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.

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.

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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
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,

Roger Sampson
President, Education Commission of the States
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: RETOOILING 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.
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.
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
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 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

Age 18-64

Target Population (Exclusive Categories)

- ESL: High school diploma only or less — no or poor ability to speak English
- Not Prepared for College or Work: High school diploma only, in families earning less than a livable wage (not ESL)
- No High School Diploma or Equivalent (not ESL)

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.

**Revving 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 [Revving 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.
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.


- 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.
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

Project Lead the Way

Corporate Award

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.

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.
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.

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)

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

### Assets

#### 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
- 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:
  - Vacation: $91,539
  - Payroll and benefits: $91,840
  - Other: $47,482
- Deferred revenue: $3,408,959

**Total Current Liabilities:** $3,728,996

**Total Liabilities:** $3,728,996

### Net Assets

- Invested in capital assets: $266,196
- Unrestricted: $2,654,353

**Total Net Assets:** $2,920,549
## OPERATING REVENUES

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## OPERATING EXPENSES

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**OPERATING INCOME**

$544,009

## NONOPERATING REVENUES (EXPENSES)

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## NEW GRANTS – 12-MONTH PERIOD

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## NEW CONTRACTS – 12-MONTH PERIOD

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## CONTINUING GRANTS/CONTRACTS

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<td>Nellie Mae Education Foundation</td>
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Chair, 2008-10

Tim Pawlenty
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Minnesota

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Barbara Clark
Assemblywoman and Member, Committee on Education
New York Assembly

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Executive Director
Tennessee Higher Education Commission

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Luther Olsen
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Wisconsin Senate

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

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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.
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

VIRGINIA: Timothy Kaine, Governor

WEST VIRGINIA: Mary Poling, Delegate

WISCONSIN: Luther Olsen, Senator

WYOMING: Jim McBride  
State Superintendent of Public Instruction

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Tim Pawlenty  
Governor  
Minnesota

Vice Chair  
Barbara Clark  
Assemblywoman  
New York Assembly

Treasurer  
Richard Rhoda  
Executive Director  
Tennessee Higher Education Commission

STEERING COMMITTEE OFFICERS

2009 ECS STEERING COMMITTEE  
as of December 31, 2009

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Mac Gipson
Sally Howell
Richard Lindsey
Caroline Novak
Bob Riley

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Tuana’itau Tuia

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Wilm Amina Carter
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Kent Wong

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Matt Gianneschi
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Beverly Ingle
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Cheryl Dickinson
Andrew Fleischmann
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Mark McQuillan
Patricia Sidas
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Teresa Schooley
David Sokola
James Wolfe

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James W. Dyke
Vincent Gray
Lisa Raymond
Allen Sessoms

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Stephen Wise

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Kathy Cox
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Edward Lindsey
Freddie Powell Sims

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Lyla Berg
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Patricia Hamamoto
Norman Sakamoto
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Dale Webster

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Kevin McCarthy

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Earline Rogers

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Judy Jeffrey
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Bonnie Freemen
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Carl Rollins
Kenneth Winters

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Ben Nevers
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Phyllis Taylor
Paul Vallas

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John Fitzsimmons
Constance Goldman
Sarah Redfield

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James Lyons
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Sherri Killins
Paul Revile
Jack Wilson

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John Austin
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Michael Flanagan
Niya Hardin
Wayne Kuipers
Tim Melton

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Tim Pawlenty, Governor
Pat Garofalo
Mindy Greiling
David Metzen
Gen Olson
Alice Seagren
Charles Wiger

MISSISSIPPI
Haley Barbour, Governor
Hank Bounds
Cecil Brown
Kelvin Buck
Videt Carmichael
Doug Davis
John Jordan

For a current list of commissioners and their titles, please see: www.ecs.org/commissioners.
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<td>MONTANA</td>
<td>Brian Schweitzer, Governor Denise Juneau, Governor Sue Malek, Governor</td>
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<td>NEBRASKA</td>
<td>David Heineman, Governor Greg Adams, Governor John Bonaiauto, Governor Roger Breed, Governor John Harms, Governor Rich Pahls, Governor Jess Wolf, Governor</td>
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<tr>
<td>NEVADA</td>
<td>James Gibbons, Governor Paul Aizley, Governor Barbara Cegavske, Governor Marilyn Dondero Loop, Governor Keith Rheault, Governor Valerie Weber, Governor Joyce Woodhouse, Governor</td>
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<tr>
<td>NEW HAMPSHIRE</td>
<td>John Lynch, Governor Thomas Horgan, Governor Molly Kelly, Governor Daphne Kenyon, Governor Christen Lavers, Governor Emma Rous, Governor Lyonel Tracy, Governor</td>
</tr>
<tr>
<td>NEW MEXICO</td>
<td>Bill Richardson, Governor Toney Anaya, Governor Gayle Dean, Governor Viola Florez, Governor Sharon Morgan, Governor Cynthia Nava, Governor Sheryl Williams-Stapleton, Governor</td>
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<tr>
<td>NEW YORK</td>
<td>David Paterson, Governor Barbara Clark, Governor Bethaida Gonzalez, Governor Toby Stavisky, Governor David Steiner, Governor</td>
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<td>NORTH CAROLINA</td>
<td>Beverly Perdue, Governor Margaret Jeffus, Governor Howard Lee, Governor Marvin Lucas, Governor Ann McArthur, Governor Marco Zarate, Governor</td>
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<td>NORTH DAKOTA</td>
<td>John Hoeven, Governor Art Conklin, Governor Doug Johnson, Governor Rae Ann Kelsch, Governor Warren Larson, Governor Gary Lee, Governor Maryjane Martens, Governor</td>
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<tr>
<td>PENNSYLVANIA</td>
<td>Edward Rendell, Governor Paul Clymer, Governor Andrew Dinniman, Governor Kenneth Jarrin, Governor Jeffrey Piccola, Governor James Roebuck, Governor Ian Rosenblum, Governor</td>
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<tr>
<td>PUERTO RICO</td>
<td>Luis Fortuno, Governor Lucy Arce Ferrer, Governor Odette Pineiro Caballero, Governor Jennifer Gonzalez Colon, Governor</td>
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<td>RHODE ISLAND</td>
<td>Donald Carcieri, Governor Terri Adelman, Governor Peter McWalters, Governor Gary Sasse, Governor</td>
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<td>SOUTH CAROLINA</td>
<td>Mark Sanford, Governor Robert Hayes, Governor Larry Kobrovsky, Governor Edward Pitts, Governor Willis Walling, Governor Garrison Walters, Governor</td>
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<td>SOUTH DAKOTA</td>
<td>Mike Rounds, Governor Dale Bertsch, Governor Cooper Garnos, Governor Thomas Hawley, Governor Tom Oster, Governor Jack Warner, Governor</td>
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<tr>
<td>TENNESSEE</td>
<td>Phil Bredesen, Governor Gloria Bonner, Governor Dolores Gresham, Governor Margaret Horn, Governor Richard Rhoda, Governor Timothy Webb, Governor Leslie Winningham, Governor</td>
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<tr>
<td>TEXAS</td>
<td>Rick Perry, Governor Rob Eissler, Governor Geanie Morrison, Governor Raymund Paredes, Governor Robert Scott, Governor Florence Shapiro, Governor Royce West, Governor</td>
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<td>UTAH</td>
<td>Gary Herbert, Governor Howard Stephenson, Governor</td>
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<td>VERMONT</td>
<td>James Douglass, Governor Angelo Dornetta, Governor Robert Starr, Governor</td>
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<tr>
<td>VIRGIN ISLANDS</td>
<td>John delongh, Governor David Hall, Governor Winona Hendricks, Governor Wayne James, Governor Luis Sylvester, Governor Nellie Rivera O’Reilly, Governor LaVerne Terry, Governor</td>
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<tr>
<td>VIRGINIA</td>
<td>Timothy Kaine, Governor Edward Houck, Governor Algie Howell, Governor Timothy Sullivan, Governor Elizabeth Lodal, Governor Gregory Schuckman, Governor Patricia Wright, Governor</td>
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<tr>
<td>WEST VIRGINIA</td>
<td>Joe Manchin, Governor Patricia Kusimo, Governor Brian Noland, Governor Steven Paine, Governor Robert Plymale, Governor Mary Poling, Governor Nancy Sturm, Governor</td>
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<td>WISCONSIN</td>
<td>Jim Doyle, Governor Tony Evers, Governor Bette Lang, Governor John Lehman, Governor Luther Olsen, Governor Sondy Pope-Roberts, Governor</td>
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<tr>
<td>WYOMING</td>
<td>Dave Freudenthal, Governor Rollin Abernethy, Governor Carla Gregorio, Governor Jim McBride, Governor Kathryn Sessions, Governor Mary Throne, Governor Kathryn Valido, Governor</td>
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Education Commission of the States

2008-10 ECS Chair
Minnesota Governor Tim Pawlenty

ECS President
Roger Sampson

700 Broadway Suite 810
Denver, CO 80203-3442
303.299.3600
303.296.8332 fax

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