



National Education Knowledge Industry Association

Business Development Retreat

**Scottsdale, Arizona
November 19—21, 2003**

1718 Connecticut Avenue, NW • Suite 700 • Washington, DC 20009 • (202) 518-0847
www.nekia.org

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AGENDA

National Education Knowledge Industry Association

Board of Directors
Annual Meeting and Retreat, 2003

Scottsdale Plaza Resort
7200 N. Scottsdale Road
Scottsdale, Arizona 85253
Resort Phone: (480) 948-5000
Guest Fax: (480) 998-5971

All meeting activities, unless otherwise noted, will be located in the Scottsdale Plaza Resort in the La Valencia B meeting room. Attire for the meeting is casual.

Wednesday, November 19, 2003

Reception and Dinner will on J.D.'s Terrace

- 6:00-6:45 p.m.** Welcome Reception
- 6:45-7:45 p.m.** Dinner
- 7:45- 8:00 p.m.** Orientation to the NEKIA Business Development Initiative
Jim Kohlmoos
- 8:00-8:45 p.m.** Peer Presentations/Case Studies ---
Gina Burkhardt, Joan Herman, Jack Sanders
Mike Mayo (moderator)

Thursday, November 20, 2003

- 7:30-8:30 a.m.** Continental Breakfast—La Valencia Foyer
- 8:30 - 10:15 a.m.** David Powe, Consultant --- NASA, NSF, Homeland Security
Jack Sanders (introducer)
- 10:15-10:30 a.m.** Break
- 10:30-12:15 a.m.** Clifford Houston, Federal official--- NASA
Tim Waters (introducer)
- 12:15-12:30 p.m.** Break

- 12:30-2:00 pm** Lunch—Café Cabana
Keynote with John Kernan, CEO, Lightspan
Bernice Stafford (introducer)
- 2:00-2:15 pm** Break
- 2:15-3:45 p.m.** Diane Willkens, Consultant---International
Tom Barlow (introducer)
- 3:45-5:00 p.m.** Small Group Analysis --- groups randomly assigned
Joan Herman (moderator)

Questions to be addressed in small groups discussions

1. What are the five most important and compelling pieces of information that the presenters provided?
2. What additional information/intelligence do you have that could supplement what the presenters provided?
3. Are there opportunities for collective work among NEKIA members? What are they?
4. Are there opportunities that members might pursue individually? What are they?
5. What should NEKIA do next ?

- 6:30-9:00 p.m.** Tribute Dinner for Rich Hershman
Drinkwater's City Hall Steakhouse
6991 East Camelback Road
Scottsdale, AZ 85251
(480) 941-4700
Meet in the hotel lobby at 6:15 p.m.

Friday, November 21, 2003

- 8:00-9:00 a.m.** Continental Breakfast—La Valencia Foyer
- 9:00-10:15 a.m.** Reports and Strategic Suggestions from Discussion Groups
Jim Kohlmoos (facilitator)
- 10:15-10:30 a.m.** Break
- 10:30-11:15 a.m.** Presentation ---Arizona Governor Janet Napolitano
Glen Harvey (introducer)
- 11:15-12:30 p.m.** Board Meeting ---Next Steps

1. What should NEKIA do next with these market niches?

2. Should NEKIA dig deeper into these niches or pursue others?
3. What additional niches, if any, should NIKEA now pursue?
4. What kinds of activities should NEKIA undertake?
5. How do the “engagement” guidelines work in these cases?

OVERVIEW OF BUSINESS DEVELOPMENT INITIATIVE

National Education Knowledge Industry Association

The NEKIA Business Development Initiative

November, 2003

Summary

The Business Development Initiative (Initiative) is a new high priority effort aiming to enhance NEKIA members' competitiveness and business development opportunities in a growing and more diverse education market. Formally adopted by the NEKIA Board of Directors in September of 2003, the initiative is the product of a year's worth of planning and discussion that built upon ideas generated over the past several years. The Initiative focuses on using NEKIA brokering expertise to help members develop new and/or expanded relationships with and connections to high potential funding sources. By targeting specific market niches within and outside government, members hope to diversify revenue sources, leverage current programmatic capabilities in new markets, explore new types of collaborative and joint venture relationships, and pursue new entrepreneurial opportunities. The first year of the Initiative will focus on introducing a new piece of legislation on knowledge utilization in education and on exploring opportunities in selected federal agencies and international organizations.

The Plan

Purpose---*Business Development*

In recent years many of our members have developed new strategic interests in such areas as diversifying revenue streams, leveraging current programmatic capabilities in new markets, exploring new types of collaborative and joint venture relationships, and pursuing entrepreneurial opportunities. Because of this, NEKIA membership can be viewed as a business development opportunity with government relations as its most prominent component. In this Initiative, NEKIA's focus on government relations will remain the most dominant part of NEKIA's annual work plan. But we will also become more actively involved in exploring other markets for business development opportunities and ways for members to penetrate the markets. This goal of enhancing competitiveness will drive just about every thing we will do under the NEKIA banner from government relations to industry development to collaboration.

Focus --- *Brokering*

The most vital, value added type of service that NEKIA will provide members will be in the form of brokering relationships; that is, helping members develop new and/or expanded connections to entities which have readily accessible funds related to members' products and services. NEKIA will capitalize on its current strengths of building relationships and collaborative opportunities and apply these tactics to high potential revenue sources.

Targets --- *Six Market Segments*

NEKIA will target its brokering work on six market segments. In each of these segments we will further narrow the focus to specific organizations that have education related programs requiring

products and services relating to education knowledge development and utilization. The six segments are:

- U.S. Dept of Education--- grants and contracts
- Other federal agencies---grants and contracts
- Education market/non federal government---commercial sales and joint ventures
- Philanthropies---grants and contracts
- Investors---venture capital
- International agencies---grants and contracts

Other market segments that we have considered include corporate training entities and local and state education agencies. We believe that at least for now these markets would be best pursued individually by members.

Developmental Process --- Five Phases

As the name itself suggests, business development is a developmental process, which involves a sequence of activities and projects that build upon one another in a phased, progressive fashion. For the Initiative we envision five generic phases that NEKIA's work will move through. The phases include:

- Phase #1 Collecting Information
- Phase #2 Making Introductions
- Phase #3 Building Relationships
- Phase #4 Responding to Opportunities
- Phase #5 Creating New Business Opportunities

Developmental Considerations --- Nine factors

In initially considering which market segments and projects to consider, we will ask the some or all of the following questions. 7

- (A) Is it fully compatible with NEKIA mission and values?
- (B) Does it complement NEKIA's current and future government relations program?
- (C) Is it financially viable and self supporting? Does it help to strengthen NEKIA's long-term financial position?
- (D) Does it strengthen the potential of new business development for members? Does it help diversify revenues for members? Does it have the potential of producing new business in the course of three years?
- (E) Is it more beneficial to do it as a group than as individual organizations?
- (F) Does it have limited financial risk?
- (G) Does it have limited reputational risk (e.g. political, ethical, regional)?
- (H) Does it promote collaboration within the trade association?
- (I) Does it appeal to new members and retain current members?

Project Assessment --- Four Criteria

For rating a project idea or for comparing various starting project ideas, we will consider four high priority criteria:

- Return on investment for Members
- Return on investment for NEKIA

- Costs to members and NEKIA
- Time to start up and implement

First Year Activities --- *“Starting” Projects*

For the first operating year of the initiative (FY 2003/4) we will focus our attention on the following projects as the starting point for each targeted market segment.

- U.S. Department of Education --- Phase #5, Launch the legislative/message campaign. (See addendum)
- Other federal agencies --- Phase #2, Target specific agencies where members have existing leads and use the retreat in November to introduce our members to these contacts.
- International agencies --- Phase #1 Research potential opportunities through a consultant at the November retreat and determine next collective and/or individual steps. Follow up activities might include surveying membership for potential country and language skills/interests, forming a task force of interested members for developing a NEKIA International initiative that markets membership capabilities to international funders.
- Philanthropies --- Consider launch in the spring of 2004, Phase #1, Conduct research on trends as well as specific grant-giving and contracting opportunities and begin to make initial contacts.
- Education market/non federal --- Consider launch in 2005, Phase #2, Target organizations that can complement and advance NEKIA members’ work in the Ed marketplace. (e.g. CCSSO, ELC, NASBE).
- Investors --- Consider launch in 2005. Conduct low-level research on investment opportunities. NEKIA and members might participate in for profit investment forums, collect information, and develop new contacts for future exploration.

Operating Guidelines for NEKIA

In moving forward with this developmental effort, NEKIA staff will follow the following guidelines established by the Board:

1. NEKIA will not favor one member organization over another.
2. NEKIA will provide all of its market and funding information to all active members and allow time during Board meetings for presenting such information.
3. NEKIA will invite all active members to participate in brokering situations.
4. NEKIA will not compete for funds that members would otherwise seek.
5. NEKIA will consult with the Executive Committee around issues of concern.

Operating Guidelines for Members

Similarly, NEKIA members will work within the following guidelines as they become engaged in our explorations:

1. Each member that is actively engaged in promoting the trade association should have equal access to the benefits.
2. Members should continually evaluate and communicate about the process when NEKIA and/or members engage in new collective opportunities (to allow flexibility in (case-by-case basis).
3. During Board meetings, members will have an opportunity to share potential or real opportunities for collaboration around specific initiatives or proposals.

Strategic Positioning --- *Integrated Work Plan*

We will integrate the Initiative's activities into NEKIA's annual work plan for 2004 and make the initiative an integral part of NEKIA's annual operations (see addendum for 2004 work plan).

NEKIA Structure --- *Flexible and Nimble*

For the first year, we will use a cadre of consultants to help us do the research and launch the legislative campaign. Jim will head the initiative within NEKIA with the prospect of establishing a new staff position in subsequent years pending funding. In the early developmental phases we need to be as flexible and nimble as possible in responding to and creating new opportunities. We anticipate forming a new group (similar to the Policy Action Group) within the NEKIA membership composed of members' business development staff. The group would participate in regular conference calls, listserv, etc.

First year funding --- *Three Sources*

For FY 2004 the Board agreed to funding the Initiative through: 1) a one time supplement to the annual fee for all members; 2) a subsidy from the NEKIA Communications fund; and 3) pay-as-you-go fees from members who participate in selected activities not covered in #1 and #2 (e.g. the retreat, special meetings, consultants).

Launch --- *Fall of 2003*

For the legislative campaign, we are in the midst of drafting bill language and preparing materials for outreach to Congress and other organizations. We aim to have the bill introduced in the winter or spring of 2004. For our other federal agencies and international organizations efforts, we will use the retreat as our launch. The retreat will involve members' business development staff and will focus on expanding upon our "shared intelligence" about current and future trends in selected market niches

Evaluation --- *Ongoing*

As a part of the 2004 work plan, the Initiative will be reviewed by the Board at each quarterly Board meeting. The nine factors and four criteria mentioned above will be used to assess the relative value of our work. The Board will make a decision about the Initiative's future course in FY 2005 and beyond during the planning process in the fourth quarter of FY 2004.

Addendum A---Background

2003 Work Plan: In our work plan for 2003 year, we gave considerable attention (about 25% of our planned time) to three developmental aspects of NEKIA: industry leadership, capacity building, and organizational development. The Board recognized that we needed to establish and strengthen our position in the industry, help members build greater capacities in their organizations, and strengthen the trade association's financial base. These three priorities shaped our work at the beginning of the year. The three somewhat disparate priorities evolved into a single business development concept by early winter.

Business Development: During our retreat in November of 2002, we used a scenario planning process to help members strategically position their organizations now for anticipated changes in the market place five to ten years in the future. While most of our discussions were focused on individual member needs, we did discuss the implications for how NEKIA could assist member's business development efforts. As a follow up to the retreat, Jim briefly engaged a business development consultant to help frame critical planning issues that the Board could consider.

After Jim's presentation to the Board at the February meeting, the Board agreed to convene the Business Development Task Force to explore how NEKIA could help members enhance their competitiveness and business development efforts in the coming years. The task force was very active in generating ideas, examining key strategic issues, testing our priorities.

Legislative Campaign: At our February, 2003, Board meeting, the Board also convened the Legislative Task Force to explore enhancements to our current strategies both for the May legislative conference and for the long term. For the longer-term effort, in early spring the task force developed a plan for a comprehensive legislative campaign aimed at creating a more proactive and aggressive long-term legislative approach to establish our leadership in the knowledge industry. There were (and still are) several compelling reasons for this more proactive approach:

- *Proposed Budget Cuts:* The Administration's proposals to eliminate or cut many of the federal research, technical assistance, and dissemination programs threatened to undermine the nation's education knowledge industry and pose significant dangers to NEKIA and its members.
- *SERP (Strategic Education Research Partnership):* This highly publicized initiative from the National Academy of Sciences provided a basis for our interests in knowledge utilization. But this effort neglects to mention our members' work and we should take a pre-emptive step in establishing our leadership.
- *Gap in ESRA:* A systematic and focused plan and structure for knowledge utilization is a clear deficiency in the Education Sciences Reform Act. We should re-introduce the concept in a tangible and visible fashion.
- *Foundation for next reauthorization:* It is not too early to lay the foundation for a reauthorization effort five to six years from now. By building a niche now we can begin to develop long term and deep support for our work and future aspirations.

Combining the Two: At our May Board meeting, the Board recognized the common (and potentially conflicting) features of the two pieces of work and instructed the two task forces to find ways to integrate and combine their ideas into one comprehensive proposal. The product of this integration became the NEKIA Business Development Initiative.

Board meetings in July and September, 2003: The Board reviewed proposals by the task forces and subsequently refined and approved the final plan. The plan has been integrated into NEKIA's operating framework and will be a key element in our 2004 work plan and budget.

Addendum B ---The Legislative Message Campaign Goals

- Support ---Generate further support for our programs among members of Congress, who in turn can apply pressure to the Administration.
- Champions --- Identify key members of Congress who would provide leadership in advancing the knowledge utilization cause.
- Partnerships --- Appeal to existing allies while cultivating new ones (e.g., state chiefs, local superintendents, Washington-based education associations).
- Case --- Make a compelling case for our programs by demonstrating their effectiveness, quality, reach, and benefits at the local, state, and national levels.
- Visibility --- Capture the attention of national and state policy makers as well as news media through a yearlong stream of campaign activities.
- Message --- Create a message that transcends self-interest and provides an impetus for industry leadership.

Legislation: In 2004 we will introduce a new piece of legislation to create a National Initiative for Knowledge Utilization in Education administered by the US Department of Education. (see draft bill language below) The Initiative will include the creation of a national leadership office, a government-wide inter agency task force, a national partnership network, a biennial report, and a major funding stream.

Kick off: We plan to launch the campaign on a single day that will include:

- A bill introduction.
- A policy briefing.
- A news conference.
- A round of Hill visits.
- Advertising.

Partners: We will aim to build a strong coalition of organizations and associations while maintaining the lead role in the effort (and the industry for that matter). Targeted partners will include such organizations: CCSSO, ELC, AASA, AAESA, AEP, SIIA, ALA, PPI, NRC. These partners will directly support NEKIA's advocacy and communications efforts by: Providing testimony, letters of support, information, stories, and data that can bolster our case; Participating in advocacy and communications events such as policy briefings and news conferences; Lending communications support (e.g. media relations work and dissemination of news releases).

Champions: We plan to generate bi-partisan champions in Congress who will sponsor the legislation and generate additional support.

Communications: We will develop and implement new and additional communications activities to support the campaign. Such activities could include:

- *Survey* -- Conduct a national survey or a limited number of polling questions demonstrating the need educators have for quality education research, technical assistance, and dissemination.

- **Briefings/forums** -- Conduct quarterly policy briefings/forums on Capitol Hill involving NEKIA members and allies.
- **Materials** -- Develop a “case for” brochure that demonstrates the need and effectiveness of federal research, assistance, and dissemination programs.
- **Signature Ads** -- Create a “signature ad” containing the signatures of dozens of governors, state chiefs, local superintendents, and other supporters. The ad would be published in *Roll Call*, *The Hill* and other Washington-based publications. (Note: So that the labs would not be seen as directly funding the ad, the ad would have to come from NEKIA or the coalition.)
- **Effectiveness Ads** -- Create additional ads that demonstrate the effectiveness of our programs through anecdotes, stories, and statistics.
- **Grassroots Email Outreach** -- Conduct an e-mail campaign from teachers to members of Congress stressing the benefits of research and technical assistance.
- **Media Team** -- Form a media team of Board members and conduct regular visits with key education reporters and editors.
- **Campaign Kit** -- Develop a new advocacy/communications kit containing news releases; fact sheets; written testimonials from state chiefs, local superintendents, and classroom educators; and commentary pieces for use in members’ newsletters and local newspapers.

Draft language as of 11/11/03

108th CONGRESS
(DRAFT NOVEMBER 11, 2003)

2nd Session

S/H.R. _____

To establish a national leadership initiative to promote knowledge utilization in education, thereby increasing student achievement consistent with the objectives of the No Child Left Behind Act of 2001 and for other purposes.

IN THE _____ OF THE UNITED STATES

January ____, 2004

Mr./Ms. _____ introduced the following bill; which was read twice and referred to the Committee on _____.

A BILL

To establish a national leadership initiative to promote knowledge utilization in education, thereby increasing student achievement consistent with the objectives of the No Child Left Behind Act of 2001 and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE.

The Knowledge Utilization in Education Act of 2004

SEC. 2. FINDINGS.

Congress makes the following findings:

- 1) Knowledge utilization allows information generated by scientifically valid research to be available to and usable by educators in the classroom.
- 2) Limited knowledge utilization has impeded the progress of schools in increasing academic achievement of students.
- 3) Research shows that when education practices based on scientifically valid research are used by classroom teachers, student achievement increases.

- 4) In order to facilitate the use of research-based practices by classroom teachers, effective knowledge utilization is essential, including the development and use of products and strategies based on scientifically valid research.
- 5) While the No Child Left Behind Act of 2001 requires educators to use instructional practices and innovations supported by scientifically valid research, such practices are in short supply and not widely available for use in classrooms.
- 6) Given that a significant percent of all U.S. public schools are not making adequate yearly progress under the No Child Left Behind Act of 2001, steps must be taken to ensure knowledge utilization by classroom educators.
- 7) Particular subgroups of students are not making adequate yearly progress as defined by the No Child Left Behind Act of 2001, including students with Limited English Proficiency, special education students, students from low income families and some minority groups. Such students require targeted efforts to ensure that they are receiving instruction supported by scientifically valid research.
- 8) More instructional activities and practices that are supported by scientifically valid research need to be developed to meet the current and expected demands of educators in schools.
- 9) Too often exemplary innovations in teaching, curriculum and assessment are demonstrated to be effective, but have minimal impact because they are not brought to scale.
- 10) Educational practices that are supported by scientifically valid research need to be brought to greater scale in school districts across the country in order to have broad influence on student achievement.
- 11) National leadership is needed to provide targeted initiatives, collaboration and coordination of knowledge utilization to ensure that classroom educators have access to and utilize practices supported by scientifically valid research.
- 12) A national leadership office intended to promote knowledge utilization in education will facilitate the effective implementation of the No Child Left Behind Act of 2001.

SEC. 3 DEFINITIONS. –

- 1) **SCIENTIFICALLY VALID RESEARCH** – The term "scientifically valid research" has the same definition as in section 102 (20) of IES. It includes applied research, basic research, and field-initiated research in which the rationale, design, and interpretation are soundly developed in accordance with scientifically based research standards.
- 2) **KNOWLEDGE UTILIZATION** – The term “knowledge utilization” means the use of knowledge to improve education practice through the use of applied research, as defined in section 102 (20) of IES, including the continuum of activity essential to school improvement including-
 - (A) development and evaluation of practical applications of research (e.g., procedures, policies, practices, programs, materials, and training);
 - (B) the use of research-based technical assistance and professional development for policy makers, practitioners, and other stakeholders;
 - (C) collection and dissemination of information, data, and statistics;

- (D) initiatives for building linkages among research, policy, and practice; and
 - (F) an infrastructure for increasing capacity for the use of research and its applications.
- 3) APPLIED RESEARCH—The term “applied research” has the same definition in section...of IES. It means research – (A) to gain knowledge or understanding necessary for determining the means by which a recognized and specific need may be met; and (B) that is specifically directed to the advancement of practice in the field of education.

SEC. 4 THE NATIONAL LEADERSHIP OFFICE FOR KNOWLEDGE UTILIZATION IN EDUCATION

- (a) ESTABLISHMENT.-- There shall be in the Department of Education a National Leadership Office for Knowledge Utilization in Education (hereinafter in this section referred to as the “Office”), to be administered by the Director of the National Leadership Office for Knowledge Utilization in Education. The Director shall report directly to the Secretary and shall perform such additional functions as the Secretary may prescribe.
- (b) The Director of the National Leadership Office for Knowledge Utilization in Education (hereafter in this section referred to as the “Director”), through the Office, shall –
 - (1) Promote the utilization of scientifically valid research in education practice and innovation, provide leadership to the Nation in developing and promoting policies, practices and investments that result in the provision of instruction to K-12 students that is supported by scientifically valid research
 - (2) Develop and promote policies, practices and investments that result in bringing to scale successful educational practices that are based on scientifically valid research.
 - (3) Inform the public regarding the significance of utilizing scientifically valid research in education.
 - (4) Encourage the use of new technologies in appropriate knowledge utilization efforts
 - (5) Administer the Interagency Task Force in section....
 - (6) Administer the Council in section....
 - (7) Produce the Biennial Report in section
- (c) The Director shall be an expert in knowledge utilization including promoting the effective implementation of the results of research in the classroom, and managing large institutions or consortia that conduct a broad array of research applications.
- (d) The Director is authorized to select, appoint, and employ such officers and employees as may be necessary to carry out the functions of the Office, subject to the provisions of Title 5, United States Code (governing appointments in the competitive service), and the provisions of chapter 51 and subchapter III of chapter 53 of such title (relating to classification and General Schedule pay rates).

- (e) COMPENSATION OF THE DIRECTOR—Section 5315 of title 5, United State Code, is amended by adding at the end the following:
“Director of the National Leadership Office for Knowledge Utilization in Education.”
- (f) ESTABLISHMENT OF AN INTERAGENCY TASK FORCE—In order to promote coordination and cooperation among Federal departments and agencies administering knowledge utilization programs and activities, there is established within the Federal Government an Interagency Task Force on Knowledge Utilization in Education (hereinafter in this section referred to as the “Task Force”).
 - i. The Task Force shall be chaired by the Director and comprised of the following members:
 - (1) Assistant Secretaries and other officials designated by the Secretary;
 - (2) The Director of the Institute for Education Sciences;
 - (3) The Director of the National Science Foundation;
 - (4) The Director of the National Institute for Child Health and Human Development;
 - (5) Members that the President may designate;
 - (6) Members that the Director may invite.
 - ii. The Task Force shall identify and review Federal programs, activities and projects or plans for such programs, activities and projects with respect to knowledge utilization in education and recommend ways to improve their coordination and collaboration in the Biennial Report in Section (h).
 - iii. The Task Force shall be in effect for two years, to be renewed at the discretion of the Secretary.
- (g) ESTABLISHMENT OF THE KNOWLEDGE UTILIZATION PARTNERSHIP IN EDUCATION—
 - i. The Secretary shall establish a Knowledge Utilization Partnership in Education (hereinafter in this section referred to as the “Partnership”);
 - ii. The purpose of the Partnership is to promote and advance knowledge utilization in education in conjunction with private and public organizations and entities throughout the nation;
 - iii. The Partnership shall be a network of private and public entities throughout the nation that will promote knowledge utilization in education;
 - iv. The Secretary may establish a Partnership Advisory Panel composed of individuals with expertise in knowledge utilization;
 - v. The Partnership shall
 - 1. encourage private-public venture partnerships for knowledge utilization;
 - 2. identify needs in relation to knowledge utilization programs, activities and projects supported by the federal government;
 - 3. provide general advice to the National Leadership Office;

4. serve as ambassadors to the K-12 education community to encourage the adoption of education practices supported by scientifically valid research.

(h) **BIENNIAL REPORT** – The National Leadership Office shall conduct a biennial analysis of the state of knowledge utilization in education practice and innovation and submit such report to the Committee on Education and the Workforce of the US House of Representatives and the Committee on Health, Education, Labor and Pensions of the US Senate. The report shall include an assessment of the efforts to increase the use of education practices supported by scientifically valid research and recommend changes in policies to further promote progress in knowledge utilization. The report shall include the information developed by the Task Force in (f). The first such report shall be due two years after the enactment of this statute; the second report shall be due four years after the enactment of this statute.

SEC. 5 GRANTS TO PROMOTE KNOWLEDGE UTILIZATION IN EDUCATION.----

(a) **PROGRAM AUTHORIZED.**--The Secretary shall make competitive grants to, and enter into contracts with eligible entities to support projects that promote knowledge utilization in education.

(b) **USE OF FUNDS.** –

- (1) Helping educators become more informed consumers of research- based knowledge utilization programs and services through sustained professional development activities including annual conferences, summer teacher academies, on-line seminars, and school-based workshops.
- (2) Creating incentives for states and districts to expand investments in knowledge utilization initiatives.
- (3) Focusing special knowledge utilization efforts on high need, low capacity areas such as rural schools.
- (4) Developing a corps of knowledge utilization experts who are regionally based and will work in schools on the effective implementation of education practice and innovation that is supported by scientifically valid research;
- (5) Targeting efforts to classroom educators working with subgroups whose test scores indicate that they need improvement under the Adequate Yearly Progress calculation required by No Child Left Behind, including students with Limited English Proficiency, students from low income families, special education students and minorities.
- (6) Building and strengthening the research base on knowledge utilization.
- (7) Supporting efforts to identify and disseminate promising practices in the implementation of education innovation that are supported by scientifically valid research.
- (8) Promoting entrepreneurship in developing new solutions, innovations and choices for consumers that are supported by scientifically valid research.
- (9) Establishing fellowship programs to encourage expert capacity in knowledge utilization.

- (10) Utilizing web based technology to enable classroom teachers to access instructional practice and innovation in all content areas that is grounded in scientifically valid research;
 - (11) Developing means and methods for making the information from the What Works Clearinghouse and other clearinghouses available to and accessible by classroom teachers;
 - (12) Developing strategies to support the use of scientifically valid research by classroom teachers and school administrators in managing and improving student behavior and school climate.
- (c) **APPLICATIONS.** No grant may be made and no contract may be entered into under this section unless the applicant submits an application to the Secretary at such time and in such manner as the Secretary may reasonably require. Each such application shall contain assurances that the applicant will use the assistance provided under this section to supplement and not to supplant activities conducted by the applicant described in subsection (b).
- (d) **NON- FEDERAL SHARE.** The Secretary may require a non- federal match (from state or local government or private entities) in cash or in-kind, of up to 20% for any awards made to conduct activities in (b).

SEC. 7 ELIGIBLE ENTITIES. – Eligible entities may be private or public, for-profit or nonprofit organizations, institutions, agencies, institutions of higher education, or partnerships among such entities, which have demonstrated expertise in knowledge utilization in education.

SEC. 8 AUTHORIZATION OF APPROPRIATIONS. – There are authorized to be appropriated to carry out Section 4 \$20 million for FY '05; to carry out Section 5 \$250 million for FY '05 and such sums for each of the fiscal years 2006 through 2008.

Addendum C ---Proposed 2004 Work Plan (pending Board approval)

1. **Government Relations:** Promote increased investments and favorable policies in relevant federal program areas.

FY 2002:	60% of NEKIA time and resources
FY 2003:	31%
FY 2004:	50%
2. **Industry Leadership:** Strengthen the position of NEKIA and its members in the education knowledge industry.

FY2002:	10% of NEKIA time and resources
FY 2003:	19%
FY 2004:	25%
3. **Capacity Building:** Increase the capacity of NEKIA members to compete in the education knowledge market.

FY2002:	10% of NEKIA time and resources
FY 2003:	13%
FY 2004:	15%
4. **Organizational Development:** Improve NEKIA's operating capacity for long-term growth and diversification.

FY2002:	20% of NEKIA time and resources
FY 2003:	38%
FY 2004:	10%

GOALS AND ACTIVITIES

1. **Government Relations: Promote increased federal investments and favorable policies in relevant program areas. (Note: activities listed below in order of priority).**
 - 1.1. FY 2005 Appropriations—Increase appropriations levels overall by at least 10% for members' program/contractual areas over the FY 2004 levels.
 - 1.2. Business Development— Launch a legislative “message bill” campaign as part of the Business Development Initiative.
 - 1.3. Expertise and Relationships —Continue to expand knowledge base and expertise in key policy areas and foster relationships to build partnerships for advocacy and business opportunities.
 - 1.4. Implementations --- Ensure the favorable implementation of and members' participation in relevant provisions in Education Sciences Reform Act (ESRA) and No Child Left Behind Act (NCLBA)
 - 1.5 Reauthorizations --- Promote positions on selected issues that affect members' future business opportunities relating to Individual with Disabilities in Education Act (IDEA), Higher Education Act (HEA), Perkins Act, and other authorization and policy areas.
2. **Industry Leadership: Strengthen the visibility and positioning of NEKIA and its members in the education knowledge industry.**

- 2.1. Business Development — Help members expand and diversify their market base through the new business development initiative
- 2.2. Communications --- Raise public awareness about NEKIA, its members, and the knowledge industry through strategic communications efforts.
- 2.3. Relationships —Expand and/or strengthen collaborative relationships with other Industry organizations
- 3. Capacity Building: Increase the capacity of NEKIA members to compete in the education knowledge market.**
 - 3.1. Business Development --- Provide members with strategic intelligence and relationship building opportunities regarding markets in other federal agencies and international arenas.
 - 3.2. Policy Action —Provide accurate and timely information, strategic guidance, and training to designated Policy Action Group representatives.
 - 3.3. Communication —Enhance the communications capacities within member institutions and for the Association.
- 4. Organizational Development: Enhance NEKIA’s operating efficiency and effectiveness for long-term growth and diversification.**
 - 4.1. Membership Development: Expand and diversify NEKIA’s membership
 - 4.2. Administration—Further improve the efficiency of office operations.
 - 4.3. Association governance—Continue to strengthen Association governance and operations.
 - 4.4. New Benefits and Services—Continue to consider enhancements to member services and benefits.

Addendum D--- Trends and Intelligence about each Market Segment

This list of trends and observations was generated by the Business Development Task Force as part of its deliberations on which market segments to target. This will serve as the basis of continued collection and sharing of intelligence.

Department of Education

- Most contracting is being done through the MATO process requiring fast turnaround. RFT is a big part of procurement.
- Sole-source recipients are overloaded.
- Shrinking cadre of federal “experts” who are outside of ED.
- AIR and Mathematica are doing major contract work. A bottleneck is occurring. Small businesses do not have the capability to do all they want.
- Sole-sourcing is on the rise.
- ED doesn’t have a big focus on TA.
- Admin not interested in process; focused on content. Admin is hostile to our process. Admin is top-down and controlling. Low appreciation of professional wisdom. Lack of utilization knowledge in admin.
- Admin wants more small business awards to achieve quota (private sector functions).
- NCLB here to stay. Teacher quality, supplemental services, TA, is an opportunity in NCLB. Country desperate to build capacity to meet all aspects of NCLB.
- Funds are available.
- NCLB is a cornerstone of administration; those that assist, thrive.
- SEAs are desperate for help in low performing schools.

Other Federal Agencies

- Many education oriented programs and components in other federal agencies. Education is frequently housed in the public affairs offices and viewed as an outreach mechanism. Increasing \$. New opportunities for collaboration. New types of partners.
- IDIQ list- More bundling of RFPs. Multiple MATO-type lists
- Opportunity to influence agencies RE: Ed Issues. Don’t understand education. Less restrictive RE: methodology
- Don’t have educational networks/access to schools, etc.
- New ways to leverage capabilities (e.g., program evaluation). Apply current expertise to new fields
- Requires political nimbleness
- Current contractors do it cheaply and lower quality. Push for privatization. Don’t know who competitors are.

Education market

- Tendency to be judged by reputation of partners
- High interest in evaluation

- Need to be opportunistic. Cumulative growth. Less structured domain
- Source of \$ uncertain.
- Tendency to draw on senior staff of partners
- NEKIA brokering relationships with related trade associations

Philanthropies

- Proposed increase in foundation payouts
- Indirect cost limitations
- Downsizing of foundations/More outsourcing
- Trend of no new projects. Improve quality of existing programs. More feasibility studies
- Trend toward greater accountability. Growing focus on effectiveness
- Relationship-based industry. Bandwagon effect. Seek large scale investment
- Most large foundations have educational grant directors
- Community Foundations are growing and doing more programs
- Not a large focus on SBR
- Seek intermediaries to deal with SEAs and LEAs
- Huge transfer of wealth happening soon
- More local focus with national networks
- Greater flexibility
- Always want your “top people”

Investment

- Must have proof of concept
- Conflicted missions (ownership and copyright conflicts; whatever we take to the table, we keep)
- Shift from K-12 to higher ed
- Focus on ROI
- Different risks
- Different control
- We don't know much about this arena

International

- Big \$ in education
- Difficult to staff
- Highly political
- Culture issues. Language barriers. Logistically complicated (insurance, housing, etc.). Work environment concerns
- Very relationship driven. Longer term commitments. Highly competitive
- Growing market for evaluation, design
- Private companies pursuing higher-ed on an international basis.
- HUGE unknowns-Out of comfort zone
- International Schools. DOD schools
- Education in developing countries very high priorities
- Need to find out more about NEKIA

Addendum E ---Initial Ideas

Following our February Board meeting the task force generated the following list of project ideas. We reviewed and expanded on these ideas during our April 2 task force meeting and subsequently used the evaluation criteria to narrow our focus on ideas relating to brokering within each market segment.

- (A) Market Research---Hire a business consultant and conduct annual research into the current and future condition of the k-12 market. Convene a retreat of members' business development staff to review and analyze data. Fund the project with special supplement for participating members.
- (B) Business Opportunity Forums --- Organize small intimate gatherings of NEKIA members and other organization seeking business partners in specific projects. Fund the program with cost sharing supplements from NEKIA members.
- (C) Public Policy Forums --- Build a small strategic alliance of sponsors and convene quarterly policy forums on relevant topics in the knowledge industry. Publish proceedings and follow on-line discussion groups. Fund the program through a combination of private foundations, sponsors, and participant fees
- (D) Audio Conferencing, on line courses and Newsletters --- Develop an annual program of audio conferences, on-line courses, and newsletter on relevant knowledge utilization topics. Use expertise within the member organizations. Hire a marketing firm to market the program. Fund the program with grants for upfront development costs and fees from users.
- (E) Publishing House/Referral Service --- Identify products and services from member organizations that can realistically be sold to a national audience. Hire a publishing house to sell current products and services. Fund the house through royalties from sales.
- (F) Visibility NASDQ-type Campaign --- Launch an intensive media/outreach campaign promoting NEKIA and its members as high quality, credible institutions of the knowledge industry. Hire a public relations firm to conduct the campaign. Fund the program with a special supplement from each member.
- (G) Policy retreats a la Aspen Institute --- Organize an annual high-level retreat in an interesting place to examine a critical education issue. Involve members of Congress and/or key staff and k-12 leaders. Fund the program with private grants.
- (H) New legislative initiative for the knowledge industry --- Develop a new piece of legislation on ed knowledge infrastructure development. Use it to market the education knowledge infrastructure (and NEKIA) and to mobilize the education knowledge industry. Fund the effort through current operations with a supplement for additional pr and lobbying costs.
- (I) Funding forum for foundations --- Organize a forum for foundations to develop a new awareness of the knowledge industry. Fund through current operations.

- (J) Investment forum for investment bankers and venture capitalists --- Join the Education Industry Investment Forum group. Co-sponsor the annual forum and assist in organization. Convene a pre-forum retreat for NEKIA business development group.
- (K) Annual Back-to-School Conference on C-SPAN --- Develop a production relationship with Close Up Foundation to host and produce a televised conference along with companion policy materials. Establish listserv and marketing vehicles for viewers and participants.
- (L) Congressional Earmark a la ELC --- Develop a school reform project in conjunction with some or all members that would be a signature project for NEKIA and that reflects a common concept among all members. Fund the project through a Congressional earmark.
- (M) Consulting services program ---a) Develop a range of specialized consulting services among members. Have NEKIA serve as a broker of the services;
 - b) Dedicate a certain percent of time for Rich and Jim to providing fee-for-service services to non-members. Fund the effort through fees to users.
- (N) Centralized cost saving services for members --- Reduce members' operating costs by bundling selected services into an association-wide package. Improve purchasing power and reduce costs by bundling basic services. Generate royalties for NEKIA. Seek bids from national firms to get our "bundled" services. Possible service areas to explore include: printing, graphic design, communications management, legal advice, event management, staff credit cards, travel agency arrangements, health insurance programs, technology procurements.
- (O) Equity investments --- Create an association-wide investment fund and seek national vendors for managing the portfolio at a discounted rate.
- (P) Accreditation --- Develop a set of standards and a rigorous review process for NEKIA membership. Use the NEKIA accreditation for brokering relationships and marketing.
- (Q) Staff Benefits --- Develop a package of benefits for staff of NEKIA member organizations which might include credit cards, orientation and issues seminars, personnel exchange opportunities, career enhancement sessions, travel and sabbatical opportunities.
- (R) Brokering content expertise --- Arrange opportunities for NEKIA members to market their content expertise to research organizations such as RAND, Westat, AIR.
- (S) Community Reinvestment Act --- Mobilize a task force to promote investments in education through CRA agencies and banks.
- (T) "Unique" events, panels, meetings --- Create an intelligence gathering system for researching unique events, panels, meetings of interest to members. Develop a group of representatives among member organizations who will represent NEKIA at these events and report back information to the whole membership.

- (U) Opportunities outside of ED --- Create a research capability shared among members to examine RRP and other contractual opportunities outside of the Department of Education and NSF. Look for ways to diversify grant streams.
- (V) NEKIA as grantee --- Identify RFPs that require a mobilization/packaging of expertise contained within our membership. Set up NEKIA as the administrator/consultant of the grant(s).

SPEAKERS

Dr. David L. Powe

Consultant

Dr. David Powe most recently served as the Director of the Earth Science Applications Directorate at NASA's John C. Stennis Space Center (SSC). His responsibilities included the coordination of all systems engineering activities, workforce development programs, return on investments (ROI), earned value management (EVM), and affiliated research university activities of NASA's Earth Science Enterprise Application Directorate in relation to the 12 national applications as it related to the decision support systems of other federal agencies. Dr. Powe provided the guidance for SSC's leadership in five of the national applications of Agricultural Effectiveness, Community Growth, Coastal Management, Disaster Preparedness, and Homeland Security. Budgetary responsibilities encompassed a \$35M annual budget with an additional \$50M project management responsibility.

Prior to this assignment, Dr. Powe was the Manager, Office of Education, and his responsibilities included the coordination of all educational programs on behalf of the agency at SSC with emphasis on promoting the use of math, science, technology, and geography curriculum from pre-kindergarten through post-graduate school. Other duties included the development of partnerships with local, state, and federal agencies and the private sector to focus on education related priorities. Dr. Powe joined NASA in January 1992 as Program Manager for NASA's national systemic education demonstration model, the Tri-State Education Initiative (TSEI). In this capacity, he facilitated education initiatives in Alabama, Mississippi, and Tennessee. He has replicated the process throughout the nation and in foreign countries.

Dr. Powe received his doctorate in education administration from the University of Southern Mississippi in 1984, a master's degree in social science in 1976, and a bachelor's degree in social work and psychology in 1969 from Mississippi State University. He was selected to do additional work at Columbia University Teacher's College in New York City.

Before joining NASA, Dr. Powe was President of Mississippi Delta Community College, served as Superintendent of the McComb Public Schools and Chairperson of the Executive Committee of the Mississippi Association of Junior/Community Colleges. He also served on the Board of Commissioners of the Southern Association of Colleges and Schools Regional Accrediting Agency.

Dr. Powe has served as a member of the Mississippi Science and Technology Commission. He has served on the Board of Directors for the U.S. Department of Education's Eisenhower Math and Science Programs and on the Advisory Board for the Department of Education's Regional Office for Technology. He has served as a member of the Advisory Board of Directors for Miami, Dade County, Florida, Urban Systemic Initiative, and on the Council on Education and Culture of the Gulf of Mexico, Bi-National Commission of Mexico and the U.S., and served as the Chairman of the Board of Stennis Space Center's Center of Higher Learning, and many other positions statewide, nationally, and internationally. Dr. Powe has worked very closely with numerous federal agencies, i.e. Commerce, Labor, Education, DoD, National Defense Mapping Agency, National Science Foundation, Transportation, Homeland Security, and other organizations, i.e.

Smithsonian Institute, National Geographic Society, and numerous national and international foundations.

Programs led by Dr. Powe have been recognized six times by the National Performance Review Office with the “Hammer Award” for reinvention of government, and by the U.S. Secretary of Education for his achievement in “National Systemic Education Reform.” He also received two special honors from NASA Headquarters for his work in developing processes to better serve NASA customers. He was recognized by the Navy with the “Superior Public Service Award” and received the Stennis Space Center’s “Outstanding Leadership Award.” Most recently, he received one of NASA’s top awards, the “Medal for Outstanding Leadership” and was also selected to participate in the 2002 prestigious Harvard University’s Senior Executive Fellows Program.

Dr. Powe has served in leadership positions in local civic, chamber, and development organizations, as well as active roles in statewide and national educational and development efforts. He has been an active participant and leader in church activities on local and state levels.

Dr. Powe and his wife of 34 years, the former Brenda Brown of Forest, Mississippi, have three children (Chris, Robin, and Angela) and five grandchildren (David, Olivia, Tyler, Joshua, and Ollie Anna).

Dr. Clifford Houston
Deputy Associate Administrator for Education
NASA

For more than 20 years, Dr. Clifford Houston, a professor at the University of Texas Medical Branch at Galveston, has made significant contributions as an educator to the Galveston/Houston regional community. He is now expanding his service to a national level through an appointment as deputy associate administrator for education at NASA.

Houston, a longtime faculty member in UTMB's [Department of Microbiology](#), is the holder of The Herman Barnett Distinguished Professorship in Microbiology and Immunology. Since 1992, he has also served as the institution's associate vice president for educational outreach.

During his two-year appointment at NASA Headquarters in Washington, D.C., Houston will maintain his positions at UTMB. At NASA he will provide day-to-day oversight and guidance for three primary divisions: elementary and secondary education, higher education and informal education. The elementary and secondary and higher education divisions develop space science programs, research opportunities and networking resources for students and faculty at all education levels. The informal education division collaborates with science centers and museums to provide space science education to all ages of the general public.

Houston will also oversee NASA's technology and products office, which provides technology for educational tools to support distance learning and advanced education.

Houston explained that many everyday items, such as remote controls, microwaves and even the rubber used in sports shoes, originated in the space program. He believes that everyone, especially the very young, can benefit from education in space science, even if they don't make that field their career choice.

"We are educating the work force of the future," Houston said. "No matter what a student decides to do with their lives, having experience in one of these programs will make them a better-informed citizen."

Diane Willkens
President and CEO
Development Finance International, Inc.

Diane M. Willkens has been involved in the international trade and development arena throughout her career. As founder, President and CEO of Development Finance International, Inc. (DFI) in 1992, Diane has built a thirteen-person organization with an global reputation focused on emerging market business opportunities and financing. DFI has an Asian office in Manila and an alliance partner in Brussels.

At the start of her career, Diane practiced international corporate and maritime law in Washington D.C. Subsequently, Diane was the architect and manager of Digital Equipment Corporation's development agencies group.

Ms. Willkens' unique expertise in international development business and export finance touches every continent and is complemented by her experience with market entry strategies, start-up support for sales, and technology transfer issues. Together with DFI support, clients win business funded by the development banks, international aid, and export credit agencies.

In addition to its work with PREL, DFI;s corporate clients include Volvo, 3M, Philips, Oracle, BASF, and Glaxo Smith Kline. Diane has also worked as an advisor to the U.S. Department of Commerce and the U.S. Trade and Development Agency.

Diane recently completed her second term on the U.S. Export-Import Bank Advisory Committee. She is an inactive member of the D.C. Bar Association, having received her J.D. degree from Georgetown University Law Center in 1978.