and includes recommendations for best practices along with challenges.



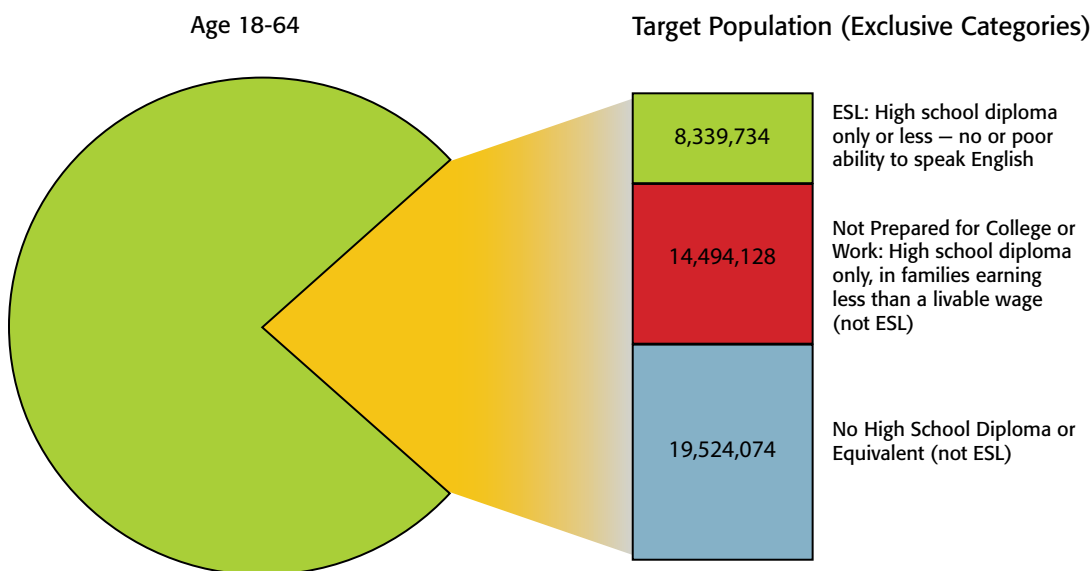
The District Leaders Network (DLN) and the NCLC Board met at the 2009 ECS National Forum on Education Policy in Nashville, Tennessee.

POSTSECONDARY EDUCATION & WORKFORCE DEVELOPMENT INSTITUTE

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

- ◆ Identify, describe and analyze state policies and institutional strategies that leverage state postsecondary investments in state workforce and economic development.
- ◆ Convene policymakers, institutions and business leaders to understand the current strategies employed at postsecondary institutions.
- ◆ Provide technical assistance to states as they develop state policies for postsecondary institutions.
- ◆ Showcase effective projects focused on postsecondary education and workforce development.
- ◆ Partner with other agencies and programs to pilot promising postsecondary education strategies.
- ◆ Utilize technology to showcase the work of the institute and to facilitate communication to ECS constituents.

Figure 2: Target Population of Adults Age 18-64 for Postsecondary Education, 2005



Note: Incarcerated population not separated out.
 Source: U.S. Census Bureau, 2005 ACS; PUMS.
 Graph developed by NCHEMS.

Institute activities in 2009

Getting Past Go, a \$1.4 million, three-year effort funded by the Lumina Foundation for Education, supports our work with states to develop policies to increase the success of postsecondary students who require developmental education. A team of state and national education leaders provides critical guidance to the project.



Revvng the Education Engine engaged education and workforce leaders from throughout the nation to identify the policies and strategies states should consider as they seek to align education, workforce and economic development policy in their states. The project was made possible through the support of the KnowledgeWorks Foundation.



The **Community College Policy Center** is a partnership of the Education Commission of the States, Academy for Educational Development and Iowa State University to collect, analyze and disseminate the latest research and policy information related to community colleges.



The **Tennessee Redesign Initiative** is a partnership of the Tennessee Board of Regents, Education Commission of the States, National Center for Academic Transformation and National Center for Higher Education Management Systems. The project is supported through a three-year, \$750,000 grant from the U.S. Department of Education's Fund for the Improvement of Postsecondary Education.



Major presentations in 2009

- ◆ Two meetings of the National Conference of State Legislatures on developmental education policy
- ◆ The Association for the Study of Higher Education Conference in Vancouver, B.C. on developmental education policy
- ◆ Presentation on adult education policy to the Women in Government Adult Education Seminar in Washington, D.C.

GETTING PAST GO PRODUCTS

- ◆ 50-state database of state and postsecondary system developmental education policies
- ◆ An online community of practice of over 237 state, system and institutional leaders committed to improving developmental education policy
- ◆ A series of online dialogues, or jams, with state, system and education leaders
- ◆ A literature review outlining the role that developmental education has played in increasing access to higher education

REVVING THE EDUCATION ENGINE PRODUCTS

- ◆ Hosted two online jams of state leaders engaged in efforts to align education, workforce and economic development policy
- ◆ Published *Revvng the Education Engine*, a comprehensive framework for how states can more effectively align education, workforce and economic development policy

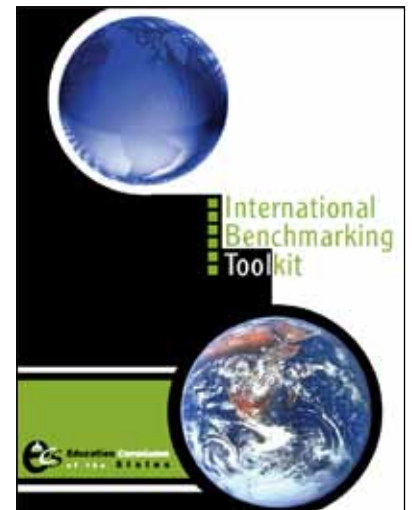
TENNESSEE REDESIGN INITIATIVE

- ◆ Pilots were completed at six Tennessee postsecondary institutions to redesign either their math or English developmental studies programs. Four of the six pilots reported significant improvements in student achievement and cost savings.
- ◆ Cleveland State Community College received the 2009 Futures Assembly Bellwether Award for outstanding achievements in instructional services and programs for their developmental math redesign initiative.

The mission of the Teaching Quality and Leadership Institute (TQLI) is to provide state policymakers and education leaders with high-caliber information to advance the quality of teaching and leadership. Subject areas include, but are not limited to: certification and licensure; compensation and diversified pay systems; teacher preparation, recruitment and retention; teacher and principal leadership; and professional development. We accomplish this mission in part by collaborating with others to explore, create and disseminate new research, model policies and innovative practices that will lead to greater levels of student learning.

In 2009, TQLI:

- ◆ Provided state-specific teaching quality and leadership information for ECS' four "Race to the Top: Promising State Models" briefing papers.
- ◆ Convened the ECS Teaching Quality Strategy Team in March 2009 to identify critical issues ECS needs to pursue. These related to teacher quality, leadership and core competencies that have the greatest impact on accelerating student learning. Team members included: former governors Roy Barnes (Georgia) and Jim Geringer (Wyoming), Linda Darling-Hammond, James Guthrie, David Steiner, Stuart Kahl, Robert Marzano, Dr. Patricia Wasley, Jonathan Plucker, Richard Anthes, Susan Traiman, Karen Elzey, Kent McGuire, Jeff Nelsen and Jim Young.
- ◆ Delivered customized TQL technical assistance, information, policies and implementation strategies for state policymakers.
- ◆ Gave presentations on the International Benchmarking Toolkit. After its release early in 2009, the "Toolkit" generated a great deal of interest in: benchmarking to international standards; international assessments; teacher preparation and effectiveness in the United States and in other countries; 21st century skills assessment; and U.S. and international student achievement comparisons.



ECS would like to congratulate the 2009 State Teachers of the Year. Thirty-four of these extraordinary individuals attended the 2009 National Forum on Education Policy.

TQLI MEETINGS IN 2009:

- ◆ Global Education Competitiveness Summit, June 2009. Fourteen state teams convened to hear from national and international education experts and to discuss how the United States must become more globally competitive, with regard to increasing student achievement and workforce preparedness. Microsoft, the International Society of Technology Education and CISCO co-sponsored this event.
- ◆ ECS National Forum on Education Policy, July 2009. ECS assembled 34 State Teachers of the Year at the 2009 National Forum on Education Policy to delve more deeply into education policy – what it is and why it's important. These outstanding teachers were invited to share their ideas directly with state policymakers attending the Forum. Also, during a two-hour Teaching Quality and Leadership work session, they discussed initial ideas stemming from the March 2009 ECS Teaching Quality Strategy Team Meeting.
- ◆ The Boston New England Regional Meeting, sponsored by the Nellie Mae Education Foundation, convened policymakers from Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island and Vermont. The meeting's small group and state-specific framework allowed policymakers to delve deeply into alternative pathways to postsecondary education and work on 21st century skills delivery in the New England region.
- ◆ ECS collaborated with The Third Mile Group on the ECS Regional Meeting held in Boston (January 2009).
- ◆ Meeting with a representative from the Australian Council on Educational Research (ACER), December 2009 in Washington, D.C. This meeting was held to discuss possible uses in the United States of the International Student Assessments (ISA) which were created by ACER in collaboration with the Organisation for Economic Co-operation and Development's Programme for International Student Assessment (PISA).

PRESENTATIONS AND PROJECTS

- ◆ ECS collaborated with the Third Mile Group on developing the Teaching Quality Strategy Team. This team of national experts will review past teaching quality initiatives and determine why these efforts have not been more successful and had greater impact on the teaching profession, and will provide new direction for improving teaching quality and leadership.
- ◆ Montecito School District presentation on Benchmarking to International Standards, October 2009 in Santa Barbara, California, and the Indiana Education Transformation Conference presentation on Benchmarking to International Standards, November 2009 in Indianapolis, Indiana.
- ◆ Continued collaboration with the Educational Testing Service (ETS) on Teacher Leadership development. This collaborative effort has led to teacher leadership standards and more definition and clarity on teacher leadership roles and responsibilities.

2009 ECS MEETINGS & AWARDS

THE 2009 ECS NATIONAL FORUM ON EDUCATION POLICY

“Shifting Education and the Economy into High Gear”

The 2009 ECS National Forum on Education Policy in Nashville, Tennessee was “electric” and drew a number of top education thinkers and leaders, including Clayton Christensen, Phillip Uri Treisman, Richard Elmore, Tennessee Governor Phil Bredesen, Minnesota Governor Tim Pawlenty, former Florida Governor Jeb Bush, former Colorado Governor Roy Romer and 34 of the 2009 State Teachers of the Year.



2009 ECS AWARD WINNERS:



James Bryant Conant Award
Kati Haycock
President, The Education Trust



Frank Newman Award for State Innovation
State of Tennessee



Minnesota Governor Tim Pawlenty presents the Frank Newman Award for State Innovation to Tennessee Governor Phil Bredesen, who accepted on behalf of his state's exceptional achievements in education reform.



Corporate Award
Project Lead the Way



Project Lead the Way's Richard Blais (center) and Richard Libech (right) accept the 2009 ECS Corporate Award from ECS Chair, Minnesota Governor Tim Pawlenty (left). PLTW attracts U.S. students to science, technology, engineering and mathematics (STEM) – fields critical to our nation's ability to remain economically competitive in the future.

THE 2009 ECS SPRING STEERING COMMITTEE MEETING

Content Mastery Plus 21st Century Skills

ECS Commissioners met in Minneapolis to discuss “How to Align Education Policy and Practice to Economic and Workforce Needs.”



GLOBAL EDUCATION COMPETITIVENESS SUMMIT

June 29-30 – Washington, D.C.

Co-sponsored with Microsoft and International Society for Technology in Education (ISTE).

Thirteen state teams gathered to learn from international perspectives and through interactive working groups how to take the next steps in moving their respective states to become globally competitive through education and workforce training.



2009 CORPORATE PARTNERS

The Education Commission of the States would like to thank the following yearlong corporate partners for their generous contributions to ECS and the National Forum.

PEARSON



2009 NATIONAL FORUM SPONSOR - 2009 STATE TEACHERS OF THE YEAR

ECS would like to thank NEA for their generous contribution that made it possible for 34 of the State Teachers of the Year to attend the National Forum.



2009 NATIONAL FORUM EVENT SPONSORS

Additionally, ECS would like to thank the following corporate sponsors for their generous contributions to the 2009 ECS National Forum on Education Policy.



Tennessee Public & Teaching
Hospital Association (TnPath)

FINANCIAL REPORT: 2009 SUMMARY

ECS Statement of Financial Position for year ending Dec. 31, 2009

ASSETS		2009
CURRENT ASSETS		
Cash and cash equivalents	\$	3,260,856
Grants and contracts receivable		1,817,835
Other accounts receivable		30,920
Prepaid expenses		61,857
TOTAL CURRENT ASSETS	\$	5,171,468
PROPERTY AND EQUIPMENT, at cost, less accumulated depreciation and amortization		266,196
OTHER ASSETS		
Investments		1,211,881
TOTAL ASSETS	\$	6,649,545
LIABILITIES		
CURRENT LIABILITIES		
Accounts payable	\$	89,176
Accrued liabilities		
<i>Vacation</i>		91,539
<i>Payroll and benefits</i>		91,840
<i>Other</i>		47,482
Deferred revenue		3,408,959
TOTAL CURRENT LIABILITIES		3,728,996
TOTAL LIABILITIES	\$	3,728,996
NET ASSETS		
NET ASSETS		
Invested in capital assets		266,196
Unrestricted		2,654,353
TOTAL NET ASSETS		2,920,549

FINANCIAL REPORT: 2009 SUMMARY

ECS Statement of Revenues, Expenses and Changes in Net Assets

OPERATING REVENUES

Grants and contracts	
<i>Foundation funding</i>	\$ 874,089
<i>Federal funding</i>	13,371
<i>Contract funding</i>	77,693
State fees	2,884,890
Registration fees and corporate sponsorships	181,130
Publications and subscriptions	1,698
Other.....	290,601
	<hr/>
TOTAL OPERATING REVENUES	\$ 4,323,472

OPERATING EXPENSES

Pre-K-16 policy studies	1,280,314
Information clearinghouse	621,648
State services	610,015
Executive/administration	1,267,486
	<hr/>
TOTAL OPERATING EXPENSES	\$ 3,779,463
OPERATING INCOME	544,009

NONOPERATING REVENUES (EXPENSES)

Net realized/unrealized gain on investments.....	54,271
Interest and dividends	61,278
	<hr/>
TOTAL NONOPERATING REVENUES (EXPENSES)	115,549
CHANGE IN NET ASSETS	659,558
NET ASSETS, BEGINNING OF PERIOD	2,260,991
NET ASSETS, END OF PERIOD	\$ 2,920,549

FOUNDATIONS, CORPORATIONS & GOVERNMENT AGENCIES SUPPORTING ECS

NEW GRANTS – 12-MONTH PERIOD

ACTIVITY

CNCS Learn and Serve America.....	<i>Service-Learning</i>
Donnell Kay Foundation.....	<i>Teacher Quality Meeting</i>

NEW CONTRACTS – 12-MONTH PERIOD

ACTIVITY

International Step by Step (ISSA).....	<i>Early Learning</i>
Johns Hopkins University.....	<i>Summer School</i>
Colorado Department of Education.....	<i>Service-Learning Toolkit</i>

CONTINUING GRANTS/CONTRACTS

Academy for Education Development.....	<i>Service-Learning and Civic Education</i>
GE Foundation.....	<i>Progress of Education Reform Plus</i>
KnowledgeWorks.....	<i>Economic/Workforce Development</i>
KnowledgeWorks.....	<i>Workforce Development, P-16 JAM</i>
Lumina Foundation for Education.....	<i>Developmental Education</i>
Mailman Foundation.....	<i>Early Learning</i>
Mississippi Department of Education.....	<i>Dropout Prevention</i>
Nellie Mae Education Foundation.....	<i>New England Regional Meeting</i>
NCS Pearson.....	<i>Financial Cost Analysis</i>
St. Petersburg – NCTT.....	<i>Teacher Quality</i>
State Farm Companies Foundation.....	<i>Service-Learning Leadership</i>
State Farm Companies Foundation.....	<i>Service-Learning and Hispanic Students</i>
Fund for the Improvement of Postsecondary Education (FIPSE).....	<i>Developmental Education</i>
Western Interstate Commission for Higher Education (WICHE).....	<i>State-by-State Overviews, Remediation</i>
W.K. Kellogg Foundation.....	<i>SPARK</i>

2009 ECS EXECUTIVE COMMITTEE

as of December 31, 2009

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Tim Pawlenty
Governor
Minnesota

Vice Chair



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Assemblywoman and Member,
Committee on Education
New York Assembly

Treasurer



Richard Rhoda
Executive Director
Tennessee Higher
Education Commission

Former Chair, 2006-08



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Secretary
U.S. Department of
Health and Human Services



Thomas Horgan
President and CEO
New Hampshire
College and University
Council



Dwight Jones
Commissioner of Education
Colorado Department
of Education



Rae Ann Kelsch
Chair, Education Committee
North Dakota House
of Representatives



Luther Olsen
Member
Education Committee
Wisconsin Senate



Norman Sakamoto
Majority Floor Leader and
Chair, Education and
Housing Committee
Hawaii Senate

2009 ECS STANDING COMMITTEES

FINANCE COMMITTEE

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*Executive Director
Tennessee Higher
Education Commission*

Vice Chair
Barbara Cegavske
*Member
Health and Education Committee
Nevada Senate*

Con Bunde
*Member, Labor and
Commerce Committee
Alaska Senate*

Adrienne Jones
*Speaker Pro Tem
Maryland House of Delegates*

Stephen Wise
*Chair, Committee on Education
Pre-K-12 Appropriations
Florida Senate*

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*Secretary, U.S. Department of
Health and Human Services*

Vice Chair
Luther Olsen
*Member
Education Committee
Wisconsin Senate*

John Andreason
*Chair, Commerce and
Human Resources Committee
Idaho Senate*

Rae Ann Kelsch
*Chair
Education Committee
North Dakota House
of Representatives*

David Sokola
*Chair
Education Committee
Delaware Senate*

NATIONAL FORUM PLANNING COMMITTEE

Chair
Norman Sakamoto
*Majority Floor Leader and
Chair, Education and
Housing Committee
Hawaii Senate*

Vice Chair
Thomas Horgan
*President and CEO
New Hampshire College
and University Council*

Barbara Clark
*ECS Vice Chair and Member
Committee on Education
New York Assembly*

Caroline Novak
*President
A+ Education Foundation*

Greg Schuckman
*Southern Regional Chair
Association of Community
College Trustees*



2008-10 ECS Chair and Minnesota Governor Tim Pawlenty visits with ECS Steering Committee member and state Senator Barbara Cegavske, Nevada at the Commissioners business session.

STEERING COMMITTEE OFFICERS

Chair
Tim Pawlenty
Governor
Minnesota

Vice Chair
Barbara Clark
Assemblywoman
New York Assembly

Treasurer
Richard Rhoda
Executive Director
Tennessee Higher
Education Commission

STEERING COMMITTEE MEMBERS

ALABAMA: *Caroline Novak*
President, A+ Education Foundation

ALASKA: *Con Bunde, Senator*

AMERICAN SAMOA: *Evelyn Godinet, School Principal*

ARIZONA: *Linda Gray, Senator*

CALIFORNIA: *Wilmer Amina Carter, Assembly Member*

COLORADO: *Dwight Jones, Commissioner of Education*

CONNECTICUT: *Andrew Fleischmann, Representative*

DELAWARE: *David Sokola, Senator*

FLORIDA: *Stephen Wise, Senator*

GEORGIA: *Kathy Cox, State Superintendent of Schools*

HAWAII: *Norman Sakamoto, Senator*

IDAHO: *John Andreason, Senator*

IOWA: *Daryl Beall, Senator*

KENTUCKY: *Helen Mountjoy, Secretary, Education and*
Workforce Development Cabinet

MAINE: *Sarah Redfield*
Professor, Franklin Pierce Law Center

MARYLAND: *Adrienne Jones, Delegate*

MICHIGAN: *Irma Clark-Coleman, Senator*

MINNESOTA: *Tim Pawlenty, Governor*

MISSISSIPPI: *Hank Bounds*
Commissioner of Higher Education

NEBRASKA: *John Bonaiuto, Executive Director*
Nebraska Association of School Boards

NEVADA: *Barbara Cegavske, Senator*

NEW HAMPSHIRE: *Thomas Horgan, President and*
CEO, New Hampshire College and
University Council

NEW MEXICO: *Bill Richardson, Governor*

NORTH CAROLINA: *Howard Lee, Executive Director*
North Carolina Education Cabinet

NORTH DAKOTA: *Rae Ann Kelsch, Representative*

OHIO: *Ted Strickland, Governor*

OKLAHOMA: *Sandy Garrett*
Superintendent of Public Instruction

OREGON: *Susan Castillo*
State Superintendent of Public Instruction

PUERTO RICO: *Lucy Arce Ferrer, Senator*

RHODE ISLAND: *Peter McWalters*
former Commissioner of Education

SOUTH CAROLINA: *Garrison Walters*
Executive Director, South Carolina
Commission on Higher Education

TENNESSEE: *Richard Rhoda, Executive Director,*
Tennessee Higher Education Commission

TEXAS: *Robert Scott, Commissioner of Education*

VIRGIN ISLANDS: *LaVerne Terry*
Commissioner of Education

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WISCONSIN: *Luther Olsen, Senator*

WYOMING: *Jim McBride*
State Superintendent of Public Instruction

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Sally Howell
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Bob Riley

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Patricia Sidas
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Kathryn Sessions
Mary Throne
Kathryn Valido

EQUIPPING EDUCATION
LEADERS, ADVANCING IDEAS

READY...
SET...
GO



Education Commission
of the States

Education Commission of the States

2008-10 ECS Chair
Minnesota Governor Tim Pawlenty

ECS President
Roger Sampson

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