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# Enterprising EDUCATORS

The Education Industry Association's Monthly Publication

## More In This Issue ...

"What's Good for The Goose, is..."  
A Lesson from the Three Musketeers  
Time To Power Up Digital Learning  
Financial Literacy in College Prep  
Member News

## Save The Date

# EDVENTURES

EDVentures Conference  
July 14-16, 2011  
San Francisco, CA

## 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.

## ESEA Reauthorization



"We need to make sure we're graduating students who are ready for college and a career," Obama said. "In the 21st Century it's not enough to help every child get ahead. We need to get every child on a path to academic excellence. Obama pleads for action, but is real progress likely anytime soon?"

## Voices from Education Industry Days

# ei DAYS

On the impact of the mid-term elections: "The underlying politics have really changed and the freshman Republicans really mean business when it comes to cutting spending, the deficit and local control." -Andrew Rotherham, Bellweather Education, during "From the Outside Looking In - Observations from Education Policy Observers".

## Tutoring Tax Incentives



What is clear is that tax reform will create winners and losers. The question for those of us in education is how do we position ourselves best to be one of the winners?

## Friend of Education Industry Award



The Education Industry Association (EIA) has honored Center for Education Reform Founder and President Jeanne Allen with its "Friend of the Education Industry" award. "Before education reform was 'cool,' Jeanne Allen founded an organization dedicated to ensuring that children and their families would have real educational choices," said Michael R. Sandler.

## Get Involved - EDVentures Volunteer Opportunity



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 by clicking on the button to your right!



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## Obama Pleads for Action, but is Real Progress Likely Anytime Soon?

By: Steve Drake, Principal, Steven Drake Associates, LLC.  
Published: March 2011

In a speech to students, teachers and education reformers including EIA's Steve Pines, at an Arlington, VA middle school, President Obama on March 14 urged Congress to fix No Child Left Behind (NCLB) before the start of the next school year.

"We need to make sure we're graduating students who are ready for college and a career," Obama said. "In the 21st Century, it's not enough to leave no child behind. We need to help every child get ahead. We need to get every child on a path to academic excellence."

The President went on to articulate what he and his administration find lacking with NCLB, and why his proposed ESEA blueprint would result in a fair accountability system, one he says will support reform and innovation at the state and local level; empower principals and teachers; and focus on the schools and students most at risk.

"Instead of NCLB's one-size-fits-all mandates, we need to fix this law now so that we can close achievement gaps and win the future," President Obama added.

President Obama's declaration of urgency came about two weeks after attendees at EIA's 11th edition of its Education Industry Days Conference in Washington, DC heard something quite different from a knowledgeable cadre of Congressional staffers and Washington insiders.

"It was clear in session after session: despite the rhetoric from the Obama Administration and Capitol Hill that education is all-important and perhaps the one issue that might produce bi-partisan cooperation, reauthorization of the Elementary and Secondary Education Act (ESEA) would only occur if all of the stars perfectly aligned, and that seems unlikely for 2011," said EIA Executive Director Steve Pines. "At the same time, because the U.S. Department of Education will continue to influence policy administratively through waivers to NCLB, and Republicans will push for significant budget cuts wherever they can, education entrepreneurs and businesses must continue to make their voices heard. The upshot for all in 2011 and beyond is that education businesses must be as vigilant and are engaged in federal education policy-making as ever."

During the Conference itself, Education Industry Days' participants had plenty of expert Hill and Administration voices from which to

draw their conclusions. Senior staffers of both the House and Senate education committees suggested that while chances for bi-partisanship on ESEA reauthorization are good, little significant progress has been made in either committee to date, given the focus on deficit reduction and orienting freshman Members of Congress to education policy.

Beltway policy insiders did make the strong case to the attendees to get involved in the political process NOW by meeting with their elected officials. Local school officials have been on the Hill for months now pleading for more flexibility for NCLB mandates, including SES. Andrew Rotherham, of WhiteBoard Advisors even proclaimed that "they [Congressional Democrats] don't like you", referring to many SES providers at the EIA conference. All of the speakers from the Hill and from policy shops in DC made the same point repeatedly -- you have to educate your elected officials to understand that what you are doing makes a real difference for student achievement.

Representing the Obama Administration and the U.S. Department of Education, Scott Pearson told attendees in the final Education Industry Days session that ESEA reauthorization remains a priority for the Obama Administration, and outlined the Department's principles for what it calls "College and Career-Ready Students." Pearson said that its three key steps toward that goal include "local flexibility" in responding to individual school needs; "rewarding success" for schools making the greatest gains; and "responding to the greatest challenges," for schools in the bottom 5% or 10% of achievement, or those with stagnant achievement gaps between groups of students.

Pearson also outlined the Department and Obama Administration's aggressive budget request for education support programs, including nearly \$4 billion to help create, improve, and better distribute excellent teachers, principals and education leaders; \$1.1 billion to make more rigorous standards in literacy, science, math and other subjects meaningful in the classroom; \$1.8 billion for programs designed to ensure successful, safe and healthy learning environments; and almost \$2.5 billion to help foster innovation and excellence, including \$1.35 billion and \$500 million, respectively, for the Administration's signature "Race to the Top" and "Investing in Innovation" programs.

"The bottom line for EIA and our members is this: we must continue to make our voices heard here in Washington, we must continue to run the highest-quality programs in areas such as SES and school management, and we must not take any program or promise for granted," said Pines. "Yes, we need to continue to fight for attention and respect, and yes, it's worth it."



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## On Good Policy, Good Business, and Good Opportunities

### Voices From Education Industry Days

By: Steve Drake, Principal, Steven Drake Associates, LLC.

Published: March 2011

Below *Enterprising Educators* takes readers on a whirlwind tour of just some of the nuggets of wisdom, insight and creativity presented during EIA's recent 11th Annual Education Industry Days Conference, attended by over 125 education entrepreneurs. For access to the presentations of most speakers, you need to be an EIA member and visit our website at [www.educationindustry.org](http://www.educationindustry.org). Not yet a member? You can join online anytime and begin your access to the site immediately.

- **On the timing of ESEA reauthorization from the Congressional Staff panel:** Contrast what one Chamber says -- "We have 12 new members to orient and get their views and we don't want to set any arbitrary time lines to re-write NCLB" -- with what the other Chamber says -- "We will have a bill out of Committee by late Spring and on the Floor by late summer." All staff agreed that the debate will re-set the appropriate role in federal education policy and will focus on accountability, more flexibility at local level, parental options, and use high quality/research-based interventions to help struggling students and schools.
- **On educator accountability:** "Isn't it time that we provide a safety net for the students instead of a safety net for the teachers' union?" --*Jeanne Allen, Founder and President, Center for Education Reform*, in accepting the EIA Friend of the Education Industry Award sponsored by Michael R. Sandler.
- **On the impact of the mid-term elections:** "The underlying politics have really changed and the freshman Republicans really mean business when it comes to cutting spending, the deficit and local control." And, when commenting on the attitude of public officials towards for-profit service providers ... "They don't like you!" --*Andrew Rotherham, Bellweather Education*, during "From the Outside Looking In - Observations from Education Policy Observers".
- **On finding federal funding for your good idea or effective project:** "Remember that it's all about the effectiveness of your relationships with public education entities at the state and district level." --*Christina Culver, CH Global Strategies*, during "Strategies for Federal Funding for the PreK-12 Education Industry".

- **On your exit strategy:** "There has never been an excellent education business launched with a clear-cut exit strategy. And that's a good thing." --*John Stuppy, EDUMETRIX*, during "Growing, Funding and Selling Your Business".
- **On the promise of e-learning and the receptivity of school officials:** "Superintendents nationwide are struggling with improving student performance, maintaining flexibility and holding down costs. The successful e-learning service providers will be able to pivot and serve their partners in these tough times" --*Joseph Olchefske, Educate Online*, during "Growth and Opportunities in E-Learning".
- **On opportunities in school turn-around:** "Industry can be architects of change but the work of school improvement is really tough and not for everyone." --*Michael Connelly, Mosaica Education*, during "Growth and Opportunities in School Turn-Around".
- **On SES:** "High-quality providers are knocking it out of the park and we need to reward those organizations." --*Scott Pearson, U.S. Department of Education*.

### About the Contributor



Steve Drake provides corporations, small businesses, non-profits and government agencies with targeted, expert and cost-effective communications, marketing and business development strategy and implementation. He holds both a Master's and Bachelor's degree in journalism from the University of Maryland, where he currently serves as an adjunct professor in the Department of Communication. He speaks and writes on a range of communications topics, including public relations in China, international public relations, and strategic thinking



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The Education Industry Association's Monthly Publication

## Jeanne Allen, The Center for Education Reform, Honored by Education Industry Association

Published: March 18, 2011



The Education Industry Association (EIA) has honored Center for Education Reform Founder and President Jeanne Allen with its "Friend of the Education Industry" award.

"Before education reform was 'cool', Jeanne Allen founded an organization dedicated to ensuring that children and their families would have real educational choices," said Michael R. Sandler, author of *Social*

*Entrepreneurship in Education: Private Ventures for the Public Good*, who presented the award on behalf of EIA during the association's 11th Education Industry Days conference here. "Over the past 18 years, Jeanne Allen, through The Center for Education Reform, has been a driving force in the charter school movement, and an inspiration to all of us who call themselves education entrepreneurs."

"I am honored to receive this award from such a good friend and from an organization whose mission brings innovative approaches to the education table," said Jeanne Allen. "At a time when so many states are attacking the difficult challenges to improve opportunities for all children, the dedicated efforts of the members of EIA are critical, and that makes this recognition all the more meaningful."

The EIA Friend of the Education Industry award is presented annually to an individual who, and/or an organization which, fosters and demonstrates vision, entrepreneurship, a dedication to quality, and the spirit of public-private partnership in advancing education reform.

## About the Center for Education Reform

The Center for Education Reform drives the creation of better educational opportunities for all children by leading parents, policymakers and the media in boldly advocating for school choice, advancing the charter school movement, and challenging the education establishment.

Through its storehouse of data and unique insights into American communities, CER uses information to turn parents into activists, policymakers into advocates, and educators into reform leaders.

The Center for Education Reform changes laws, minds and cultures to allow good schools to flourish. For more information, contact CER at [www.edreform.com](http://www.edreform.com) or call (301) 986-8088.



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The Education Industry Association's Monthly Publication

## Tutoring Tax Incentives Still Alive in New Congress

By: Jeff Trinca, VP of VanScoyoc Associates  
Published: March 2011



Over the last year, Congress and the Administration have begun the debate over reforming the Internal Revenue Code. Policymakers in Congress and the Administration have voiced their interest in eliminating deductions and credits,

and using the increased tax receipts to either lower the tax rates for individuals or consolidate many complex rules into one.

What is clear is that tax reform will create winners and losers. The question for those of us in education is how do we position ourselves best to be one of the winners?

The education incentives in the tax code are ripe for reform. Today under the current tax code, a family is presented with a dizzying array of education-related benefits, each with varying degrees of tax benefit, eligibility and allowable expenses. These tax incentives have arisen haphazardly over the years and through their complexity and sheer number have become a barrier to use for many middle class taxpayers. A number of well-placed Members of Congress have called specifically for this area of the code to be reformed.

So, what would reform look like and how would it help private tutoring?

Redundant tax benefits would be consolidated under one Family Education Savings Plan governed loosely by the current rules for 529 plans. As under current law, the taxpayers could make unlimited **after-tax** contributions to the plan and the investment return would not be taxable and payments for qualifying education costs would not be taxed.

Additionally, the code would allow the following new tax incentives:

- Up to \$5,000 annual **before-tax** salary reduction contributions;
- Employer matching up to the full \$5,000 (non-taxable to the employee and fully deductible for the employer); and
- The account could be spent tax-free on qualifying education expenses, which would include college costs (as governed under current rules), K-12- expenses associated with furtherance of academic enrichment, including special needs services, books, required school supplies, travel and after school activities costs, **tutoring, and college preparation courses**, job retraining, and dependent care costs (as governed under current rules).

In short, our strategy is to anticipate a major rewrite of the tax code and join with other education constituencies to remake many complicated education tax benefits into a simpler mechanism for assisting middle class taxpayers educate and care for their family members.

### About the Contributor



Jeff Trinca is one of the founding Vice President's of Van Scoyoc Associates. He has served in this capacity for over 20 years. Mr. Trinca has played a major role in the ebb and flow of taxation policy since the Reagan Administration, first working within government on Capitol Hill and now helping others deal with the Federal Government. During his time on the Hill, Mr. Trinca provided advice and counsel on all tax and budget bills working their way through Congress, including the Tax Reform Act of 1986, the Consolidated Omnibus Budget Reconciliation Act of 1986, the Omnibus Budget Reconciliation Act of 1987, the Technical and Miscellaneous Revenue Act of 1988, the Omnibus Budget Reconciliation Act of 1989, and the Omnibus Budget Reconciliation Act of 1990. Mr. Trinca is a graduate of the University of California, Davis, received his juris doctorate from The George Washington University National Law Center in Washington, D.C., and is a member of the District of Columbia Bar.



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The Education Industry Association's Monthly Publication

## Column: Executive Director's Desk

### What's Good for the Goose

By: Steve Pines

Published: March 2011

Many years ago when I was with Sylvan Learning Systems, my boss would often say, "Pines, we have to sing for our soup, every day, to keep our customers and to keep them happy."

I'm sure each of you can relate to this, whether your customer is a parent or a school.

But what if we considered accountability to customers a bit more boldly – such as linking full payment for services to measures of success?

Having just attended a forum that examined the role of for-profits in K-16 education, I came away with a number of conclusions:

1. There is no presumption that for-profits have an entitlement to work with schools.
2. The closer external providers get to the core mission/deliverables of the school, the higher the barriers to entry become.
3. There is an almost knee-jerk assumption by public officials that companies, because they seek to earn a profit for their shareholders will "throw the kids under the school bus" for the sake of a buck.
4. The federal government can and does create a market for new services but in this gold rush, we often get a mixed bag of providers that drag down the sector.

You can probably add your own musings to mine. So what is an education entrepreneur or company to do?

First, let's agree that there is no pre-ordained right for companies to do business in schools. That said, we must make sure that public policy doesn't specifically exclude us from approaching the opportunity. For that we must continue to be vigilant and assertively advocate that the school doors be literally and figuratively open to our companies. Once at the threshold, however, it is up to us to engage our partners, build trust, offer innovative solutions and commit to helping them solve their pain points over the long term. Our public partners need to hear that our interests for success are inextricably linked with theirs.

As for my other musings above, perhaps I could summarize by stating that providing assurances for quality and accountability may be the magic tonic that could (over time) change the negative perceptions of the for-profit motive. Part of this solution could lie

in accreditation - a process of continuous quality improvement that is verified by credible third-parties. I explored this in my column last month and it will be a recurring theme for EIA in the years to come.

Another promising strategy that may be effective when offering services that creep closer to the classroom: performance contracting. I just read a working paper entitled "*Shifting Risk to Create Opportunity - a role for performance guarantees in education*" by Bryan Hassel and Daniela Doyle of the American Enterprise Institute. It outlines a host of performance measures that may be negotiated between providers and schools. The authors point out that well-balanced performance contracts can lower the risk to the school-buyer, especially when trying to accomplish something innovative, by structuring incentives to the supplier that are laser-focused on the buyer's goals.

Every day, we hear the mantra of performance-pay for public school teachers. It seems reasonable that a similar standard may be held for service providers. Just a thought. What do you think?

### 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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The Education Industry Association's Monthly Publication

## Column: The President's Message

### A Lesson From the Three Musketeers

By: Jim Giovannini

Published: January 2011



During EIA's highly successful EI DAYS a few weeks ago on Capitol Hill, the word "quality" was mentioned to me more than once. In fact, I had numerous members and even a few non-members ask about EIA's push for quality in the industry. I quickly found myself explaining the numerous activities and agendas EIA has hosted and followed over the years that promoted quality in education and within our industry.

I am not going to give you a laundry list of our accomplishments and accolades in a brief newsletter article. Instead, I am going to make you a promise and ask for your commitment to the cause. We owe it to every student we serve, every family that counts on us, to have systems in place that assure quality services that truly build skills and help families through the maze that is the "education gauntlet" in America. If we don't regulate ourselves and insure quality services and learning, two things will happen: the government will find a way to regulate us and our industry as a whole will crumble.

Because of NCLB, our industry was pushed to into the limelight for the first time. Because of ESEA reauthorization, we are being held accountable. This is an unique time and a watershed moment. Together, EIA member companies need to take a sincere look at their inner workings, from back office policies to curriculum choices and delivery methods. We must be sure we are doing all we can to give the for-profit education sector a solid reputation.

We asked for this opportunity and now it is here. We fought to gain access to principals, superintendents, and LEAs in order to effectively and strategically partner with them for the good of all students. Our wish was granted over a decade ago. Now we must take it to the next level. EIA, for its part, will do all it can to bring together the very best companies as members, whether small or large, to positively represent our industry. By working and planning together, we can push our industry to the leading edge in education.

In other words, it's all for one and one for all!

### 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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The Education Industry Association's Monthly Publication

## Column: View Point

### Time To Power Up Digital Learning

By: Governor, Bob Wise, President of the Alliance for Excellent Education  
Published: March 18, 2011

Today's high school students use technology to connect with friends, share photographs, play games, and do many other things that used to not involve a keyboard. For these young people, using the internet or a cell phone is as commonplace as using a toothbrush. So it is time we stop asking them to power down when they go to school and instead to power up and use their interest in technology and social networking as a new way to learn.

Digital learning is any type of learning that effectively utilizes technology to support a high-quality education. It includes, but is not limited to, online classes and the use of technology in a traditional classroom to create a blended approach to teaching using SMART boards, educational gaming, and internet devices. It offers students the chance to have a more personalized learning environment where they can work at their own pace, moving on when they master a subject or take extra time in an area where they need more help. It can also provide all students, regardless of their location, with access to a number of high-quality subjects that may not be available in their individual schools, including foreign languages, math, and science.

Not only does digital learning make sense for the nation's students, it also presents a solution to three major crises currently facing the U.S. education system. First, our nation stands to lose a large number of teachers over the next few years due to low retention rates and large-scale retirements. Online learning can strengthen the workforce and bring high-quality content to reach students wherever they live. Teachers can also use technology as a professional development and networking tool to learn and share successful classroom practices.

Another major challenge is the looming funding cliff for state and local school districts. The current fiscal environment does not allow for continued education spending increases in most state budgets. Investing in online learning offers cost-efficient benefits such as reusing online course content, seamlessly connecting teachers to students across many schools, and spreading similar costs over multiple learning sites.

The last issue that online learning helps schools address is improving student achievement and increasing high school and college graduation rates. According to a 2009 U.S. Department of Education study, students who took all or part of their classes online did better than students in face-to-face classrooms, and the

advantage was even stronger in blended classrooms than in online-only classrooms.

Last year, I was pleased to work with former Florida Governor Jeb Bush to launch the Digital Learning Council (DLC), a diverse group of more than fifty leaders from education, government, philanthropy, business, technology. The council released the "10 Elements of High-Quality Digital Learning," a set of recommendations designed to provide a road-map for states to identify policies that will integrate current and future technological innovations into public education.

The DLC's proposals rightly focus on the student because every child should have access to a high-quality education that is personalized to his or her needs. Our country's future depends upon it. Now, with digital learning, we have a way to deliver it.

### About the Contributor



Bob Wise is president of the Alliance for Excellent Education and former governor of West Virginia. This article touches on many of the ideas he presented during his keynote address at the recent EIA 11th Annual Education Industry Days conference in Washington, DC. Governor Wise's presentation is available to EIA members via the EIA website at

[www.educationindustry.org](http://www.educationindustry.org).



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# Enterprising EDUCATORS

The Education Industry Association's Monthly Publication

## Column: Creative Solutions

***More than ever, college prep should include Financial Literacy. If students are not financially ready to manage loans and credit cards, then they're neither College-ready nor Career-ready.***

By: Kathy Griffin  
Published: March 2011

Learning Centers seeking ways to diversify their offerings would do well to consider financial literacy instruction. The Financial Literacy movement is an opportunity to strengthen and broaden the value of offerings to the families of college-bound students. Of course, students who don't complete high school or don't enter college need personal finance instruction as much as their college-bound peers.

It's no longer enough just to get them into college; to be truly college-ready, students need to be able to right-size their student loan total, in researched consideration of their expected starting salary and employability.

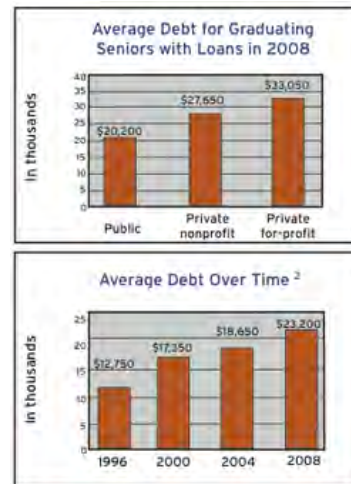
- The number one reason for dropping out from college is **debt**, not academic rigor.
- 84% of college students have a credit card. Shockingly, 50% have four or *MORE* cards.
- In 2010, students graduated with an average loan of about \$24,000, plus another \$3000 in credit card debt.

I'd argue that it's immoral to help a student get into college without the skills to manage his or her student loans and finances. It's like handing over the car keys without any Driver Ed! Tragically, students burdened by student loans, credit card debt and poor credit score, also hurt their employability, and even their ability to sign a lease.

Parents universally get it that their kids need to learn personal finance skills, but even financially-competent parents don't always know how to teach such skills effectively themselves. Most parents would be thrilled at the opportunity to delegate financial training to skilled educators. In fact, University of Illinois, Ohio University, and St Joseph College actively promote their MoneyU® programs to the parents of their students.

It's in our national interest to prepare students to be financially self-sufficient citizens, and States are starting to realize it's in their interest, too: witness the rise in States' mandating Personal Finance as a highschool graduation requirement.

One way to help students keep college costs down is to steer them to community college. It's an inexpensive way to dispatch with one or two years of 100-level courses and other prerequisites, before transferring to a 4-year program. And by the way, transfer students generally find higher acceptance rates than first-year applicants.



Source: ProjectOnStudentDebt.org

## About the Contributor



*Kathy Griffin is a financial literacy educator and advocate. She created MoneyU®, an award-winning web-based game that teaches financial skills to young adults 17 to 25, so they can manage their student loans, credit cards, bank accounts, and savings plans. MoneyU is used in high schools, colleges, and homes, and over 10,000 have graduated. Kathy has also founded the Center for Financial Literacy, a nonprofit whose mission is to bring financial literacy programs to underserved and at-risk youth.*



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The Education Industry Association's Monthly Publication

## Member News

### *Asora Education Publishes Public School Guidebook To Help Members Market Their Supplementary Education Services*



Sometimes an EIA member company works not only to profit itself, but also to benefit other EIA enterprises. Such is the case with Asora Education's public school guidebook publishing effort. The first book, shown here by its cover, is unique in that it provides parents and other stakeholders estimates of how individual schools would have performed on the Nation's Report Card (NAEP). The picture it paints is sobering. Choosing a better school may help some students who are behind, but most children will need additional help to become grade level proficient. To help fill this need, our book also guides parents to supplementary and alternative educational services (yours included?) that can help students bridge the gaps.

We invite EIA member enterprises to consider working with us. Here's what you might do: use our guidebooks to leverage your services, help us produce guidebooks for other geographic regions, and help us revise and extend the guidebooks to make them more useful. We want to hear from you so we can work together to expand our businesses. That should not only benefit us but will also enrich many children academically. If you have any questions or comments, please contact David Anderson at [david.anderson@asoraeducation.com](mailto:david.anderson@asoraeducation.com) or at 401-793-0421.

### Welcome New members

#### Silver

- Mike Getch, Teach-n-Tutor., Santee, CA
- Alex Marchuk, Perfect Score Tutoring, Brooklyn, NY

#### Bronze

- George Knipfer, OaSES, Naples, FL
- Deanna Terzian, Tutorworks, Inc., Redwood, CA
- Kimberly Hall, CPH Consulting and Training, Inc., Jasper, GA
- Hanan Furqan, Innovative T.U.T.O.R.S., LLC, Jacksonville, FL

#### Emerging

- Chris Simon, BOSSreaders, Golden, CO
- Jason Daniel, Futuro Online, Los Angeles, CA
- Yanique Villard, St. Jean Baptiste Foundation, Orlando, FL
- Daniel Menelly, National Science Foundation, Arlington, VA
- Dr. Raymond Krish, Connecticut Teachers Tutoring Association, Watertown, CT
- Shandris Hinson, ATL - Advanced Tutoring & Learning Svc., Deltona, FL
- Brigitte Crawford, RLAC - Reading & Language Arts Centers, Inc., Bloomfield Hills, MI

## Learn, Grow, & Share

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!



## EIA 2011 Directory to be Published This Spring!



Now is the time to review your profile on the EIA Website to ensure all your information is current and the employees listed are still with your company. All the information currently in the EIA database is what will be used to compile our directory that is distributed to all EIA members later this spring. We would hate to give out inaccurate company information, **so please visit the website at [www.educationindustry.org](http://www.educationindustry.org), log-in to your profile, and correct anything that needs updating.** User name is most likely your email and password is your first name. You can do a search to make sure the employees listed as additional EIA member are also current. If you need any help getting to your profile or making changes, please contact Clare Sladic, Membership Coordinator, at [clare@educationindustry.org](mailto:clare@educationindustry.org). **Please make all edits by April 1, 2011.** Taking a moment of your time to review your profile is GREATLY appreciated!

## Making the Most of YOUR EIA Web Site



NOT able to attend the 11th Annual EI Days last month? EIA members have access to all the presentations from this gathering that introduced attendees to the perspectives and opinions of a host of Washington, DC official and insiders. To view them, simply visit the site and log-in. All presentations are on the Welcome Page for members.



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### MEMBERS

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