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Enterprising EDUCATORS

The Education Industry Association's Monthly Publication

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SAVE THE DATE!
EDVentures 2011
Early Bird Ends Soon!



Volunteer Opportunities!

Have you thought about taking your involvement with the EIA to the next level? Our nationally recognized EDVentures Conference is quickly approaching and we are looking for a dedicated group of EIA members to form the California Host Committee for 2011. Your leadership and direction will directly contribute to our success by helping us market the conference, welcome new members at the "Meet and Greets", and serve as Hosts for the General and Concurrent sessions. Volunteering is a fantastic way to network with other members and get more value out of your conference. To join us, please contact EIA Program Chair Tom Schnabel!

Power and Promise!

EDVENTURES CONFERENCE 2011 Successful entrepreneurs are open to change, swift to create opportunity. Now, more than ever, significant change is required to modify the status quo and return our country to a place of educational pre-eminence. Now, more than ever, we must lead the way to create bright futures for our students. EDVentures 2011 promises to help all of us meet these requirements.

Look Who's Talking! Our Keynote Speakers

Our Conference Committee has put together a program that will inspire and teach; a program focused on Leadership, Educational Trends, Planning for the Future, and Business Growth. Our 2011 Keynote speakers represent a unique cross-section of the Education Industry and are ready and willing to share their direct knowledge for your personal benefit.

Legislative Update



The House Education and Workforce committee still lags behind the Senate in getting its Members up to speed on education policy and defining their vision of the federal government's role in local education. Many newcomers to the House committee are new to Congress and some campaigned for the abolition of the US Department of Education. Still, Chairman Kline (R-MN) and his subcommittee chair Duncan Hunter (R-CA) are pledging to work with Democrats on a series of bills to re-write NCLB. The first bill may push for more flexibility at the state/local levels to implement parts of ESEA. House staffers contacted by EIA say they haven't gotten to the SES provisions yet but they are thinking through what kind of interventions make sense for the lowest performing schools.

On "No Child", No Going Back



It is certainly no secret that our nation's students are not achieving at the level they should. But here's a secret that seems to be well hidden: Our younger students, particularly those that are disadvantaged, have made dramatic achievement gains in the 2000s, reversing a stagnant trend in the previous decade.

Finding the "Gold" in San Fran!

This list includes some of the most popular things to do in San Francisco, its most popular tourist attractions and activities.

- * Fisherman's Wharf
- * Pier 39 Fisherman's Wharf
- * Aquarium of the Bay
- * Submarine USS Pampanito
- * Alcatraz
- * Chinatown
- * Lombard Street
- * San Francisco Zoo
- * Santa Cruz Beach Boardwalk
- * Museum of Modern Art
- * Presidio of San Francisco
- * The Exploratorium
- * The Golden Gate Bridge
- * Golden Gate Park
- * Cable Cars

Join EIA Now!

Since 1990, the EIA has worked to expand business opportunities for education entrepreneurs of all sizes in preK-12 markets. Benefits include federal-state-local advocacy, public relations support, professional development, peer-to-peer networking and much more.

Follow Us On The Web!





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Power and Promise!

By: Tom Schnabel, EIA Program Committee Chair
Published: April 2011

Where do you want to be tomorrow?

Successful entrepreneurs are open to change, swift to create opportunity. Now, more than ever, significant change is required to modify the status quo and return our country to a place of educational pre-eminence. Now, more than ever, we must lead the way to create bright futures for our students.

EDVentures 2011 promises to help all of us meet these requirements.

The EDVentures presentation team will urge us to evaluate the impact of our work and invite us to consider:

- What is the Future of SES? Is it truly dead or is it alive?
- Why is it important to my business that I stay informed about trends in legislation?
- How can advanced educational technology help create success for my business? What are the promises and the pitfalls of online learning?
- Where will education be in the future? How do I plan to get there and who will step forward to lead the way?
- Why do I need to tap the transformative power of both quality and accountability? Why is it important to demonstrate that we can effectively improve student performance?
- What are the challenges in developing and sustaining strategic partnerships? How can these partnerships be formed to be advantageous to all partners?

This year's conference includes five general sessions, all led by experienced educators, authors, and speakers. On Thursday, Frank Catalano leads the way with a clear strategy for marketing that saves dollars and produces success. On Friday, acclaimed author Professor Paul Peterson traces the story of the rise, decline, and potential resurrection of American schools. Then, nationally recognized leadership expert, Professor Jim Clawson, takes a look at the necessary ingredients to achieve Leadership in Education. On Saturday, Laura Lefkowitz guides us through four possible scenarios for the future of education in the private sector, followed by a group of Legislative Experts who discuss ESEA Re-authorization and the Future of SES. Our time together in San Francisco will give you a unique opportunity to meet like-minded "enterprising educators", converse, seek solutions, form strategic alliances, and share best practices. More importantly, **EDVentures** will provide a forum to consider the emerging role of private sector education.

You are welcome to join one of the most powerful learning communities in education. Don't miss this opportunity to connect with friends, learn from experts, and create a positive outlook. Surely both attendees and presenters will emerge electrified by the passion and purpose generated by our National Conference.

Concurrent sessions include a diverse set of topics including:

- Conflict Resolution And Dealing With Difficult Employees
- Innovations and Best Practices for Learning Centers and Tutoring Businesses
- Ethics In The Age Of Email, Texting, And Social Networking
- The Accidental Entrepreneur: Leverage Through E-Learning
- Trends In Federal Funding For K-12 Education
- School Choice International and Public-Private Partnerships
- Trends In Education Technology
- Education Entrepreneurship
- Creating A New Capacity For Quality Through Accreditation
- Achieving World Class Performance
- Blending Technology With Tradition For Student Success
- School Turn-Around
- Education Reform Strategies
- Understanding The Legal Implications Of Health Care Reform and other topics from industry leaders and business growth experts

*Our grateful appreciation to our
current **EDVentures** sponsors*



Select sponsorships for EDVentures 2011 are still available. Contact Steve Pines to reserve your brand building sponsorship at 1.800.252.3280



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Paul E. Peterson, Harvard University

Saving Our Schools: The Rise, Decline, and Resurrection of American Education in Schools and Learning Centers



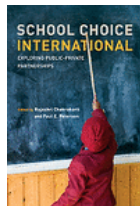
Professor Paul Peterson places today's debate over American education in historical context by showing how school reformers centralized political control without realizing the customized learning they sought. In a compelling conclusion, he shows how virtual learning can reverse these trends, allowing each student to access directly the information

they need. Now, under the impact of rising cost, coupled with the possibilities unleashed by technological innovation, schooling may be transformed through virtual learning. The result could be a personalized, customized system of education in which families have greater choice and control over their children's education than at any time since our nation was founded.

Latest books by Paul E. Peterson

Biography: Paul Peterson is the Henry Lee Shattuck Professor of Government and Director of the Program on Education Policy and Governance at Harvard University, a Senior Fellow at the Hoover Institution at Stanford

University, and Editor-In-Chief of Education Next, a journal of opinion and research. Peterson is also a member of the independent review panel advising the Department of Education's evaluation of the No Child Left Behind law and a member of the Hoover Institution's Koret Task Force of K-12 Education at Stanford University. The Editorial Projects in Education Research Center reported that Peterson's studies on school choice and vouchers were among the country's most influential studies of education policy. He is also the author or editor of numerous books, magazines, and other publications, and speaks regularly throughout the country on education policy.



Frank Catalano, Intrinsic Strategy

If I (Only) Had 100 Education Marketing Dollars



With a great product, a clear strategy, and a few tactical tips, experienced as well as emerging education businesses will be less likely to waste time and money—and more likely to generate demand that leads to sales. Are you looking to develop a fresh approach for your education marketing program? Join acclaimed author, speaker, and blogger Frank Catalano as he discusses marketing that produces results and saves dollars. Topics include: public relations, social media (word-of-mouth marketing with digital lips), direct mail & email marketing, promotional items, printed marketing collateral, logo and branding elements, website design, positioning and much more.

Latest books by Frank Catalano

Biography: Frank Catalano is a business executive and author. He has been a senior vice president for a major educational technology and publishing company, an independent marketing consultant and technology industry analyst, a well-known media commentator and public speaker on topics ranging from technology to toys,

and the author of hundreds of essays, several blogs and two books. Frank is currently the principal of Intrinsic Strategy, a consultancy focused on marketing, product and brand strategy for companies in digital technology, content and services, primarily in education and consumer markets. Intrinsic Strategy has developed creative and practical strategies for new initiatives on both a retained and interim-executive basis. Clients, large and small, have included Apple, Pearson, McGraw-Hill, MetaMetrics, Corbis, Rick Steves' Europe Through the Back Door and the Toy Industry Association, among others. His broadcast and print work has been recognized with multiple awards from the Computer Press Association, Society of Professional Journalists, United Press International, and the Associated Press.





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Look Who's Talking – EDVentures 2011 (cont'd)

Published: April 2011

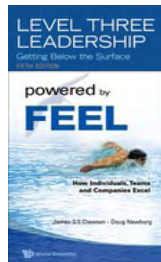
James G. S. Clawson, University of Virginia General Session: *Leadership in Education*



In this interactive session, Professor Clawson will introduce and draw connections among several key educational issues including human habituality, early development, educational focus, dangers of self-deception, and self-leadership, and the relationship between feel and performance. The session will include multiple channels including concept introduction, lecturettes, video clips, questions of the audience, and discussion with the audience. **Breakout Session: *Finding the Magic between Feel and Performance***: How do world class performing individuals, teams, and companies do what they do? Would you like to know how to perform at your best on a regular basis? Learn how to take your performance to the next level and enjoy it more in the process? Beginning with the answer to a simple question, Professor Clawson will describe the role of FEEL in world-class performance and how you can make it work for you. Session will include interactive group exercises.

Latest books by James G.S. Clawson

Biography: Professor James Clawson teaches actively in the MBA and doctoral programs at the University of Virginia, Darden School of Business where he is the Johnson & Higgins Professor of Business Administration. Clawson's research addresses issues of leadership, career management, management development and mentoring. He has authored 17 book-length manuscripts and numerous articles and has written or supervised the writing of more than 200 cases on a variety of topics. Clawson has consulted with a number of corporations and organizations all over the world on leadership development, organizational design, management development, career management, managing change and human resource management. Clawson was awarded the David L. Bradford Educator of the Year by the Organizational Behavior Teaching Society and Reviewer of the Year by the Academy of Management Learning and Education Journal. Before joining the Darden faculty in 1981, Clawson taught at Harvard Business School.



Laura Lefkowits, AdvancED

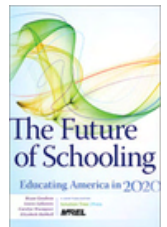
Jump-start your thinking and planning: Interactive Scenarios For The Future Of Private Education



Although much about the future is uncertain, trends reveal patterns of behavior that help to resolve some of the uncertainty about the future of education. But with thorough research and tracking, these trends can provide education business owners with a glimpse into the future world of education. In addition to factors related specifically to education, this session details current and emerging trends in the political environment, the economy, security issues, technological innovations, and social values—all of which will impact education. By analyzing the content and discussing the implications of the scenarios offered in *The Future of Schooling*, educators can identify the actions they should take today to maximize their chance of success tomorrow.

Latest book by Laura Lefkowits

Biography: Laura Lefkowits is an author, accomplished speaker, and a nationally recognized “scenario planning” specialist. She is currently the Director of Special Projects at AdvancED, the global leader in advancing education excellence through accreditation and school improvement. Before joining AdvancED, Laura was Vice President of Policy and Planning Services at Midcontinent Research for Education and Learning (McREL)





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Legislative Update

Submitted By: Steve Pines, EIA Executive Director
Published: April 2011

Congress headed home for the Easter recess after reaching an agreement with President Obama on the spending bill for the current fiscal year, called the Continuing Resolution.

The Budget

The Continuing Resolution includes more than \$38 billion in cuts to education and it eliminates a number of education programs, including:

Educational Technology State Grants—\$100M
Literacy Through School Libraries—\$19M
Byrd Honors Scholarship Program—\$42M

And it includes cuts to other education programs. For instance:

- *Teaching American History would be cut by \$73 million.*
- *The GEARUP and TRIO college access programs also would be cut. GEARUP, which got \$323 million in fiscal year 2010, would lose \$20 million. And TRIO, which got \$910 million last year, would lose \$25 million.*
- *21st Century Learning Centers are reported to have been cut by \$12.3 million.*
- *School Improvement Grants would be funded at \$536 million, a \$10 million cut.*

But there are some bright spots for education. Title I, which is the major federal program for low-income and low performing students, including SES, is level funded through the remainder of the fiscal year at \$15.5 billion. And the Administration got \$700 million for a new round of [Race to the Top](#), which will include a new initiative for early childhood education and open up the competition by accepting applications directly from districts. The bill also includes \$150 million for another round of the Investing in Innovation program (i3). Pell Grants also would be level-funded, with the maximum staying at \$5,550. But the bill eliminates year-round Pell Grants, a suggestion floated by the Administration in its fiscal year 2012 budget request.

ESEA Reauthorization

The House Education and Workforce committee still lags behind the Senate in getting its Members up to speed on education policy and defining their vision of the federal government's role in local education. Many newcomers to the House committee are new to Congress and some campaigned for the abolition of the US Department of Education. Still, Chairman Kline (R-MN) and his subcommittee chair Duncan Hunter (R-CA) are pledging to work with Democrats on a series of bills to re-write NCLB. The first bill may push for more flexibility at the state/local levels to implement

parts of ESEA. House staffers contacted by EIA say they haven't gotten to the SES provisions yet but they are thinking through what kind of interventions make sense for the lowest performing schools. Here, like in the Senate, there will be a delicate balancing of some federal mandates for failing schools and allowing more local decision-making on how to fix themselves.

Meanwhile, on the other side of the Capitol, the Senate Health, Education, Labor and Pension (HELP) Committee still says they are on track to get an ESEA reauthorization bill out of Committee in May-June. The Senate has this head-start since they had much continuity in Committee make-up and staff from last year when the re-write started. Leading Senate committee Republicans have told our lobbyists that they will support a continuation of SES, and in fact are participating with EIA and Tutor Our Children in the drafting of an amendment to improve tutoring services in a re-authorized ESEA.

Despite seeing a flurry of legislative activities in both Chambers over the summer and into the Fall, the "good money" is betting that time will run out and Congress will not reach agreement. This means that NCLB continues to "live" another year or two, likely into 2013 when a newly-elected (or re-elected) President takes office. Then we start all over again.

Waivers to NCLB this Summer?

Many mainstream school associations including the AASA (superintendents), NASB (school boards), NEA (teachers union), among other stakeholder groups, have asked Secretary Duncan to waive SES, and the march to 2014 proficiency, all in the name of giving local schools relief from costly federal mandates in the upcoming school year. This was confirmed when EIA met with senior Education Department officials in early April. They have been bombarded with inquiries from school districts for more flexibility, but no such guidelines or policies have been issued impacting SES, yet.

Under NCLB, the Education Secretary has broad authority that has been exercised by past and current Administrations—usually to trade more flexibility sought by school districts in exchange for some policy goal of the Administration.



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Legislative Update (cont'd)

*Submitted By: Steve Pines, EIA Executive Director
Published: April 2011*

For example: Secretary Spellings allowed LEAs to become SES providers in a series of pilots that in Nov. 2007 became more widespread through changes in NCLB Regulations and invited LEAs nationwide to seek provider status. Spellings also conducted pilots to reverse the order in which Choice and SES were offered to students.

Secretary Duncan, as the result of a doubling of Title I funding through the stimulus bill, ARRA, invited states to seek waivers to avoid having to apply the 20% SES set-aside to these new stimulus funds. This process, that may be repeated this summer, usually starts with a notice in the Federal Register and 30-45 day comment period (pro forma), with the Department setting waiver criteria to be used by States. States then solicit applications from LEAs and States grant applications following federal criteria—essentially a delegation of waiver authority from Feds to States.

Secretary Duncan's public comments have been to focus on ESEA reauthorization now. President Obama also wants to rewrite NCLB now, in time for next school year. Of course, even if a new law were to pass now, there is a delay while new regulations are written. With a new ESEA, there will be a transition timetable from NCLB to new ESEA that would more likely kick in for the 2012-13 school year.

The politics of waivers: The Administration is unlikely to issue waivers in the midst of active Congressional action on ESEA, as they are worried about thwarting Congressional prerogatives and get blow-back from both parties. Thus, they are really stuck between a rock and a hard place.

If there are delays in getting reauthorization completed, then the Administration might feel it has the "right" to use waivers to obtain some of its education policy agenda in a "trade" with States and Districts who want more flexibility anyway. This will certainly put SES on the endangered species list.

The timing of waivers: States and Districts need more lead time to deal with the most comprehensive of waivers (freezing AYP school improvement status of schools or halting the march to 2014 proficiency) to avoid major disruptions in operations. These would likely have to come out no later than June. On the other hand, waivers to SES could possibly occur late July or before student notification/recruitment starts, even if LEAs began internal planning—since the "prize" by districts would be more funds without strings. Never mind the start-up costs invested by providers—they would be thrown under the bus along with the

hundreds of thousands of students who could have been served in 2011-2012.

EIA is working closely with Tutor Our Children (www.tutorourchildren.org) on multiple strategies to counter the waiver threat and save and improve SES during ESEA reauthorization. This is discussed in my executive director's column in this newsletter.



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On 'No Child', No Going Back

Submitted By: Sandy Kress
Published: April 2011



It is certainly no secret that our nation's students are not achieving at the level they should. But here's a secret that seems to be well hidden: Our younger students, particularly those that are disadvantaged, have made dramatic achievement gains in the 2000s, reversing a stagnant trend in the previous decade.

Did you know that in 2008, African American 9-year-olds were reading two grade levels ahead of where they were in 1999? According to the National

Assessment of Educational Progress, this is true.

Did you know that in 2008, Hispanic 9-year-olds were handling math problems two grade levels ahead of where they were in 1999? This is also true.

Did you know that in 2009, eighth-grade students with disabilities were reading almost two grade levels above where they were in 2000? Again, this is true.

Even though reading scores for 13-year-olds are flat (a national problem we have yet to address), it is also true that African American 13-year-olds fully caught up the grade level they dropped in the 1990s and gained another half grade level by 2008. This progress in the 2000s narrowed the Caucasian-African American gap by roughly a grade level.

What has caused these and other similar gains? Most researchers say the biggest factor was that in the late 1990s, states began to implement policies holding schools accountable for improving education for children. Further, in 2001, the Congress extended those policies to schools in all states through the bipartisan No Child Left Behind Act.

Today, if schools shortchange students, especially subgroups of disadvantaged students, improvement in the operation of the school is required. Student problems can no longer be swept under the rug. Because of "consequential accountability," business as usual is no longer acceptable.

Make no mistake: Much more than accountability is needed, and we have a long way to go. But accountability works. It must stay. And indeed its reach must be extended to those grades that have not yet experienced growth, especially in high schools.

Now, here's the second big secret: For all of its promise to bring about education reform early in the term, the Obama administration wants to turn back the clock on accountability.

No Child Left Behind does indeed need to be fixed and updated. But it would be a classic case of throwing the baby out with the bath water to abandon its pillars of accountability.

Yet this is precisely what the administration is proposing to do.

Under the framework being proposed for the reform of the law, the administration would require that, unless a school is among the very worst in the nation, it would no longer be required to improve even if it continues to fail its African American, Hispanic and other disadvantaged kids. Further, in the case of schools that do not improve, special tutoring and public school choice would no longer be required.

President Obama recently showed up at a middle school to argue that No Child Left Behind unfairly identified the school as in need of improvement. Yet, here's the secret he did not disclose in his speech: Only slightly more than half of the African American, Hispanic and economically disadvantaged students in the school are proficient in math!

Why would we abandon a policy that forces such schools that fail disadvantaged students to improve?

Education Secretary Arne Duncan recently spoke at a gala for the American Association of People with Disabilities, proclaiming, "I remain your champion, your advocate and your servant."

The secret he did not tell the group was that his blueprint for reauthorizing No Child would remove students with disabilities from accountability in all but the very worst schools.

Citizens know we must go beyond NCLB, but they know we cannot afford to go backwards. In our competitive global economy, where the good jobs will mainly go to the best educated, we must strengthen our expectations, not weaken them.



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Enterprising EDUCATORS

The Education Industry Association's Monthly Publication

On 'No Child', No Going Back (cont'd)

Submitted By: Sandy Kress

Published: April 2011

For some Republicans and some Democrats, it is very tempting to return to the days before accountability. That would certainly ease the pressure on local bureaucrats. Some union leaders, too, would prefer lifting the pressure to perform.

The easy path is not the better path. Taking the easy path, we risk returning to the old results as well as the old policies. We risk losing the intense competition for good jobs with countries that do not mind setting their expectations high and holding themselves accountable.

We all have high aspirations for our children. The question is whether we will do all that is necessary, even when it is politically difficult, to help them achieve them.

Published April 18th 2011 in NY Daily News. Mr. Kress was President George W. Bush's first senior education adviser and helped design No Child Left Behind.



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Enterprising EDUCATORS

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Is SES Dead or Alive? (and do you care?)

Submitted By: Steve Pines, EIA Executive Director
Published: April 2011

Many EIA members earn a material part of their company's revenue from SES contracts with school districts. Yet a shockingly small number of members have contributed their hard-earned money to help finance the lobbying campaign to salvage this business. Yes, there will always be people who believe and hope that someone else including the "big guys" will do heavy-lifting. But this effort demands a more comprehensive effort.

Let me very clear: the threat to end SES as soon as the upcoming school year is imminent if Secretary Duncan exercises his waiver authority in the next two months. The Department is under tremendous pressure to give local school districts relief from NCLB mandates, including SES, that may free-up federal funds for local priorities.

But this outcome is not pre-ordained. We do have a real chance to neutralize the waiver threat and preserve your SES business for several more years.

Working in close coordination with our allied advocacy group Tutor Our Children, we have enlisted strong Congressional leaders, Democrats and Republicans in the House and the Senate, who are telling the Administration to back-off from issuing SES waivers. We are mounting legal research to question the very basis of SES waivers. We are building grassroots support for SES in targeted Congressional districts to bring home the value-add of free tutoring for low-income children. And we are drafting our own SES bill that will be introduced in the Congressional committees currently re-writing ESEA that will have bi-partisan advocates.

All of these efforts are focused on first saving and then improving tutoring services for kids and the industry that provides these important services.

We can win. But winning requires an immediate investment in the EIA SES Coalition that supports the advocacy efforts outlined above. Participation in the Coalition gives you a direct voice in shaping the future of the industry. Please get involved today by joining online at www.educationindustry.org or by calling me at 800-252-3280. There is no other time for action then now. Thank you in advance for your support.



About the Executive Director



Steve Pines has served as the Executive Director of the Education Industry Association since January 2004. Prior to joining EIA, Mr. Pines was a Vice-President for Sylvan Learning Systems, Inc. (1993-2003) managing workforce development services and education programs for at-risk youth. During this time, Mr. Pines also developed a new business channel with two and four-year colleges for developmental education services, as well as in the corporate training area. Mr. Pines worked for eight years as a Deputy Director at the Enterprise Foundation, working to revitalize low income neighborhoods nationwide. His initial work in education and employment policy spanned positions at the National Alliance of Business, the National Association of Counties, and the United States Department of Labor- Employment and Training Administration, where he worked during the Carter Administration. Pines has a MBA from Southern Illinois University, a MA in education psychology from the University of Connecticut, and a BA from Hobart College.



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Duh - Winning

Submitted By: Jim Giovannini, EIA President

Published: April 2011

Hopefully the ridiculous title of my article this month got your attention. But trust me, there is a theme here, and it's not Charlie Sheen related. It's about winning the entrepreneurial race in your education business. And you can win that race this summer.



For twenty-one years, EIA has led the way in teaching brave educators how to make a difference while making a profit. We don't make excuses for it either. After all, capitalism is the American way. It drives quality by fostering competition while keeping prices in check. Believe me, EIA member businesses foster true change in American education through our mere existence. Frankly, we scare the hell out those living in the status quo of education.

Would you like to be an even greater threat? Would you like to push even further for quality in your business and in education? Would you like to drive your profits through the roof while doing it? I truly hope you answered yes to each of those rhetorical questions. If so, you absolutely cannot miss EDVentures in San Francisco this summer.

Our Conference Committee has put together a program that will inspire and teach; it is a program focused on the future and winning. It is the best and most important place to network and create strategic partnerships with fellow members. Every education business owner MUST question where the market trends are headed and this conference will provide answers. For the first time, EIA is bringing together a harmonic blend of world class speakers and highly experienced members who are all ready and willing to share their direct knowledge for your personal benefit.

Stop making excuses. Book your reservations today for the single most important conference you can attend. That is unless you are opposed to winning – duh!

About the EIA President



Jim, along with his business partner Patsy Prince, has established learning centers throughout the Chicago area that meet a vital need in the communities in which they serve: the need for quality private individualized tutoring that builds students' skills as well as self esteem. As Academic Tutoring Centers grew over nearly two decades, so did Jim's vision as to whom he could reach with his passion for learning. Each year, Academic Tutoring Centers serves thousands of students and employs hundreds of teachers. The experience in guiding the expansion of his own business prepared Jim to assume leadership roles in national organizations such as The Education Industry Association (EIA) and the Education Industry Foundation (EIF). Jim currently serves on the Board of Directors of both organizations and is the current EIA president.



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Government, Markets, and the Mixed Model of American Education Reform

Submitted By: Terry M. Moe, & Paul T. Hill

Published: April 2011

Stereotypes are alive and well in American education reform, and nowhere is this more evident than when school choice is being discussed. All too often, choice is characterized by its detractors as a “free market” solution that would “privatize” education. And all too often, this depiction is reinforced by its more libertarian supporters, who do indeed see choice in these terms and are stridently opposed to a government-run education system. The framing suggests an unbridgeable chasm. On the one side, markets. On the other side, government.

As is often true of stereotypes, this kind of either-or framing is not helpful. A more productive way to think about school choice—and about American education reform in general—is not in terms of markets vs. government, but rather in terms of markets and government.

Consider the American economy. Stereotypes aside, it is not even close to being a free market. Yes, it makes much use of markets. And this is a very good thing, because markets are uniquely powerful drivers of efficiency and innovation. Yet they can also generate undesirable social outcomes—due to monopoly, price-fixing, inequities, and the like—and precisely for that reason the government takes regulatory action to constrain the way markets operate and to harness their power to social advantage. Experts may disagree about what regulations are appropriate, and the Great Recession has revealed weaknesses that are still being addressed. But the model is one that works, not just in the United States but in every developed nation in the world. It is a mixed model of government and markets that lies somewhere in between a free-market economy and a government-run economy. It is a model in which governments try to use markets to social advantage.

A working group on the “Futures of School Reform,” organized by the Harvard Graduate School of Education and led by Robert B. Schwartz and Jal D. Mehta of Harvard and Frederick M. Hess of the American Enterprise Institute, includes more than two dozen researchers, policymakers, and practitioners from around the country. The group is seeking to engage a wider audience in an “urgent” conversation—one that it hopes can advance the national dialogue on improving public education for all children. The working group has received convening support from the William and Flora Hewlett Foundation and the Spencer Foundation.

Education Week is running a seven-part series of Commentary essays expressing visions of members of the “Futures” group. The series, which concludes in the May 25 issue, is accompanied by a

blog, *The Futures of School Reform*, written by the group. Readers are invited to participate by posting comments on the blog, or writing letters to the editor.

The same model can readily be applied to public education, although so far it hasn't been. Beginning in the early 1900s, reformers designed and built an education system that was purely governmental. They made no attempt to take social advantage of what markets might have to offer—through, for example, more choice for families, competition among schools, and stronger incentives to perform and innovate. Instead, education was produced by government-run districts, which acted as local monopolies and were controlled via top-down hierarchies of elected officials and administrators. Roughly the same governmental structure has prevailed ever since.

Needless to say, this system has become familiar and normal to all Americans. What few recognize, however, is that it is also an extreme approach to public education. Just as the free market anchors one extreme and fails to capitalize on the value of government, so the all-government approach occupies the other extreme and fails to capitalize on the value of markets. In education, as in the economy, there are great benefits to be reaped by not staying at the extreme—and by moving to a mixed model that actively seeks out what both government and markets have to offer.

With the nation camped out at the all-government end of the continuum, such a move involves the introduction of much more choice and competition. But these reforms should not be viewed as radical. Indeed, they should be seen as just the opposite: as a moderating move toward the center. While it doubtless seems odd to say so, it is the current system—the familiar, normal one—that is actually radical.

How, then, to move toward the center? There isn't one best way. Different mixes may well prove effective for different states and communities, depending on their distinctive values, concerns, and local conditions. But here are some basic ideas that we think make sense.

The current system of district-run schools can simply be left in place, but required to compete for children and money in a much larger marketplace of educational options. The job of state governments—analogueous to the job of the federal government in overseeing the economy—is to nurture and regulate that marketplace through rules designed to promote quality, innovation, and diverse alternatives.



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Enterprising EDUCATORS

The Education Industry Association's Monthly Publication

Government, Markets, and the Mixed Model of American Education Reform (cont'd)

Submitted By: Terry M. Moe, & Paul T. Hill
Published: April 2011

A core rule is that money should follow the child (with more resources attached to the disadvantaged) and flow to the school of the family's choosing. From the school's standpoint, therefore, nothing is guaranteed: It only receives funding to the extent that it attracts a clientele.

Policy rules should encourage the proliferation of new educational options, chief among them (for now) charter schools—with no ceilings on their numbers or enrollments, funding equal to that of district schools, access to buildings and seed grants, the right of for-profit firms to manage them, and no requirement that they be unionized. Charters should be free to operate as they see fit, but state rules should hold them to the same academic standards and testing requirements as the regular public schools, and require fair admissions, annual financial audits, and that chronic low performers be shut down.

States should expand choice along other dimensions, too. Notably, they should take advantage of this nation's large, dynamic private sector by providing vouchers and tax-credit-based scholarships to disadvantaged children. As with charters, any private schools receiving vouchers or scholarships should be held accountable via the same standards and tests, audited annually, required to follow equitable admissions procedures—and disqualified for poor performance.

"In education, as in the economy, there are great benefits to be reaped by not staying at the extreme."

States should also open the marketplace to online learning and the new forms of schooling that offer it: virtual charters, blended (hybrid) schools, state-led virtual schools, and more—which may enroll "whole" students taking full curricula or just "parts" of students taking a few courses. The world is in the midst of a revolution in information technology that stands to generate the greatest explosion of innovation and choice options American education has ever seen. The states should actively encourage this explosion, but also manage and guide it. They can do that by adopting new-age regulations that allow schooling and funding to flow across geographic (and state) borders—and, with the assistance of the national government, by creating a "common educational market" for the country that eliminates state-specific "barriers to trade" in education. They also need to hold these new virtual schools accountable via standards and testing, require annual audits, and close down any chronic low performers.

The district-run schools will find that, unlike in the past, they have strong incentives to change and innovate to meet the competition—and the states should give them the freedom to do that. Over time, the districts' hold on America's children—now at about 85 percent of all kids attending school—will almost surely be greatly reduced, due to all the new alternatives. But there is nothing sacred about 85 percent. Or 70 percent or 40 percent. American families will determine how children and money get distributed across the various types of schools, depending on what they want and what the schools have to offer. The states' job is to ensure that the supply of schools can flexibly respond to the underlying demand of families.

This is one vision of a mixed model of public education. There can be many others as well, for there are many strategies that governments might follow in seeking to use choice and competition to social advantage. The more general point is simply that the education system that Americans now live with is an extreme approach to public education. It is totally governmental, and forgoes virtually all the benefits that choice and competition have to offer. That is a big mistake, and a big loss for society.

About the Contributors

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Riding Out The Storm

Published: April 2011

Let's face it. No business is entirely recession-proof. But riding out the storm may simply be a matter of thinking more imaginatively, reaching out more frequently, and planning more definitively.

Many of America's most "enterprising entrepreneurs" didn't wait for the storm to pass before finding success. Thomas Edison had a "bright" idea and launched his business in the middle of the Panic of 1873; it's now known as General Electric. During the slump that followed, Herman Hollerith founded the Tabulating Machine Company, later renamed IBM. In 1908, William Durant and Charles Stewart Mott founded General Motors and drove away from another financial crash. Walt and Roy, in 1929, the middle of the Great Depression, found a mousetrap for profit and incorporated Walt Disney Productions.

As the Great Depression wound down, and with a measly \$500, Hewlett-Packard was born. When inflation soared in 1953, Burger King flipped their way to charcoal broiled success. And in the mid-seventies, as America was mired in stagflation, two computer giants, Bill Gates and Steve Jobs founded, well, you know. And the list goes on: Hyatt, IHOP, FedEx, CNN, MTV, Sports Illustrated, and a little convenience store named Pronto (now Trader Joe's) all bucked the trend and proved that entrepreneurship is truly the spark that ignites American business.

So, whether you are feeling pressure from this uncertain economy or you're just looking to get a step ahead of the turmoil, here are some useful suggestions for moving your business forward.

Become a "Turnaround Specialist"

Provide firm but sensitive leadership. Keep your eye focused on the future by creating a solid vision and staying positive. Create a plan and move swiftly to put it into action. Make sure your staff is involved and energized—they might even have an idea or two.

Listen to your employees; it helps create teamwork and teamwork creates job satisfaction and business success.

Focus on Your Core Business:

Know where you stand with your cash flow. Take small, achievable steps each day. See how many budget areas you can cut by just 10%. Cut back on purchases and negotiate more favorable payment terms with your vendors.

Find New Sources of Revenue:

Creating multiple revenue streams is a smart growth strategy. If one source of income recedes, another just might pick up the slack and keep the cash flow moving. As additional services and

products are added to your list of offerings, additional opportunities for repeat business are created. Selling your own product selling new services, or selling affiliate products are all ways to diversify your income.

Create a Notable Presence:

Businesses fail because of a lack of customers, not a lack of money. Make sure everyone — the receptionist, the staff, the faculty, and the management — focuses on customer satisfaction. Request referrals from existing customers, host an open house to meet potential customers, attend events and meetings to make new contacts, and establish yourself as a resource by speaking or writing. Remember, people do business with people, not companies!

Make it Easier for Your Customer:

Customers want simplicity, service, and performance. Remove barriers, offer flexible payment methods, and find innovative ways to help your customers afford your services. In short, give your customers a reason to come back. And don't forget to fortify relationships with your referral sources. Every time someone refers a customer to you, thank them immediately with a hand-written note or a quick email. And while you're at it, make sure you please your current customers by augmenting your programs with a few "value added" services or products.

Take a Look at What Others See...

Make sure that your unique selling proposition is clear and concise. Take inventory of your strengths and resources, tidy up that sloppy web site, throw away your old and ineffective brochures, create a memorable business card, ensure that your logo and artwork are professional and appealing, and make sure you have a clearly worded value proposition.

At the End of the Day...

All we really do is work with and for people. Sure, we write stuff, we create curriculum, we sell books, we teach. But what we really do is create solutions and enhance futures for students and families. The better we are at providing clear, consistent communication to our customers, the more successful our businesses will be. Whether you are experiencing trouble in this uncertain economy or you're just looking to move your business a step ahead of the turmoil, grab your "entrepreneurial surfboard" and ride the storm!



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Finding the "Gold" in San Francisco

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This list includes some of the most popular things to do in San Francisco, its most popular tourist attractions and activities. It is based on the places people search for most online, along with observations of the most popular things to do in San Francisco, as indicated by the number of people there.

Fisherman's Wharf and Ghirardelli Square



unique shopping on the waterfront.

At San Francisco's #1 visitor destination, you'll find tangy salt air, fabulous views, the city's freshest seafood, rich seafaring history, and

Pier 39 Fisherman's Wharf



An open-air festival marketplace located on the Bay with two levels of fun-filled attractions, shopping at 110 specialty shops, and delightful dining at 14 restaurants.

Aquarium of the Bay Fisherman's Wharf



Meet 20,000 amazing marine animals as you walk through 300 feet of crystal clear tunnels.

Submarine USS Pampanito at Fisherman's Wharf



This restored World War II submarine offers visitors an unforgettable experience. See how the crew of 80 men lived for weeks on end in amazingly tight quarters.

Alcatraz



Home to rare flowers, wildlife, Civil War-era buildings, and of course the history and infamy of Alcatraz Prison.

Presidio of San Francisco



The Presidio is a National Park and recreational paradise featuring scenic overlooks, and historic architectural treasures.

The Exploratorium near The Presidio



A modern, hands-on science museum housed in The Palace of Fine Arts, a Roman-style remainder of the 1915 Panama Pacific International Exposition.

San Francisco Museum of Modern Art (SFMOMA)



art in the United States.

Innovative exhibitions, an impressive collection, and an iconic building, SFMOMA is one of the most important museums of modern and contemporary

The Golden Gate Bridge



Not only is it one of the city's most enjoyable things to do, but it's also one of the most-photographed sights in the world. A walk on it is a must.

Golden Gate Park



This historic San Francisco landmark is one of the most popular attractions for visitors. Home to the Japanese Tea Garden, the San Francisco Botanical Garden, California Academy of Sciences, and Conservatory of Flowers.

Cable Cars



Often called San Francisco's moving landmark, they're a fun way to get around, too.



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Lombard Street



the cable car to Hyde and Lombard and walk.

The "Crookedest" Street is neither the crookedest nor the steepest in San Francisco, but it's surely the best-known. The "crooked" section is the block below Hyde Street. No car to drive down? Take

Chinatown



San Francisco Chinatown is the largest Chinatown outside of Asia as well as the oldest Chinatown in North America. Although there is much here created for the visitor, with a little research, you can get a glimpse of the "real" Chinatown in its alleys and shops.

San Francisco Zoo



Home to a variety of exotic animals. Visit the African Savanna; Grizzly Gulch; Lemur Forest; Penguin Island; and Gorilla Preserve.

Santa Cruz Beach Boardwalk



The world-famous seaside amusement park features the 1924 Giant Dipper wooden roller coaster, summer entertainment, and indoor game arcades.



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Member News

Published: April 2011

Get the Latest Updates about ESEA Re-authorization, the Future of SES, and other Education Related Legislative Initiatives!

EIA cordially invites you to a free breakfast briefing with fellow education entrepreneurs. You will learn "insider updates" about the future of SES, ESEA reauthorization, and EIA's efforts to gain middle-class tax breaks for after school tutoring and test prep. Plus you will preview the summer EDVentures conference and how it will help your business grow.



WELCOME NEW MEMBERS!

Bronze

- Joshua Chernikoff, Ashley Tutors, Washington, DC
- Steve Loose, H.I.G. Growth Partners, Atlanta, GA

Emerging

- Angela Hilson, Excellence At Home, Memphis, TN
- Ed Hunt, Xmi Community Enterprises, Inc., Franklin, TN
- Nicole Valadez, Ability House, Walled Lake, MI
- Sheila Williams, Acknowledge Me Now, Desoto, TX

Early Bird Registration Now Open!

Register now for **EDVentures** 2011 in San Francisco July 14-16th, the most exciting, informative and important event you'll attend this year. During the two-and-a-half-day conference, you can join our speakers, initiate discussions, share best-practice models, attend special networking receptions, and have a great time. Whether you are a seasoned veteran or tomorrow's educational leader, isn't it time for you to open your business to new ideas for growth and success? Early Bird registration ends May 30th!

Making the Most of YOUR EIA Website



Please visit our website at www.educationindustry.org today!

To login, members' user name is typically their email address and their first name is the password. Please take a moment to view and update your profile as needed. Also, please fill in your Company Bio-Notes section in your profile. This allows other EIA members to know exactly what your business specializes in when viewing the on-line member directory. Please make a visit to our site today so we have your most current contact and company information!



EIA 2011 Directory To Be Published This Spring!



Please look for your hard copy of the EIA 2011 Directory to arrive sometime in May. This is a collection of all current EIA members listed alphabetically by name, by company name, and by state. The same information is also available on the EIA website. Members simply need to login and view **Membership Directory** under the **Member Benefits** tab.




Enterprising EDUCATORS

The Education Industry Association's Monthly Publication

Member News (cont'd)

Published: April 2011

Send Us Your Member News!

- Has your business been recognized locally?
- Is there a business achievement you want to share with other members?
- Do you have examples of growth areas for your business you want to share?

If you have answered yes to any of the questions above, we would love to hear from you we would love to share your accomplishments with fellow EIA members. Please send Clare a paragraph or two on your business' achievements so that we may include it in a future Enterprising Educators edition. Send it via email to clare@educationindustry.org.



EIA Mentoring Program



Mentors are a vital part of building a connected organization. Mentors **GIVE** by helping members establish business plans, providing guidance for challenging situations, acting as a sounding board, and inspiring with anecdotes and insights. Mentors **RECEIVE** by strengthening our organization and by gaining new perspectives and insights from their mentee. So begin today! Become part of the EIA Mentoring program and share your knowledge, skill, and experience! For information on becoming an EIA Mentor, contact Clare@educationindustry.org.