

2004 Year-End Report

Changing the National Discourse:

Public involvement. Public education. Public benefit.



Public involvement. Public education. Public benefit.

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Richard I. Beattie
Founder
New Visions for Public Schools

Crossing the River Jordan Award

The Crossing the River Jordan Award recognizes individuals who have significantly contributed to educational opportunities for poor and disadvantaged children.



Elaine R. Jones
Former President and Director-Counsel
NAACP Legal Defense and Education Fund

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Michael A. Rebell
Executive Director and Counsel
Campaign for Fiscal Equity, Inc.

Carmen A. Sarnicola Awards

The Carmen A. Sarnicola Award recognizes excellence in communications by local education funds, honoring the memory of a tireless champion of public education whose life as a superintendent, principal, and teacher reflected his deep commitment to ensuring that every child had the opportunity to learn.

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Newsletter
Berkeley Public
Education
Foundation



Annual Report
The Portland
Schools
Foundation



Special Report
The Education
Fund



Special Mention
Bridgeport Public
Education Fund



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INTRODUCTION

Public Education Network (PEN) is a national organization of local education funds (LEFs) and individuals working for quality public education. At the local level, members work with school districts on policies and programs that affect the quality of education in local public schools, and they work with their communities to help them take responsibility for developing and sustaining local reform efforts that improve student achievement.

At the national level, PEN leverages the strength of its members by developing strategies for improving student achievement and increasing public involvement in education reform. PEN works to ensure that public involvement and engagement are acknowledged as critical aspects of school reform efforts, and that the power of the public is brought to bear in low-performing school districts. Through this work, the network unites parents, educators, students, community leaders, public officials, policymakers, school reformers, funders, and legislators in a dynamic constituency for quality public education.

POWER OF THE NETWORK

LEFs support school districts in their strategic reform efforts:

- **Leveraging resources for public education reform.** LEFs raise over \$200 million each year from businesses, foundations, and individual donors; 89 percent of the funds raised are deployed *directly* to programs and initiatives.

LEFs also leverage public resources. In 2003 and 2004 alone, LEFs advocated for, supported, and/or mobilized their communities to support tax and bond referenda resulting in over \$5 billion in public dollars for public education.

- **Advocating for sound public education policy.** LEFs have a longstanding commitment to conducting and/or sponsoring education policy research, and then synthesizing and communicating best practices.

Findings have been used to inform the decisions of state legislators and local school boards, as well as to inform the public about issues requiring civic action such as school board elections or the passage of tax and bond referenda.

Snapshot of the Network

United States

- 90 members in 33 states plus the District of Columbia
- Reach over 11.5 million children nationwide
- Work in more than 1,600 districts
- Work in more than 18,000 schools
- Annually recruit 100,000 volunteers to contribute 1.5 million hours, representing an annual dollar value of over \$25 million
- Annually raise over \$200 million to improve public schools and support high achievement for every child
- Constituency of one million individuals
- Leveraged over \$10 billion in public dollars by supporting local bond and tax referenda, and local and state budget increases
- Impacted the quality of school boards in 50 schools districts

International

- In 2004, PEN welcomed its first international member in the Philippines, which serves almost 300,000 children

LEFs support educators, students, and families:

- **Quality staff professional development.** LEFs raise about \$1.5 billion for professional development programs that serve over 500,000 teachers in 18,000 public schools (19 percent of the nation's public schools). Evaluations of many of these professional development activities reveal increases in student achievement. Noteworthy examples: Philadelphia Education Fund's Talent Development Schools have increased student achievement by an average of 16.9 percentile points in Algebra, English and Science; Baltimore's Fund For Educational Excellence Achievement First Schools have gained, on average, 19 points in Reading on the nationally administered Terra Nova tests.

LEF teacher professional development activities result in a variety of other valued outcomes. Salient among these are the reduction in teacher isolation as a result of The Boston Plan for Excellence in the Public Schools Collaborative Learning and Coaching Model, and Houston A+ Challenge Schools reduction in teacher turnover to 21.8 percent (statewide average).

- **Learning opportunities for students and student support services.** LEFs invest over \$40 million annually to support before-, during-, and after-school programs that benefit more than 2 million elementary and middle school students. These programs include mentoring and tutoring, scholarships, out-of-school support, and access to health, social and other community-based services. Some LEFs also address pre-school and early childhood programs as part of their out-of-school efforts.
- **Parent and community member involvement.** Many LEFs facilitate involvement of parents and other community members—typically, representatives from the business and nonprofit sectors—in designing, planning, and implementing programs. Nearly 100,000 volunteers a year serve as tutors, mentors, and classroom aides, and participate in community forums and events such as public information and awareness campaigns.

LEFs build strong connections between public schools and communities:

- **School-community partnerships.** In a typical year, PEN's 90 member LEFs initiate and manage partnerships with at least 1500 corporations and small businesses. These partnerships have resulted in over \$30 million dollars to support a wide range of LEF activities and to influence a district wide reform agenda.
- **Informed citizens.** LEFs hold town hall meetings and other public forums to inform member of the public about, or to assess community perspectives on, education reform issues.

OVERVIEW OF 2004

PEN emerged from its 2000–2003 strategic plan, *A Powerful Partnership for Public Education*, as a major player in setting local and national policy for sustainable school reform, and as a powerful advocate for poor and disadvantaged children across the nation. We developed, tested, and implemented a *theory of action* to define the role of public engagement in sustainable education reform. We created a literature of work defining LEF effectiveness as intermediary organizations in improving public schools and in improving community capacity to manage change. Lastly, it created tools through which communities can assess the level of citizen responsibility and support for public education.

These results have provided PEN with the unique opportunity to change the national conversation on public education, and to frame that conversation, and subsequent actions, in terms of a civil right.

In 2004, PEN introduced a new three-year strategic plan—*Public involvement. Public education. Public benefit*—to elevate public education to a preeminent position in the public arena, and re-establish its place as a prime public institution fundamental to a democratic, civil society. The plan is centered on three goals:



Public involvement. Public education. Public benefit.

Strategic Plan 2004–2006



Goal One

Expand, strengthen, and promote LEFs—individually and as a network—to change education policy and practice on behalf of poor and disadvantaged children.

Goal Two

Engage Americans nationally to act on the quality public education agenda.

Goal Three

Pursue quality public education as a civil right for every child.

Goal One: Expand, strengthen, and promote LEFs—individually and as a network—to change education policy and practice on behalf of poor and disadvantaged children.

New Members

The network added seven new members in 2004, including PEN's first international member in the Philippines.

- Citizens for Educational Excellence, Corpus Christi, TX
- Franklin McKinley Education Foundation, San Jose, CA
- Partnership for Education in Ashtabula County, Ashtabula, OH
- Public Education Network of Evansville, Evansville, IN
- Synergia Foundation, Manila, Philippines
- The Orchard Foundation, Alexandria, LA
- Voices for Education, Tucson, AZ

Outcomes of LEF work

LEF initiatives and programs have measurable and far-reaching results, including increased student achievement, increasing district resources, and improved educational policy and practice. The following is a small sample of specific outcomes of LEF work, with similar results being played out in 90 communities across the country.

- **Austin Voices (TX)**—Supported a successful \$519.5 million bond package for the Austin Independent School District through a public information campaign to help Austin voters understand the complex bond election.
- **Boston Plan for Excellence in the Public Schools (MA)**—The Boston Public Schools has adopted the Collaborate Coaching & Learning (CCL) professional development model in the Public Schools. As a result, literacy and math coaches have been placed in all schools, and the district now allocates \$11.5m for ongoing professional development based on this model.
- **Bridgeport Public Education Fund (CT)**—Mentoring for Academic Achievement and College Success (MAACS), currently in its 16th year, is the first program in the country pairing college students as mentors with high school high-risk students. It has increased the higher education participation rate of the city’s neediest students from 70% to 95%.
- **Foundation for Lincoln Public Schools (NE)**—The Community Learning Center Initiative promotes partnerships and fosters collaboration to create a seamless system of services for children and their families and neighborhood residents at 15 sites throughout the city. Results show that at least 75% of students participating in Center activities have improved academic performance, attendance rates and social behavior.
- **Fund for Educational Excellence’s (Baltimore, MD)**—The Achievement First whole-school reform model continues to increase student achievement. From 2003 to 2004, overall middle school reading scores increased by 10.4 percent and elementary school scores by 8.0 percent; by 2004, more than 50 percent of third graders in Achievement First schools scored at advanced or proficient levels in reading.
- **Houston A+ Challenge (Houston, TX)**—Beacon Schools outperformed non-funded HISD schools at all levels (most notably at the middle schools level) in math and reading achievement: From year to year, minority students reading scores increased by an average of 7.4 percentage points versus 0.9 for non-minority students.
- **New Visions for Public Schools (NY)**—Since 2002, New Visions has created 75 New Century High Schools, small public high schools with a unique mission and identity. In many of these schools, attendance rates are at least 10% higher than their larger counterparts, and an average of 84% of the students passed their courses.
- **Portland Schools Foundation (Portland, OR)**—The foundation played a leadership role in getting the Measure 26-2 “Local Option” Campaign passed, thus helping to guarantee that more than \$78 million dollars over the next five years would cover teaching positions, the initial restoration of arts and music education, replacement of outdated textbooks and programs to help struggling students succeed.

- **San Antonio Education Partnership (TX)** —In 2003-2004, the Partnership has provided almost \$1 million dollars in scholarships and mentoring services for high-risk students: The dropout rate has declined from 14.1 percent to 2.6 percent, and the graduation rate has increased from 81.0 percent to 92.0 percent.

PEN-Eureka Leadership Program

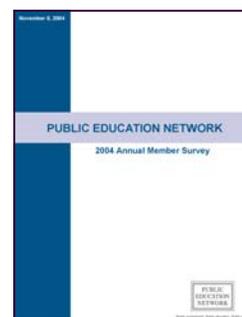
PEN launched the [PEN-Eureka Leadership Fellows Program](#) in November 2004. The program, based on Eureka Communities' successful leadership model for nonprofit leaders with its emphasis on peer-to-peer and self-directed learning, is being offered to 10 PEN members.



The program is intended to meet the learning needs of LEF leaders by providing them time for reflection and rejuvenation, helping them expand LEF capacity, and promoting greater connections among PEN members.

PEN Annual Member Survey

The [2004 PEN Annual Member Survey](#) (released November 2004) reveals information about the dynamic role LEFs play in communities throughout the country. The number of LEFs continues to grow, having doubled in only four years, thus confirming the LEF intermediary nonprofit organization model as the model of choice for communities wishing to ensure that public education remains viable and responsive to local environments.



600 Downloads

The survey also gives examples of how stakeholders bring to bear their concerns, needs, and interests—along with public and private resources—on all aspects of public schooling. LEFs facilitate the involvement of parents and other community members in designing, planning, and implementing programs; promoting and supporting tax and bond referenda; educating the public on school reform issues; and encouraging voter turnout during school board elections. Many LEFs have deepened their whole-school reform efforts through increased educational leadership training, and by developing small schools and learning communities.

Goal Two: Engage Americans nationally to act on the quality public education agenda.

National Annual Poll

For the past five years, PEN, in partnership with *Education Week*, has conducted national opinion polls to test where education sits as a public priority, public willingness to take responsibility for public education, how the public wants to hold elected officials accountable for quality public education, and what the public thinks should be done to support public education in the face of state and federal budget problems.

The 2004 poll, [*Learn. Vote. Act: The Public's Responsibility for Public Education*](#), notes that Americans rank public education second only to the economy and jobs, and that they are willing to pay higher taxes to improve public education. The report also revealed that people are becoming more aware of the No Child Left Behind Act (NCLB), and that voters are concerned about funding for NCLB and the provisions requiring special education students to take the same tests, and perform to the same standards, as students without disabilities.



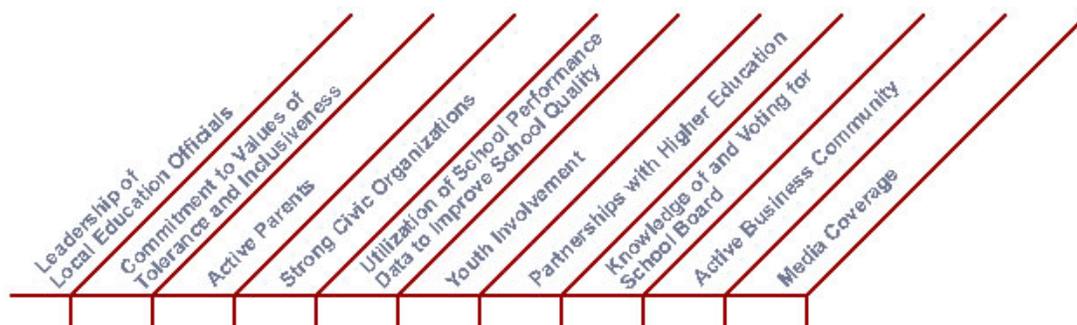
19,000 Downloads

National Civic Index on Public Responsibility for Public Education

PEN has developed a National Civic Index on Public Responsibility for Public Education to be used by local communities to identify areas needing improvement and help them gain a better understanding of the role civic action plays in building and sustaining a strong public education system.

PEN has been researching major civic index frameworks for three years to gain insight into how to structure and develop the index. Index categories evolved from questions asked of a national sample of voters aged 18 to 65 for the PEN/*Education Week* annual public opinion polls. After an exhaustive review by national index experts, the Civic Index will be pilot-tested at five local education fund sites in 2005.

National Civic Index for Quality Public Education



Based on Public Education Network/Education Week's 2001-2003 opinion polls, cited by the public as civic behaviors most important to ensure quality public education for all children.

PEN's partners in this effort are MetLife Foundation; *Education Week*; Lake, Snell, Perry and Associates; University of Maryland Center for Information and Research on Civic Learning and Engagement (CIRCLE); and the North Carolina Civic Education Consortium.

PEN Weekly *NewsBlast*

The PEN Weekly *NewsBlast* continues to be the leading source of online education information, reaching 50,000 subscribers and a readership of 250,000.

Testimonials

I don't tell you often enough how helpful the *NewsBlast* is for our work. Just this week, we used the information about NCLB and Learning Disabled Students for an upcoming parent workshop. It is so easy to forget that professionals in the school just don't have the time to look for the resources they need. The school system was enormously grateful to us for identifying this extremely useful (and free) resource for parents. Thanks for making us look good. *Debby Gould, Nashville Public Education Foundation.*

I recently signed up to receive the PEN Weekly *NewsBlast* and I want to take a moment to compliment you on it. As a new teacher, recently returned to the field of education after 10 years in the private sector, the *NewsBlast* is of great value to me. I find the content interesting and pertinent, I sense a genuine commitment to the quality of education now and into the future on the part of the editorial staff, and I am impressed by the comprehensiveness of the offering. Thank you. This helps me to be a better teacher and tempers my impatience and frustration as a product, and now worker within, the public school system. *Cathie Royer, Educator*

GiveKidsGoodSchools.org

GiveKidsGoodSchools.org, PEN's e-advocacy campaign to bring the public voice into the debate on public education, provides individuals an opportunity to take action in support of public education. Over 90,000 supporters of public education have used GiveKidsGoodSchools.org to communicate with local, state, and federal policymakers on critical issues such as the federal education budget, the need for quality teachers in every classroom, full funding of after-school programs, and full implementation of the No Child Left Behind Act of 2001. In 2004, GiveKidsGoodSchools.org generated more than 175,000 letters, e-mails, and faxes to policymakers nationwide.

GiveKidsGoodSchools.org Essay Contest

GiveKidsGoodSchools.org second annual *My Teacher is the Best* essay contest drew over 3,000 entries. The contest prompted public school students in grades 6, 7, and 8 to write about their experience with a favorite teacher. This year's winning entry came from Angaar Wasimi, Cajon Valley Middle School, San Diego, CA:

I was about to finish second grade when my family and I had to leave Afghanistan for Pakistan due to the war. In Pakistan, my grandfather Hafizullah Wasimi began teaching me English. When I came from Pakistan to the USA in 2003, I had no interest in school. I was feeling very lonely and worried about school because this was the first time I had attended school in six years. It was a very special teacher, Miss Ostermeyer, who helped me to get back into school.

Miss Ostermeyer is the greatest teacher I have ever had. She has taught me English in exactly the same manner as my grandfather did. Whenever I have a problem with my homework, she is the one who is always available to help me with a mother-like kindness and affection. Whenever I would feel like giving up, she would say, "You can do it!" She makes a difference in my life by making me feel confident in myself. Students may think of her as their teacher, but she is much more than that to me.

I feel privileged to have me such a remarkable person who has helped me to make all my dreams slowly come true. I really cannot find the words to praise her for her help and guidance. Someone once said, "To the world you may be one person, but to one person you may be the world." This is true of Miss Ostermeyer and I am proud to be her student.

PEN's Forum on Public Responsibility for Public Education

In April 2004, PEN invited leaders from education, business, corporations, government, philanthropy, entertainment, and media to participate in a [Forum on Public Responsibility for Public Education](#) and discuss ways Americans could translate their concern about public education into concrete action. The forum was chaired by former Secretary of Education Richard Riley, former Governor Jim Edgar (IL), and Wendy Puriefoy, and moderated by David Gergen, professor of public service at Harvard University and former presidential advisor.

The ideas generated during the forum have been summarized in the fall 2004 edition of [Connections](#), PEN's journal of public education advocacy, capturing some of the lively, thought-provoking discussion that took place during the forum.



2,000 Downloads

A Voter's Guide to Public Education Candidates

PEN developed [A Voter's Guide to Public Education Candidates](#), for use by LEFs and other community based organizations, to encourage voters to review candidates' positions on public education prior to voting. Designed to inform voters about education issues, the guide gives examples of questions to be asked of political candidates.

The guide was downloaded 5,500 from PEN's website, sent to education reporters in the nation's top 46 media markets, and promoted through



5,500 Downloads

PEN's Weekly *NewsBlast*. PEN also partnered with LEFs and several national organizations asking them to promote *A Voter's Guide to Public Education Candidates* through their networks, and to forward the guide to local newspapers for publication in the days preceding the election.

Goal Three: Pursue quality public education as a civil right for every child.

PEN's State Hearings on No Child Left Behind (NCLB)

PEN held nine hearings in eight states (California, Illinois, Massachusetts, New York, Ohio, Pennsylvania, Tennessee, and Texas) on NCLB. These public hearings provided a forum for the public—parents and non-parents, business and civic leaders, education advocates, students—to voice opinions on NCLB. This citizen testimony helped identify the extent to which NCLB is providing adequate resources, strengthening curricula, advancing quality teaching and learning, delivering more services, and enhancing the public's confidence in its schools and in the nation's system of public education.

GiveKidsGoodSchools.org served as a primary vehicle for promoting these hearings with targeted e-announcements sent to activists in the states where the hearings were held. An online survey also generated 12,000 responses.

Initial findings reveal that students, parents, and community members want opportunities to speak about their schools; experiences with components of NCLB tend to be highly personal reflecting parental concerns about their own children; few people have detailed knowledge of the legislation. The hearings also made it clear that student voices are essential, not only for understanding what is happening in schools, but for organizing support for change. A comprehensive national report, including representative testimony on key issues, will be released in February 2005.

No Child Left Behind Action (NCLB) Briefs

Ten NCLB Action Briefs and four Regulatory and Policy Changes were produced in partnership with the National Coalition for Parent Involvement in Education (NCPIE). These action briefs, written in easy-to-use language, focus on specific sections of the law and include pertinent regulations, a glossary of terms, action steps, and additional resources.

Action Briefs

- Community and Parent Decision-Making: A Review
- Armed Forces Recruiter Access to Secondary School Students
- Parent Compacts
- State and Local Report Cards
- Standards and Assessment
- Adequate Yearly Progress (AYP)
- English Language Learners Provisions
- Public School Choice
- Supplemental Educational Services
- Parent Notifications Required by NCLB

Regulatory and Policy Changes

- Students Who Are Limited English Proficient (LEP)
- Students With Disabilities
- Highly Qualified Teachers Related to Rural Teachers, Science Teachers and Current Multi-subject Teachers
- Calculating Participation Rates

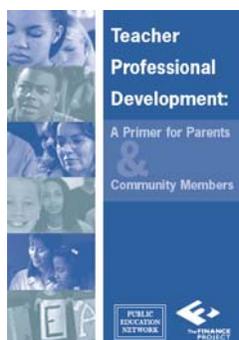
These Action Briefs have been downloaded 9,000 times from PEN's website.

PUBLICATIONS

[Taking Responsibility: Using Public Engagement to Reform Our Public Schools](#) tells the story of how local education funds have strengthened democracy and improved public education by working with their communities to structure, convene, and apply lessons learned from public engagement activities.



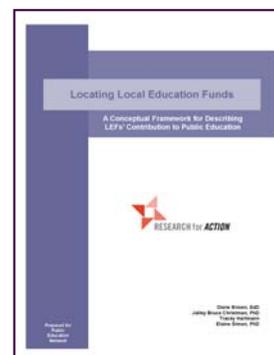
Released December 2004



Released December 2004

[Teacher Professional Development: A Primer for Parents & Community Members](#), a collaborate effort of The Finance Project and Public Education Network, gives parents and community members an overview of professional development, and identifies steps they can take to support quality professional development for teachers.

[Locating Local Education Funds: A Conceptual Framework for Describing LEFs' Contribution to Public Education](#) presents a literature review of research and other documentation on local education funds and other education reform intermediaries.



850 Downloads

SPECIAL PROJECTS

Champions of Active Learning (C.A.L)

PEN continued to serve as the national program administrator for the Champions of Active Learning (C.A.L) program. Designed to encourage and support innovative instructional programs that result in improved achievement for middle grade students, C.A.L helps teachers find creative ways to actively engage students in their own learning through hands-on activities and instruction. The C.A.L program received media coverage:



- KTVE-TV, the NBC and Fox affiliate in Monroe attended Jodie Moorhead's (Martin Luther King, Jr. Middle School, Monroe, LA) recreation of a '60s cafe/poetry reading. The piece aired on NBC on May 25, 2004 and on the Fox morning show on May 26, 2004. The reporter for the station was so impressed with Jodie and the kids that he has volunteered to help with Jodie's CAL-winning school newspaper project. They will also work together on "The MLK Minute," a newscast update.
- Lynn Tarant's (Charles J. Riley Public School Paterson's #9, Paterson, NJ) "Evolution Earth" event on May 26, 2004 was covered by a Herald News reporter and by Channel 63, a local cable station.
- Ginelle Torres, from The Miami Herald, did a five part series on Carlos Salgado's (ASPIRA South Youth Leadership Charter School, Miami, FL) film project. (May 26, 2004).

ANNUAL CONFERENCE

PEN's 2004 annual conference, [Schools and Community: Public Education in a Democratic Society](#), was a time of great celebration, with speakers and registrants joining in an exploration of the many functions public schools play in our society—as model communities within themselves, as centers of communities, as builders of communities, and as vibrant public institutions.

Keynote Speakers

Anthony Bryk, Spencer Chair in Organizational Studies at the School of Education, Stanford University, opened the conference with an exploration of social trust as the foundation for meaningful school improvement.

Theodore M. Shaw, president and director-counsel of the NAACP Legal Defense & Education Fund, reminded us that the 50th year anniversary of *Brown v. Board of Education* is a time to take a look at what the decision meant then, and what it means today, given that we are still so far short of the goals envisioned with its passage.

Michelle Fine and Maria Elena Torre, from the Graduate Center of the City University of New York, and three of the young students they work with, revealed the inequities and possibilities of public education in the United States through poetry and video.

The conference concluded with Senator Roco of the Philippines, who painted a poignant picture of how and why an emerging democracy struggles for quality education, and Johanna Mendelson Forman, Senior Program Officer at United Nations Foundation, who reminded us that there is no more powerful force in human society than education.

RESOURCES

In 2004, various foundations, corporations and federal agencies continued their support for PEN. Approximately \$6.5 million was raised from these sources, which include the Annenberg Foundation, Ford Foundation, The George Gund Foundation, MetLife Foundation, William Penn Foundation, American Express Foundation, ChevronTexaco Corporation, The New York Times Company Foundation, Washington Mutual, Prudential Foundation, and many others.

We also received funding from various new sources including PepsiCo, Time Warner, The Wallace Alexander Gerbode Foundation, , The Goldman Sachs Foundation, The James Irvine Foundation, Open Society Institute, KnowledgeWorks Foundation, Nellie Mae Education Foundation, The New York Community Trust, The Schott Foundation for Public Education, and State Farm Companies Foundation.

Additionally, PEN launched its first online Fundraising Campaign in 2004. This campaign provided the public the opportunity to raise their hands and their voices on behalf of quality public education for all children through our online advocacy strategy, *GiveKidsGoodSchools.org*, our weekly newsletter *NewsBlast*, and directly through our website. We also launched the *Individuals (1000/1000) Campaign* seeking support from our family, friends, and colleagues to support our vision that some day every child, in every community, will benefit from a quality public education. Many individuals responded to our appeal, and we raised \$100,000 from this first time effort. We plan to continue to reach out and grow the individual contributor base, and diversify PEN's funding base.

GOVERNANCE

Public Education Network's Board of Directors met three times during the past year: two business meetings, in February and November, and a two-day retreat in June. The annual retreat, held at the Pocantico Conference Center of The Rockefeller Brothers Fund in New York, focused on strategies for conducting a national campaign to build widespread support for quality public education, and on ways to strengthen LEFs to become more effective in systemic school reform and community building.

The board of directors determined that two interdependent strategies are needed to realize PEN's mission and its vision of a quality public education for all children in America: 1) PEN's ongoing commitment to the promotion, development, and expansion of LEFs; and 2) the creation of a national movement that commands sufficient power and resources to leverage change at the national, state, and local levels so that all public schools can deliver a high quality education to all children irrespective of race, language, class, and gender.

In addition, the five standing board committees: management, membership, board development, education, and public engagement and constituency building, met several times throughout the year to support the operations of the network.

LOOKING AHEAD TO 2005

In 2005, the second year of PEN's strategic plan (*Public involvement. Public education. Public benefit.*), we will continue our work to create urgency about quality public education for *all* children. Our four-pronged approach includes promoting LEFs as intermediary organizations critical to ensuring quality public education; building on the positive aspects of the No Child Left Behind Act; making education a leading domestic policy issue in future elections; and cultivating and activating a constituent base sufficiently powerful to ensure a quality public education for *all* children.

Specific activities in 2005 include the following:

- PEN will strengthen the network by continuing to focus on both organizational and programmatic capacity building for its 90 members through: the *PEN-Eureka Partnership*, a program that emphasizes peer-to-peer and self-directed learning; the *LEF Leaders Retreat*, to develop coalitions to mobilize communities to demand quality public education for all children; convening of *Affinity Groups*, to provide training in development, technology, communications, and research and evaluation; and *Training for LEF Board Members* to galvanize individual board members, and the board as a whole, to invest more deeply in the work of their LEF.
- PEN will expand its international recruitment and tap into prospective members in Mexico, Peru, and Brazil. The work of international education funds as civil society organizations that connect public, private and nonprofit sectors can help inform how US-based local education funds can re-examine their role and function as public education advocates in a democratic and civil society. Having members in the international community will help put the work of LEFs within a global context, and address the connections between education, economic development, and human rights.
- PEN will rollout the Civic Index on Public Responsibility for Public Education, the first-ever local community tool that allows LEF communities to set goals, develop strategies to strengthen public responsibility, and track community performance. The index will measure civic capacity by looking beyond individual parental involvement to assess the involvement of a broader community of stakeholders to include businesses, institutions of higher education, civic groups, faith-based organizations, and senior citizens on their behavior in regard to voting, participation in civic groups, and knowledge of education issues.
- PEN will work to promote the role of public engagement as a critical factor in sustaining public education reform efforts through a National Campaign on Public Responsibility for Public Education. The campaign will be rooted in messages that reinforce the potential impact of citizen involvement in our public schools and the importance of public education to our democratic society.

CONCLUSIONS

Public Education Network is using its current strategic plan to create a public that is concerned about all children, knowledgeable about its system of public education, and aware of avenues for action to ensure that *every day, in every community, every child in America benefits from a quality public education.*

Public education is the most important civic endeavor a democracy can undertake; democracy's success—indeed its very survival—depends on a well-educated citizenry. Public education is the institution that equips us with the knowledge and skill we need to cope with the complex issues that confront us. It prepares us to lead in all human endeavors, to unlock the secrets of science and technology that push back human and geographic frontiers, and to create the art and literature that lift the spirit.

In Martin Luther King's words "There is no easy way to create a world...where all children receive as much education as their minds can absorb. But if such a world can be created in our lifetime, it will be done in the United States...by people of good will."

Thank You

American Express Foundation

The Annenberg Foundation

Carnegie Corporation of New York

ChevronTexaco Corporation

DK Publishing, Inc.

Edna McConnell Clark Foundation

Ford Foundation

The George Gund Foundation

The Goldman Sachs Foundation

The James Irvine Foundation

The J.P. Morgan Chase Foundation

Kirkpatrick & Lockhart LLP

KnowledgeWorks Foundation

MetLife Foundation

Nellie Mae Education Foundation

The New York Community Trust

New York Life Foundation

The New York Times Company Foundation

Open Society Institute

PepsiCo

The Prudential Foundation

The Schott Foundation for Public Education

State Farm Companies Foundation

The Sulzberger Foundation

Time Warner Inc.

US Department of Education

US Department of Health & Human Services

The Wallace Alexander Gerbode Foundation

Washington Mutual Foundation

William & Flora Hewlett Foundation

William Penn Foundation

Working Assets Youth Focus Fund

Our Vision

Every day, in every community, *every* child in America benefits from a quality public education.

Our Mission

To build public demand and mobilize resources for quality public education for *all* children through a national constituency of local education funds and individuals.
