



Advisory Council People of America Foundation

November 2005

BOARD OF DIRECTORS

Samuel M. Bemiss III, J.D.
Eldean Borg, M.A.
Frank de Varona, M.Ed., Ed.S.
Marc A. Ecker, Ph.D.
Vincent L. Ferrandino, Ed.D.
Carl A. Grant, Ph.D.
Kimberly A. Green
Florence M. Hongo
G. Thomas Houlihan, Ed.D.
Teresa D. LaFramboise, Ph.D.
John E. LeFeber, M.S.
Felicia B. Lynch, M.Ed.
Joseph T. Makarewicz, Ph.D.
Chris McGrew
Annette Norsman, Ph.D.
Stephen Pekich
Lisa Porché-Burke, Ph.D.
Eleanor Sreb
Allan S. Kullen
PRESIDENT

ADVISORY COUNCIL

Harvey D. Berk
Sarah G. Bishop, Ph.D.
Joseph A. Braun, Jr., Ed.D.
R. D. Brown, M.B.A., M.H.S.A.
Judy David Butler, Ed.D.
David M. Coyne, M.S.
Jay Cummings, Ph.D.
Dee Dickinson
Earl L. Dunlap
Sue Ferguson, M.A.
Denise Ann Finazzo, Ed.D.
Charlene K. Haar, M.Ed.
Alan P. Haskvitz, M.A.
Neal Huguley, Jr., M.A.
Lewis L. Jaffe
David J. Kelly, M.S.
M. Patricia Fernández Kelly, Ph.D.
Jack Levin, Ph.D.
Linda S. Levstik, Ph.D.
Sara R. Massey, Ph.D.
Teresa A. Mehring, Ph.D.
Eleanor Morley, M.A.
Alma F. Plancich
Jay Smink, D.Ed.
Rick Smyre, M.S.
Jonathan A. Supovitz, Ed.D.
Edith S. Tatel, Ph.D.
Duane E. Webster, M.A.L.S.
Leonard H. Wesley, Jr., Ph.D.

STRATEGIC PARTNERS

Council of Chief State School Officers
Council of State Social Studies Specialists
National Association of
Elementary School Principals
National Association of
Secondary School Principals
National Association of
Secretaries of State
National Association of
State Boards of Education
National Association of State Directors of
Career Technical Education Consortium
National League of Cities
National Middle School Association
NRTA: AARP's Educator Community
National School Boards Association
The National Conference for
Community and Justice
Todd Allan Printing Co., Inc.

November 2005

Harvey D. Berk is a principal of Harvey Berk & Associates, a communications consulting firm specializing in nonprofit organizations—especially in the Jewish community— and small businesses. Previously, he held several communications and programming positions with B'nai B'rith, a 250,000-member Jewish service organization.

Mr. Berk culminated his 31-year career with B'nai B'rith as director of communications. In that position, he directed media relations and print and audiovisual communications; the preparation of speeches and public messages for volunteer leadership; the publication of the organization's monthly international magazine, *B'nai B'rith International Jewish Monthly*; and the management of the organization's Web site. He supervised a staff of 13 professional and support personnel and was responsible for an annual budget of \$2.1 million. Mr. Berk began his B'nai B'rith career as director of publications for the B'nai B'rith Youth Organization, and he later served as director of publications and graphics and associate director of communications. He also served as a youth employment counselor for the California State Employment Service, based in south central Los Angeles.

In addition to his work for B'nai B'rith, Mr. Berk continues to be active in several volunteer capacities. He has served as president of the Executive Staff Association of B'nai B'rith and B'nai B'rith Women; trustee for the B'nai B'rith Voluntary Employee Health Trust; public relations chairman and member of the board of directors of Ohr Kodesh Congregation in Chevy Chase, Maryland; and international president of B'nai B'rith Young Adults.

Mr. Berk has a bachelor's degree in history from California State University at Northridge. He has pursued graduate studies at the University of Maryland School of Social Work and Community Planning and at Antioch College, both in Baltimore, Maryland.

Sarah G. Bishop is president of Partners in Parks, a nonprofit corporation she founded in 1988 to promote technical and scientific collaboration between national parks and private organizations. She has worked with the National Park Service on developing partnerships in research, resources management and other areas to help national parks meet major objectives. She also developed a partnership workshop and reference manual for the U.S. Department of Defense's Legacy Resource Management Program.

Dr. Bishop served as vice-chair for the National Parks and Conservation Association's Commission on Research and Resource Management Policy in the

National Park System, which published *National Parks: From Vignettes to a Global View*; was a member of the National Commission on Wildfire Disasters; contributed to *Blueprint for the Environment*, an environmental agenda for the Bush administration; and was a member of the National Parks and Conservation Association's Council of Advisors. She has given expert testimony before Congress on matters pertaining to the National Park Service and other conservation issues.

Prior to her work in the conservation arena, Dr. Bishop worked for the federal government as a senior agency administrator in a library and information agency, a program/policy analyst and program manager in an education agency and a consultant in an agency supporting scientific research. She developed and managed programs for higher education with the U.S. Department of Education and the University of Albuquerque, and she taught at Ohio State University and the University of Albuquerque.

Dr. Bishop received her bachelor's degree in Spanish from the College of Wooster and her master's degree in Spanish from Ohio State University. She earned her doctorate in Romance linguistics also from Ohio State University.

Joseph A. Braun, Jr., recently left his post as professor with the Department of Curriculum and Instruction at Illinois State University, a position he assumed in August 1988. There he taught graduate and undergraduate elementary social studies methods, supervised secondary social studies student teachers and taught doctoral-level courses. He also designed elementary education program evaluation strategies and served on doctoral dissertation committees as well as other college, department, and university committees.

Prior to this position, Dr. Braun was an assistant professor in the Education Department at California State University–Chico, a director of the Cheyenne Partnerships Programs with the Department of Curriculum and Instruction at the University of Wyoming, an assistant professor and instructor at Northern Illinois University, and a classroom teacher at the elementary and middle school levels.

Dr. Braun is a respected speaker on curriculum topics, and he has served on various boards and committees in the education arena. He is a past president of the University Club of Illinois State University and of the Illinois Council for the Social Studies, and he served as secretary/treasurer of the Butte County Council for the Social Studies. Currently, he is on the board of directors of the National Council for the Social Studies. He has reviewed manuscripts for several education-related periodicals, including *Social Studies and the Young Learner*, *Social Education* and *Collegiate Microcomputer*.

In a consultant capacity, he has worked with various school districts on conflict resolution, curriculum design, social studies assessment methods, the use of the Internet as a teaching and learning tool, and the use of social technology to create community in middle schools. Dr. Braun has also authored or co-authored numerous abstracts, articles, book chapters, presentation papers, and book and software reviews.

Dr. Braun received a bachelor of arts degree in history from Santa Clara University. He holds master of science and doctorate degrees, both in elementary education, from Northern Illinois University.

R. D. Brown is vice president of Child and Family Support Services at the Children's Home Society and family services in St. Paul, Minnesota. Prior to his current position, he served as director of donor services for the National Marrow Donor Program (NMDP) in Minneapolis, Minnesota. In this position he was responsible for planning, implementing and directing NMDP's donor services functions. This included all volunteer donor recruitment, donor service and quality assurance programs.

Mr. Brown has also served as deputy director for the National Minority Mentor Recruitment Network, a joint project of the National Health Services Corps and the National Medical Association. Mr. Brown has also served as outsourcing director and director of financial services for the District of Columbia's Commission on Mental Health Services. He has extensive experience in the information systems field as a chief information officer in the mental health arena.

Mr. Brown is active in community-oriented organizations, having participated in the Mayor's Task Force for People with Disabilities and the Mayor's Task Force for Cultural Diversity for the city of Saint Paul and the Commitment Defense Panel for the city of Minneapolis. He has also served on the site-based councils for Horace Mann Elementary School and Highland Jr. High School in Minnesota, as a board member of the Minnesota Stroke Association, and as a member of the Finance Committee of United Cerebral Palsy of Minnesota.

Mr. Brown earned his bachelor's degree in business administration and small business management from Central College and holds dual master's degrees, one in health services administration and one in business administration, from Columbia Pacific University.

Judy Davis Butler is an associate professor of secondary education at the University of West Georgia. She has been an instructor at the University of Texas at Austin, a graduate assistant at the George Peabody College of Vanderbilt University, a curriculum specialist with the Arkansas Department of Education, a social studies teacher and a teacher of fifth and sixth grades.

Dr. Butler received the Governor's Teaching Fellow Award in 1999. She publishes in the areas of foundations and social studies, the latter with a special emphasis on the events surrounding the 1957 crisis at Central High School in Little Rock, Arkansas.

She holds leadership positions in various professional organizations, including the Georgia Council on Economic Education, the National Council for the Social Studies and the Georgia Council for the Social Studies. Dr. Butler received her bachelor's degree in education from Southern Arkansas University (formerly Southern State College), holds an M.L.S. from the University of Oklahoma and received her doctorate in education from George Peabody College, Vanderbilt University.

David M. Coyne, a certified fundraising executive, was appointed as chief development officer of the Kappa Sigma Endowment Fund in April 2000. He coordinates alumni relations and resource development programs for the fund and the fraternity and helps identify philanthropic opportunities within Kappa Sigma.

He started his fundraising career with Kappa Sigma in 1991 and later worked for Marymount University. From 1996 to 2000, he served as director of the National Society of Fund Raising

Executives (now the Association of Fundraising Professionals), helping it to nearly double revenue during his tenure.

His volunteer experience includes service as chair of his Franklin and Marshall 10th and 15th reunion campaigns and as communications chair of the Glenwood Recreation Club in Silver Spring, Maryland. In May 2003, he was elected to the position of president-elect of the Association Foundation Group, having served on its Steering Committee since the group's inception in 1998.

Mr. Coyne is a 1987 graduate of Franklin and Marshall College in Lancaster, Pennsylvania. He received a master's degree in public communication in 1990 from Syracuse University. He is one of 4,000 individuals to hold the CFRE (certified fundraising executive) credential.

Jay Cummings has had an extensive career in vocational and multicultural education in Texas. Currently, he is dean of the College of Education at Texas Southern University. Formerly, he was associate commissioner for special populations and adults and state director for vocational education. With the Texas Education Agency, Dr. Cummings also served as executive deputy commissioner for the Education of Special Populations and Adults Office; executive deputy commissioner for programs and instruction; deputy commissioner for special programs; assistant commissioner, special programs, funding and compliance; and assistant commissioner for federal funding. Prior to these executive education positions for the state, he held numerous positions, from director of state and federal programs in the Dallas Independent School District to teaching positions at the university, high school and junior high school levels.

Dr. Cummings has received numerous awards for his achievements. He is an inductee into the Athletic Hall of Fame and Achievement Hall of Fame of Central State University in Wilberforce, Ohio. He also has received a Merit Award from the Dallas Teacher Education Centers; the Samuel Lassiter Achievement Award in Dallas, Texas; a certificate of appreciation from the Youth Motivation Task Force of the National Alliance of Business; and a certificate of recognition from the U.S. Department of Education.

His professional affiliations include the National Association of Secondary School Principals, Phi Delta Kappa Professional Fraternity, American Federation of Teachers, International Reading Association and National Association of Black Reading and Language Educators. In addition, he was a presenter and clinical supervisor on cultural pluralism and effective schools in the Early Release Program; a member of the Mayor's Committee on Employment for the Handicapped, serving on the Labor and Employment Subcommittee and Major Employers Task Force; and chairperson for the United Negro College Fund Drive in the Dallas Independent School District.

Dr. Cummings has written numerous articles for professional journals and newsletters and has served as a consultant or presenter for conferences and organizations concerned with all levels of education. He is involved in many community and professional groups and activities. He is a founder of the Texas Alliance of Black School Educators, and he has identified effective schools serving African American students as the chairperson of the Center for the Development and Study of Effective Pedagogy for Learners of African Descent and of Task Force III Demonstration Schools/Community Initiatives for the National Alliance of Black School Educators. He has

served as president-elect for the National Association of State Directors for Career Technical Education Consortium.

Dr. Cummings holds a bachelor's degree from Central State University and a master's degree in education administration from Cleveland State University. He received his doctorate in education administration from Ohio State University.

Dee Dickinson is CEO and founder of New Horizons for Learning, a nonprofit, international education network based in Seattle, Washington. She has been a school administrator and has taught on all levels, from elementary school through university; has produced several series for educational television; and has produced nine international conferences on education.

She is an internationally recognized speaker, presenter, author and consultant to policymaking groups, education systems and organizations, and community colleges and universities as well as to corporations, including IBM, Motorola and Prudential. She has also worked as a consultant to software companies, including Microsoft, Disney Interactive, WordPerfect and Sierra/Bright Star.

Formerly, Ms. Dickinson was vice president of the International Accelerative Learning Association based at the University of Rio de Janeiro and director of the Seattle Creative Activities Center. Currently, she chairs the educational advisory board of the National Learning Foundation and serves on several other national and international boards, including the European Lifespan Learning Initiative, the National Inventive Thinking Association and George Lucas' Educational Foundation. She is a fellow of the International Corporate Learning Association. She has been the recipient of the Maverick Award by the Washington Governor's Leadership Institute and also the Annual Leadership Award by the Citizens Education Center.

Her report *Positive Trends in Learning: Meeting the Needs of a Rapidly Changing World* was commissioned and published by IBM, and her book *Creating the Future: Perspectives on Educational Change* was published by Accelerated Learning Systems in England. She is co-author, with Linda Campbell and Bruce Campbell, of a new book, *Teaching and Learning Through Multiple Intelligences*, published by Allyn and Bacon. She has also written articles for numerous journals and newsletters.

Ms. Dickinson holds dual bachelor's degrees, in Romance languages and English literature, from the University of Washington. She has done graduate work at Antioch University and the University of Washington.

Earl L. Dunlap is an expert on juvenile justice and detention. Since 1985 he has provided consulting services, including training and technical assistance, on juvenile justice through his company, Earl L. Dunlap Inc. His clients have included the Franklin County Children's Services Office in Columbus, Ohio, the Colorado Department of Public Safety, the Indiana Department of Correction, the Illinois Juvenile Justice Commission and architectural firms involved in planning juvenile detention facilities.

Mr. Dunlap has also been executive director of the National Juvenile Detention Association, a nonprofit membership organization that publishes quarterly newsletters and a biannual *Journal for Juvenile Justice and Detention Services*, delivers an annual national conference and training institute and provides training and technical assistance.

For the past seven years, Mr. Dunlap has directed grants with the Kentucky Justice Cabinet and the Indiana Criminal Justice Institute to develop a juvenile detention services plan. The plan includes implementing a state juvenile detention and placement plan, developing personnel training programs, providing technical assistance and monitoring regulatory requirements.

Juvenile service positions Mr. Dunlap has previously held include director of youth placement services for Jefferson County, Kentucky; administrator of the Louisville and Jefferson County Exploited and Missing Child Unit, Louisville, Kentucky; director, Youth Protection, Jefferson County, Kentucky; director, Monroe County Youth Center, Michigan; treatment director, Monroe County Shelter Home, Michigan; counselor at the Lenawee County Juvenile Home, Michigan; and probation officer for the Lenawee County Juvenile Court, Michigan.

Mr. Dunlap holds a bachelor of arts degree, with a major in social sciences and a minor in education, from Siena Heights College in Adrian, Michigan.

Sue Ferguson chairs the National Coalition for Parent Involvement in Education (NCPIE). NCPIE is composed of more than 80 national education, parent, community and advocacy organizations that advocate for the involvement of parents in their children's education and seek to foster relationships among home, school and community that can enhance the education of all young people. From 1994 to 2001, NCPIE was a major partner in the Partnership for Family Involvement in Education, joining the U.S. Department of Education and many businesses, family and school organizations and religious and community groups to bring the importance of family involvement in children's learning to the national forefront.

Ms. Ferguson has been in the field of education for more than 25 years, specializing in the education of children and youth with disabilities. She taught children with emotional and behavioral disorders before taking on more administrative roles, first as a curriculum supervisor and then as a program director. She has also been an information specialist and outreach coordinator at the National Information Center for Children and Youth with Disabilities.

In addition to a bachelor's degree from Syracuse University, Ms. Ferguson holds a master's degree from the University of Cincinnati.

Denise Ann Finazzo is a career educator specializing in adult literacy programs and teacher education. She is an associate professor at Edinboro University of Pennsylvania, where she has taught Adult Basic Reading and Study Skills, Children's Literature, Curriculum Instructional Techniques, Developmental Reading and other elementary education courses. She also was a master teacher and coordinator of the Multicultural Children's Festival at Edinboro University, a teacher of the talented and gifted in the Millcreek Middle School and an elementary arithmetic specialist. Currently, she enjoys supervising student teachers in neighboring school districts and using technology in her supervision and instruction.

Dr. Finazzo has participated in many activities related to her profession. She was on the Gifted Task Force of the Millcreek Township School District, the Advisory Council in Reading, Mathematics and Special Education-Gifted, and the Reading and Mathematics Textbook Adoption Committees. She has been active in the Literacy Corps and is Edinboro University's corps director. She is also a member of the 21st Century Planning Committee, and she has chaired

the Subcommittee on Middle States Dealing with Cultural Diversity. Dr. Finazzo is currently serving as the Edinboro University of Pennsylvania's co-coordinator for NCATE accreditation.

Professional organizations in which she has participated include the National Association of Laboratory Schools, the Association for Supervision and Curriculum Development, the National Association for Multicultural Education, the Pennsylvania Association for Multicultural Education and Phi Delta Kappa.

Dr. Finazzo has conducted workshops for various organizations. Her most recent efforts include co-facilitator for "Aging, Education and Human Services: A Common Destiny," presented in October 1997 for the Erie Intergenerational Network; presenter of "Understanding Others through Service" and "Bridging Intercultural Relations Across the Ages" at the NAME Conference in October 1997; presenter of "Many Faces, Many Voices" at the NAME Conference in November 1996; and presenter of "Multicultural Education: Implications and Strategies of Future Elementary Teachers" at the Academic Festival in 1996. She has also written articles for various professional publications and is the author of *All for the Children: Multicultural Essentials of Children's Literature*.

Dr. Denise Finazzo has interests that have taken her into the community. She serves on three local nonprofit boards: Community Shelter Services, Catholic Charities and Adoption and American Red Cross. She is project director for the Edinboro University of Pennsylvania SCOTS AmeriCorps Team of 20 members and supervises an AmeriCorps VISTA member on the campus whose primary focus is related to children and youth in poverty.

Certified as an elementary school teacher, an elementary school principal, a supervisor in elementary education and a reading specialist, Dr. Finazzo earned her bachelor's degree in elementary education with a concentration in English and speech communication from Edinboro University of Pennsylvania. In addition, she holds master's degrees in elementary education and school administration, also from Edinboro University. She earned her doctorate in elementary education/early childhood from Indiana University of Pennsylvania.

Most recently, Dr. Finazzo earned certification as a Licensed Martha Pullen/Baby Lock Heirloom Instructor. Her plans include conducting research, teaching, and developing lesson plans on this unique type of sewing and its historical background and perspective as related to community.

Charlene K. Haar is president of the Education Policy Institute (EPI), a research and policy organization devoted to competition in education. She led the development of the Education Services Council, a nonprofit organization devoted to contracting out education services, is an associate director of EPI projects on alternatives to collective bargaining in public education and works with the State Policy Network on various education issues. As a research associate for the Social Philosophy and Policy Center, Bowling Green State University, Bowling Green, Ohio, she authored *The Politics of the PTA* (Social Philosophy and Policy Center and Transaction Publishers 2002). As associate director of a study of the costs of public education, she is the co-author of *Public Education as a Business: Real Costs and Accountability* (Scarecrow Press 2003).

Ms. Haar testified before Congress March 21, 1996, on "Influencing Elections: Political Activities of Labor Unions" as a result of research for the book she co-authored, *The NEA and*

AFT: Teacher Unions in Power and Politics (Pro Active Publications 1994). Articles that she has authored and co-authored on K-12 education, teacher unions and parental involvement have appeared in *Government Union Review*, *The American Enterprise*, *National Review*, and *The Weekly Standard*. A respected speaker and writer, Ms. Haar has appeared on numerous radio and television broadcasts to discuss issues concerning K-12 education. Her work has been covered by newspapers and periodicals across the nation, including *Forbes*, *U.S. News and World Report*, *Business Week*, *The New York Times*, *The Washington Times*, *Investors Business Daily* and *Harte-Hanks Newspapers*.

In 1998 Ms. Haar founded and served as the secretary of the board of trustees of the SouthEast Academy of Scholastic Excellence, a charter school in Anacostia (Ward 8) of the District of Columbia. The SouthEast Academy opened in September 1999 and continues to serve more than 500 students.

Her previous education experience includes teaching French, Spanish, English, journalism, economics and American government at the high school level. Ms. Haar initiated the goals and objectives, organized the appropriate programming and created the criteria for a high school program for gifted and talented students. The Presidential Scholars Commission recognized her as Distinguished Teacher of the Year from South Dakota in 1987.

Ms. Haar holds a bachelor's degree in French from the University of South Dakota. She earned a master's degree in gifted education from Augustana College.

Alan P. Haskvitz, a National Hall of Fame Teacher, has been selected as one of the best teachers in the United States by six different education organizations and has earned more than 30 other local, state, national and international awards for teaching excellence. He is the only classroom teacher to receive the coveted Cherry International Award for Great Teachers. In addition, he was selected as a Hero in Education by *Reader's Digest* as well as being selected by *USA Today* as a First Team All American educator. The National Council for the Social Studies honored Mr. Haskvitz as its Middle Level Teacher of the Year and selected his work for its first National Exemplary Award. His program has earned two Golden Bell Awards and a Crystal Apple and has been featured in several books, on national television, on National Public Radio and in commercials for quality education. His articles have appeared in numerous journals, and he has been a keynote speaker throughout the nation.

Mr. Haskvitz recently received the Leavey Award for Private Enterprise Education, and his student-developed Web site has been selected as a model for teachers throughout the United States. The Horace Mann Company has selected his computer book, *Reach Every Child*, for distribution. His program increased students' test scores more than 60 percentiles and earned them trips to Disneyland, Sea World, CNN, Washington, D.C., and the United Nations. His work has been honored in the fields of art, civics, science, English, coaching, history, economics, ecology, agriculture, technology, photography, social studies, community service, creative writing, integrated curriculum, and gifted education, and he has served as a city commissioner.

Mr. Haskvitz holds a master of arts degree in American studies (English and history) from California State University and has two bachelor of arts degrees and certification in gifted education, special education and administration. Currently, he is teaching in a multicultural school

in Walnut, California, where he has also served as department chair and mentor and hosts one of the nation's largest education Web sites (<http://www.reacheverychild.com>), as well as serving as a consultant to other teachers at www.cyberpg.com/ringleaders/al.html.

Neal Huguley, Jr., is an educator who has specialized in music, arts education and multicultural education. A longtime advocate of the Americans All® National Education Program, he initiated and coordinated its implementation for the public school system of Pittsburgh, Pennsylvania, beginning in 1989. A teacher, performer, program developer and school administrator with specialties in multicultural education and music, he also served for 15 years as principal of the Rogers School for the Creative and Performing Arts.

He has been active in various capacities with the Arthritis Foundation, East Liberty Arts Council, Pittsburgh Gospel Supper Club and Magazine, Greater Pittsburgh Alliance of Black School Educators, Plainfield School for the Arts, Western Pennsylvania Historical Society Blue Ribbon Panel, Big Brothers and Sisters, Pittsburgh Fund for Arts Education, Pittsburgh Ballet Theatre, Leadership Pittsburgh, and Citizens for the Arts in Pennsylvania. He continues in his position of 40 years as the director of music for Riverview Presbyterian Church and is serving as president of the National Association of Negro Musicians, Madame Mary Cardwell Dawson Chapter.

Mr. Huguley earned bachelor's degrees in fine arts and music education, both from Carnegie Mellon University, and earned his master's degree in vocal performance at Duquesne University. He holds a certificate in educational administration. He is the former executive director of I Dream a World, Inc.

Lewis L. Jaffe, a futurist, is a consultant for and facilitator of major change. He is the founder of 21st Century Networking, a nonprofit organization focusing on interdisciplinary linkages among the media, business, government, education, technology and community sectors. The network aims to facilitate systemic change. Heavy emphasis is placed on supporting a paradigm shift as to how learning must occur in the information age using the new technologies. By conceptualizing virtual alliances involving a wide range of talents from all disciplines, Mr. Jaffe is able to forge cutting-edge solutions.

In 1990 Mr. Jaffe met with Pennsylvania State University educators to propose a new interdisciplinary approach to training teachers. In 1992 he collaborated with Education First, assisting in a two-hour CBS television special. He worked with the office of Senator Jeff Bingaman of New Mexico to draft a major federal bill to fund greater use of technology in public schools. He was closely aligned with Bob Abel of Hollywood and the Columbus Project, a revolutionary \$5-million interactive multimedia educational program funded by IBM. A special congressional showing of this project was held at the Library of Congress.

Another effort seeks to create a worldwide network via satellite and other telecommunications to bring American education to every part of the globe. This proposed collaboration would include CNN, major multimedia companies, the U.S. Department of State and American schools and universities.

Mr. Jaffe is a graduate of Pennsylvania State University. He also attended Haverford College and Harvard University.

David J. Kelly has more than 31 years' experience with the Library of Congress, where he is a reference librarian. He is the subject specialist and recommending officer for sports, recreation, physical education, games and numismatics. He is a member of the International Association for Sport Information, which is associated with the Council of Europe, and is also a member of the steering committee of the North American Sport Library Information Network.

Mr. Kelly wrote "The Olympic Games: A Short List for Ready Reference" [*Library of Congress Information Bulletin* 39 (May 30, 1980)]. He also compiled a short bibliography for African American athletes, which appeared in the *Negro History Bulletin* 58 (October-December 1995). He also worked extensively on two Library of Congress Web sites, one on the Olympics (1996) and one on Jackie Robinson.

In addition to a bachelor of arts degree in anthropology, Mr. Kelly holds a master of science degree in library science. Both degrees are from the Catholic University of America.

M. Patricia Fernández Kelly is a faculty associate and lecturer in Princeton University's Department of Sociology and Office of Population Research. Immediately prior to this she was a research scientist at the Institute for Policy Studies and a research professor at the Department of Sociology, both at the Johns Hopkins University. Her field of expertise is international development, especially as it relates to race, gender, migration and ethnicity.

She has conducted extensive research on export-processing zones in Asia and Mexico, Hispanic women in the garment and electronics industries in California and Florida, and international migration, principally from Latin America. She is the author of *For We Are Sold, I and my People: Women and Industry in Mexico's Frontier*, which was recently reviewed by *Contemporary Sociology* as a favorite book of the last 25 years. She is co-editor, with June Nash, of *Women, Men, and the International Division of Labor*. With filmmaker Lorraine Gray, she co-produced an Emmy-award-winning documentary, "The Global Assembly Line," which focuses on the effects of economic internationalization on women and their families in the Philippines and the United States and on the U.S.-Mexico border. In collaboration with Professor Saskia Sassen from Columbia University, she conducted research on the adjustments experienced by the garment and electronics industries in California and New York during the past decade. In 1993 she was a visiting scholar at the Russell Sage Foundation in New York. She is now completing "The Hero's Fight: Impoverished Families in West Baltimore and the Myth of the Underclass," a book-length manuscript that examines the realities surrounding African American families in the urban ghetto. Her latest project includes ethnographic research among children of immigrants in California and Florida.

Dr. Fernández Kelly is or has been a member of the editorial board of *Contemporary Sociology*, *Gender and Society*, *SIGNS: A Journal of Women in Culture and Society*, *Diaspora: A Journal of Transnational Studies*, and *Latin American Research Review*.

Her paper "Labor Force Recomposition and Industrial Restructuring in Electronics: Implications for Free Trade," originally prepared for the International Labor Affairs Bureau of the

U.S. Department of Labor, appeared in the *Hofstra Labor Law Journal*. Under the auspices of the University of Pittsburgh Center for Latin American and Caribbean Studies and the Howard Heinz Endowment, she completed a research project titled “Labor Force Recomposition and Export-Oriented Industrialization in a Mexican Border City.” This project updates earlier data and focuses on the changes experienced by the Mexican *maquiladora* program during the past decade. In 1993–94 she conducted research among second-generation immigrants in southern Florida.

Recent publications include “Divided Fates: Immigrant Children in a Restructured Economy” (*International Migration Review*); “Towanda’s Triumphs: Social and Cultural Capital in the Urban Ghetto” (in *The Economic Sociology of Migration*, New York, N.Y.: Russell Sage Foundation); and “Making Sense of Gender in the World Economy: Focus on Latin America” (*Organization Volume*, vol. 1, no. 2: 249–75).

Dr. Fernández Kelly is the recipient of the Martin Luther King, Jr. Award for Community Service. She holds a master’s degree in social anthropology from Rutgers University and two doctorates, one in social anthropology from Rutgers, and one in art history from Universidad Iberoamericana in Mexico City, Mexico.

Jack Levin is a nationally recognized expert on violence, criminal behavior and social research topics. He has served as an expert witness and/or consultant in numerous court cases involving murder, mass murder, hate crimes and illegal prejudice. He also is a respected speaker and interviewee whose national television credits include appearances on Good Morning America, The Today Show, 48 Hours, 20/20, Oprah, NBC Nightly News with Tom Brokaw, CBS Evening News, ABC World News Tonight, Unsolved Mysteries and Larry King Live.

Dr. Levin’s career in education at the university level spans more than 30 years. Currently, he is the Brudnick Distinguished Professor of sociology and criminology and director of the Brudnick Center on Violence and Conflict at Northeastern University in Boston, where he teaches courses in criminal homicide, prejudice and violence, and social psychology.

Dr. Levin has authored or co-authored 24 books, including *Mass Murder: America’s Growing Menace* (Berkeley Books 1991), *Social Problems: Causes, Consequences and Interventions* (Roxbury Publishing 2000), *Hate Crimes Revisited* (Westview Press 2002), *The Violence of Hate* (Allyn and Bacon 2002) and *Killer on Campus* (Avon Books 1996). He also has written or co-written approximately 150 articles in professional journals, such as *Criminology*, the *Journal of Communication*, *Justice Quarterly*, and the *Journal of Interpersonal Violence*, and in newspapers, such as *The New York Times*, *The Boston Globe*, the *Detroit Free Press*, the *Chicago Tribune* and *USA Today*. In 1991–92 the Council for the Advancement and Support of Education honored him as its Professor of the Year in Massachusetts. He was recently named Distinguished Professor in the Urban Law and Public Policy Institute at Northeastern’s School of Law.

Dr. Levin earned his bachelor’s degree in sociology at American International College. He holds an M.S. in communication research and a Ph.D. in sociology, both from Boston University. He has served on the governing boards of several associations, including the New England Sociological Association, the Eastern Sociological Society, Understanding Aging, the Eastern Educational Research Association, the Spurwink Institute and Joey Fournier Victim Services.

Linda S. Levstik, educator, researcher, curriculum developer, author and speaker, is currently a professor in the Department of Curriculum and Instruction at the University of Kentucky in Lexington. She has been a consultant to the Ohio Department of Education, an instructor at The Ohio State University and an elementary school teacher. Her research interests include the development of historical understanding in younger children, the discursive context for learning history, and the social and intellectual context for teaching and learning social studies. Dr. Levstik is co-author, with K. Barton, of, *Doing History: Investigating with Children in Elementary and Middle School* (Erlbaum 1997) and *Teaching History for the Common Good* (Erlbaum, due 2003), and she has co-authored two other books. She has written articles for many scholarly journals and education trade publications, including the *Journal of Curriculum Studies*, the *American Educational Research Journal* *Teachers College Record*, *The Social Studies*, *Social Education*, and *Language Arts*. She has also written book chapters for *Nonfiction in the Classroom*; *Advances in Research on Teaching: Teaching and Learning History*; *NCSS: A 75-Year Retrospective*; *The Story of Ourselves: Teaching History Through Children's Literature*; and *Educating Young Adolescent Girls*. She has edited education-related works and is a popular speaker, having presented at conferences throughout the United States and in Australia, Canada, Portugal and the United Kingdom.

In addition to her broad education experience, Dr. Levstik has worked as a consultant and researcher with various organizations, including the National Assessment of Educational Progress, where she worked on history and civics assessments, and Decisions Development Corporation, where she worked on the Florida Social Studies Framework. Currently, a Teaching American History grant is funding her to work with teachers in seven districts in eastern Kentucky to enhance history teaching in grades 4-12.

Dr. Levstik is active in the National Council for the Social Studies, having chaired or served on several committees and boards. Other professional affiliations have included the Social Science Education Consortium, Organization of American Historians, Kentucky Council for the Social Studies and American Educational Research Association.

Dr. Levstik holds a bachelor's degree, *cum laude*, from Capital University in Columbus, Ohio. She has a master's degree and a doctoral degree in humanities education, both from The Ohio State University in Columbus.

Sara R. Massey has extensive experience in curriculum and educational program development with virtually all age groups. Currently, she is an education specialist with the Institute of Texan Cultures of the University of Texas at San Antonio, where she is responsible for developing multicultural school curriculum, coordinating special family events, developing education products, conceptualizing Web sites and working with school collaborative projects.

Prior to this position, Dr. Massey was an education specialist in curriculum with the Bureau of Indian Affairs, working at Hopi Junior/Senior High School in Keams Canyon, Arizona. She developed the school's academic program and 7-12 curriculum, reviewed instructional materials, organized special projects, wrote proposals and collaborated with Hopi tribal officials. She also served as a junior high counselor, providing academic counseling, coordinating the gifted and talented program, scheduling students, conducting school orientations and assisting the principal in writing and filing required reports.

Dr. Massey previously was an associate professor and the director of student teaching at Incarnate Word College in San Antonio, Texas; the project manager of the Maine Mastery Learning Consortium in Madison, Maine, a rural school collaborative project; and an assistant professor and the executive director of the New England Teacher Corps Network.

An expert in curriculum development, Dr. Massey has developed and/or produced materials in written and other media for classroom curriculum, teacher guidance, staff development and grant proposals. She read proposals for the U.S. Department of Education; has presented at numerous regional and national conferences; and has served as a consultant for textbooks, public television, computer networking for education and other areas. She wrote the award-winning *Black Cowboys of Texas*, and the new *Cultures of Texas* five-book set will be released in March 2004.

After earning her bachelor's degree in home economics and secondary education at the University of Colorado, Dr. Massey earned a master's degree in American history from the University of Denver and completed the master's counseling program at the University of Colorado. She also holds a doctorate in humanistic education/curriculum from the University of Northern Colorado.

Teresa A. Mehring, a career educator and an administrator in special education, is serving as interim president of the National Teachers Hall of Fame. She is also a professor and dean of the Teachers College at Emporia State University, where she has worked for more than 20 years. Previously Dr. Mehring served the university as associate dean, assistant dean and director of research in program development and evaluation; acting chair and associate chair of the Division of Psychology and Special Education; and coordinator of special education for the Division of Psychology and Special Education. She also was a lecturer, an assistant professor and then an associate professor. Before working at Emporia State University, Dr. Mehring was a program assistant and special education consultant with the University of Kansas' Department of Special Education and a core researcher with the Institute for Research in Learning Disabilities at the University of Kansas Medical Center. In the university's School of Allied Health, she was an educational consultant. She began her career teaching music in K-12 schools in Leavenworth, Kansas, and Springfield, Missouri.

Dr. Mehring received the Ruth Schillinger Faculty Award from Emporia State University, presented each year to a female faculty member who has made significant contributions to advancing support for women and women's issues on campus and in the community. She also received the Outstanding Teacher Award from Emporia State University's College of Education and the Distinguished Professional of the Year Award from the national/international Council for Learning Disabilities.

A valued speaker, Dr. Mehring has presented talks and conducted workshops for such events and organizations as the Teacher Education Council for State Colleges and Universities, The American Association of Colleges of Teacher Education, the National Staff Development Conference, the Council for Exceptional Children Annual Convention and the Teacher Education Council of State Colleges and Universities. She has also written or cowritten numerous books, reports, papers and articles on topics in general and special education.

In addition to receiving separate bachelor's degrees in applied music, music education and psychology from St. Mary College (now named University of St. Mary), Dr. Mehring earned an M.S. in counseling psychology from Southwest Missouri State University and an M.S.Ed. in special education from the University of Kansas. She holds a Ph.D. in special education/education psychology and research, also from the University of Kansas.

Eleanor Morley is the former national education coordinator for the Middle College High School Consortium/American Social History Project at Hunter College of the City University of New York (CUNY). In this capacity, she designed and implemented staff development programs for a national network of alternative Middle College high schools funded by the DeWitt Wallace Reader's Digest Fund and The Pew Charitable Trust; reviewed and evaluated prospective schools and teachers; and researched and coordinated telecommunication technology for national telecommunication seminars. In addition, she organized and facilitated workshops and seminars for teachers, principals and college deans; participated in fundraising and grant writing; prepared budgets and yearly reports for funders; and acted as a liaison with national education organizations such as the Coalition of Essential Schools and the Institute for Educational Restructuring and Development. Ms. Morley is now working on a book for teens and focusing on developing after-school programs for lower income children.

Previously, Ms. Morley coordinated the Middle College and International High School Vassar College Summer Program in Poughkeepsie, New York, was a counselor and curriculum developer for Project Adventure and consulted on the New York City High School Collaboration with the American Social History Project at Hunter College. She also taught at Middle College High School, La Guardia Community College, Long Island City, New York, an alternative New York City high school serving at-risk student groups.

In addition, Ms. Morley attended a conference sponsored by the New York State Department of Education to design an alternative assessment to the global studies regents and to train as a school quality reviewer. She attended the New York City Writing Project Teacher Training Institute sponsored by Lehman College, where she studied the writing process and its application in the classroom. She was a consultant to the CUNY Office of Academic Affairs, reviewing curriculum developed by New York City high school teachers and CUNY faculty for an interdisciplinary English/social studies multicultural history of New York City.

Ms. Morley earned her bachelor's degree in anthropology and political science from Hunter College. She holds two master's degrees, one in teaching English as a Second Language from Hunter College, and one in anthropology from the New School for Social Research. She also holds several certificates in teaching and education administration from New York State.

Alma F. Plancich has served the Ethnic Heritage Council in Seattle, Washington, in many capacities for the past 17 years. She is a charter member of its board of directors, and she has also served as second vice president, vice president, president and acting director. The council is a nonprofit agency encouraging the preservation of cultural heritage and communication between local and ethnic communities. Ms. Plancich has been an active participant in developing and coordinating various community service projects, including the annual WorldFest, a regional

ethnic celebration. She coordinated volunteers, promoted the event and acted as a liaison with various government entities and ethnic community leaders. She developed “Let’s Eat Ethnic,” a coupon book promoting local ethnic restaurants; coordinated the naturalization ceremonies of 1993 and 1994, held at the Seattle Center Flag Pavilion on July 4; and continues to serve as chair of the Ethnic Heritage Council’s Awards Committee.

Since 1974 Ms. Plancich has also participated in the Ruze Dalmatinke and Vela Luka Croatian Dance Ensemble, working as a performer, producer, fundraiser, costume designer and coordinator of performances and tours. She also coordinates recording sessions and acts as hostess/announcer for all performances. The ensemble has toured three times in Croatia, was chosen to represent Washington at the bicentennial celebration of the Statue of Liberty in New York City and performed at Carnival ’86 in Mazatlan, Mexico.

In addition to her work with the Ethnic Heritage Council and the Croatian dance ensemble, Ms. Plancich acted as consultant for the Fourth of July celebration produced by One Reel; served on the Washington State Centennial Commission; and was a consultant for Project REACH, an internationally recognized education program.

Ms. Plancich attended Central Washington University and the University of Washington. She holds a bachelor’s degree in Slavic languages with a minor in English. She is fluent in Croatian, Italian and Spanish.

Jay Smink is a recognized national leader and authority on dropout prevention, vocational education research and development, marketing, dissemination and utilization, and program and project management. Currently, he is executive director of the National Dropout Prevention Center at Clemson University. Dr. Smink was formerly the director of marketing and dissemination at the National Center for Research in Vocational Education at The Ohio State University. He served in the Pennsylvania Department of Education as director of the Bureau of Research and Evaluation and as director of the Research Coordinating Unit for Vocational Education. Between these experiences he was a private business owner for seven years. Dr. Smink was also the Pennsylvania director of a major nationwide school improvement project that featured the use of new research products in local schools.

He is a member of the American Vocational Association, International Technology Education Association, National Educational Association and American Vocational Education Research Association (AVERA). He is a charter member of AVERA, serving as recording secretary in 1970 and president in 1984. He is a charter member of the National Dropout Prevention Network and is now an ex-officio member of the executive board. He has served on several boards, including the board of directors for the National Association for the Industry-Education Cooperative, the South Carolina GEAR UP Program, the Center for Career and Technical Education at The Ohio State University, and the South Carolina Commission on National and Community Service.

Dr. Smink’s career as an educator ranges from teaching at the local school level to teaching public service and research at the university level. With a 44-year career in education and education research and evaluation, he has a strong background in public education programs, augmented by unique experiences as a small business owner. He has conducted workshops for administrators and teachers on various education issues. He has authored articles for journals and

newsletters as well as numerous professional monographs and papers on research, development and the improvement of basic skills and vocational education programs. Currently, he also serves as an advisor to the *International Journal on School Disaffection* and *The Journal of At-Risk Issues*.

Dr. Smink received his B.S. in industrial arts from Millersville State College in Pennsylvania. He earned both his master's and his doctorate in educational administration from The Pennsylvania State University.

Rick Smyre is a nationally recognized futurist specializing in building capacity for community change. He is president of the Center for Communities of the Future and is the architect of the new field of process leadership. Mr. Smyre is the past chairman of the board of the American Association of Retirement Communities and is on the staff of the National Economic Development Institute.

In the 1970s Mr. Smyre was the chief executive officer of a textile yarn-spinning firm. He has local-level experience, including a term as chairman of a district school board in North Carolina.

Mr. Smyre has concentrated on developing innovative concepts, methods and techniques connected with the Communities of the Future idea in collaboration with a self-organizing network of 1,300 individuals in more than 40 states and six countries. His paper "Beyond the Deck Chairs" was published by the World Future Society's *Future Research Quarterly* in 1998, and in 2000 his essay "Rewiring a Community's Brain" was published as a chapter in the book *Creating Learning Communities*.

Mr. Smyre speaks internationally and has conducted more than 275 seminars and retreats during the past decade. He has spoken at the last eight World Future Society Conferences; the National Scottish Foundation in Edinburg, Scotland; the National Computer Ethics Conference of The Brookings Institution; and a national economic development conference in Toronto, Canada. Some of the forums at which he has presented the keynote address are the National Millennium Communities Conference in Houston, Texas, for the U.S. Institute of Justice; the National Council for Resource Development in Washington, D.C.; the Southeastern Civil Rights Conference in Atlanta, Georgia; and the Pennsylvania Rural Center State Conference in Harrisburg.

Of greatest interest to Mr. Smyre is his work to help local communities prepare for transformational change. He does this through strategic networking to develop new ideas and working with leaders in local communities to develop twenty-first-century capacities that include process leadership skills.

Jonathan A. Supovitz is a research assistant professor at the University of Pennsylvania and a senior researcher at the Consortium for Policy Research in Education. He has conducted research and published on numerous topics, including the equitability of alternative forms of assessment, the impact of teacher professional development programs on teachers' attitudes and practices, the implementation of systemic reform in mathematics and science and the effectiveness of electronic "netcourses" for teacher enhancement. Most recently, he is the author of "Mirror, Mirror on the Wall, Which is the Fairest Test of All?" published in the fall 1997 issue of the *Harvard Educational Review*.

Dr. Supovitz is a noted lecturer on evaluation and assessment subjects. He has spoken at the American Educational Research Association, the American Evaluation Association and Harvard University.

After teaching middle and high school social studies and history in Mexico and the United States, Dr. Supovitz received a doctorate in educational policy analysis and research from Harvard University. He also holds a bachelor's degree in history from the University of California at Berkeley and a master's degree in public policy studies from Duke University.

Edith S. Tatel is an education consultant whose practice focuses on new teachers in struggling schools. She formerly was the director of professional development for Teach for America; an assistant professor and a director of teacher education at the American University School of Education in Washington, D.C., where she was also an adjunct faculty member in the Department of Literature; an executive assistant to the National Board for Professional Teaching Standards; and a visiting scholar at Stanford University's School of Education.

Dr. Tatel serves as an advisory board member for the Maya Angelou Public Charter School and Teach for America, DC. She has served as a panelist for the U.S. Department of Education's Blue Ribbon Schools Program and District of Columbia's Alternate Certification Teacher Candidate Committee, for Maryland's professional development awards and for the U.S. Department of Education's professional development grant applications.

Published works include "Teaching in Underresourced Schools: The Teach for America Example" in *Theory into Practice* (1999); "Improving Classroom Practice: Ways Experienced Teachers Change After Supervising Student Teachers," in *Teacher Learning: New Policies, New Practices* (1996); and the *University of Chicago Laboratory Schools Writing Handbook*, 2nd revised edition (1969).

Dr. Tatel holds a bachelor's degree in English and a teaching certificate from the University of Michigan, a master's degree in English from Northwestern University and a Ph.D. in education policy, planning and administration from the University of Maryland-College Park.

Duane E. Webster is executive director of the Association of Research Libraries (ARL), an organization of 19 major research libraries whose mission is to identify and influence forces affecting the future of research libraries in the process of scholarly communication. ARL programs and services are designed to strengthen the capacities of its member libraries to provide equitable access to recorded information and to promote national collaborative programs for library development, technology and information policy.

Mr. Webster worked in research, public and special libraries before joining ARL in 1970 to establish the ARL Office of Management Services (OMS). During his tenure as director of the ARL/OMS he led the design for various programs to improve library management, including the Management Review and Analysis Program, the Academic Library Development Program, the Collection Analysis Program, the Preservation Planning Program and the Public Services Study. He also established the Systems and Procedures Exchange and a broad-ranging management and leadership development program.

He was appointed executive director of ARL in 1988 and since then has launched several major initiatives, including the ARL Office of Scholarly Communication, the ARL Office of Research and Development, the ARL Minority Recruitment and Cultural Diversity Program, and the ARL/EDUCOM/CAUSE Coalition for Networked Information.

Various organizations have recognized Mr. Webster's career achievements. He was awarded the University of Michigan School of Library Science's Distinguished Alumnus award in 1982, the Association of College and Research Libraries' Academic/Research Librarian of the Year award in 1987 and the Australian Information Management Association's Certificate of Achievement in 1991. A widely published lecturer and consultant, he has also served on numerous committees of the American Library Association, the Council on Library Resources, the International Federation of Library Associations and other library and education associations. He is currently a member of the board of the National Humanities Alliance.

Mr. Webster received his master of arts in library science from the University of Michigan.

Leonard H. Wesley, Jr., has served in several capacities during his 37 years with the Wichita Public Schools, including elementary teacher, assistant principal, assistant director of Head Start, elementary principal, supervising principal of elementary education, director of elementary programs, division director of elementary education, division director of compensatory and accountability service, and assistant superintendent of schools.

Most recently, Dr. Wesley was assistant superintendent for desegregation/integration and federal projects, responsible for implementing, supervising and maintaining the Wichita Public School District's desegregation/integration plan. The 32-year-old plan has been recognized as one of the most effective in the nation.

Dr. Wesley is involved in numerous community endeavors, including the Sedgwick County/City Special Task Force on Crime and Substance Abuse; the Task Force on Students-At Risk; the Statewide Advisory Board on Black and Other Minority Infant Health and Mortality; the Youth Development Adult Advisory Board; the board of directors for Cities In Schools; the board of directors for Credit Union of America; the board of directors for the African American Male Academy; the Urban League of Wichita, Inc.; the Multicultural/Multi-ethnic and Diversity Task Force Cadre for United School District 259; the National Committee on School Desegregation/Integration; the National Committee on School Desegregation/Integration; the National Association for Multicultural Education-Kansas; and the Adult Advisory Council for Big Brothers/Big Sisters. He is a member of the National Association for the Advancement of Colored People and also maintains membership in several professional organizations, including the Wichita Association of Elementary School Principals, the National Association of Elementary School Principals, the Kansas Association of Elementary School Principals, and Phi Delta Kappa.

Dr. Wesley has received many awards and recognitions. He is most proud of being named The Bishop's Outstanding Layman for the Third Episcopal District of the Christian Methodist Church. He also takes great pride in the Golden Eagle Award, for outstanding service and contributions to his city and the nation, given by Sigma Gamma Rho Sorority, Inc., of Wichita, and the H. Councill Trenholm Award, for his work on eliminating racial inequities, presented by the National Education Association.

In addition to his bachelor's degree in education from Pittsburg State University, Kansas, Dr. Wesley holds a master's degree in school administration and supervision from Wichita State University. He earned his doctorate in public school administration, supervision and higher education from the University of Kansas.