



**National Education Knowledge Industry
Association**
Board of Directors Conference Call

3:00-4:00 PM Eastern Monday, 7/18/05

*Special Note---We will be using both the phone and web site for
this call. Please log into both the phone and web site.*

Instructions

Phone: Dial (620) 584-8200 pin 757404#

**Web site: Go to www.startvisuals.com . In the “Join A
Conference” login box on the left-hand side of the page,
complete the requested information. The id number is the same
as the phone PIN, 757404.**

Note: Chris Dwyer will not be able to “attend” this call so Jim will chair the proceedings in her stead.

Agenda

News and Intelligence (3:00-3:30)

- Appropriations status
- Lab RFP and NEKIA’s role
- Department of Education activities

Comments (3:30-3:45)

- Draft Comments, Institute of Education Sciences Priorities (see below)
- Dissemination of NEKIA’s Principles for Knowledge Use

Announcements and Information (3:45-4:00)

- Policy Forum, 9:00-noon July 28, Washington, DC (see below)
- Media analysis (see below)
- Preliminary Plans for November Board Meeting and Business Development Institute (See below)
- CEF Legislative Day and Gala (see below)
- Membership Development update

To: Board of Directors
From: Jim Kohlmoos
Subject: Draft comments for proposed IES priorities
Date: July 12, 2005

******* Send reactions to Jim via email by July 25*******

During our Board conference in June, it was agreed that NEKIA staff will work with the Executive Committee to draft comments regarding the proposed IES priorities. You will find below a first draft of our comments. We seek your reactions to this draft. **Please send comments to me via email by July 25.**

We will then work on revisions with the Executive Committee and submit the comments by the mid-August deadline. Of course, you may also want to offer your own comments separate from the NEKIA comments.

Draft Comments

Note: The Department indicated that "...To ensure that your comments have maximum effect in developing the final priorities, we urge you to identify clearly the specific proposed priority that each comment addresses." Thus in this draft we have offered alternative language to specific goals and priorities rather than provide lengthy narratives.

Dear xxxx

The National Education Knowledge Industry Association is pleased to submit comments regarding the priorities to be proposed to the National Board for Education Sciences of the Institute of Education Sciences as published in FR Doc 05-11921 of the Federal Register on June 16, 2005 (Volume 70, Number 115)].

We commend the Institute for emphasizing the importance of both knowledge development and utilization in the overall effort to transform education into an evidence-based field. We strongly believe that, similar to the rigorous development of knowledge, the effective use of knowledge as a process deserves priority attention in all aspects of the Institute's work. We suggest that the theme of knowledge use should be made even stronger and more explicit in your priorities in the following specific ways:

Add a utilization clause to the main goal: We suggest that in the overall effort to transform education into an evidence-based field the concept of knowledge use should be explicitly included using the following language (in parentheses):

"... By providing an independent, scientific base of evidence (and promoting and enabling its use), the Institute aims to further the transformation of education into an evidence-based field..."

Add a fourth long term goal: We recommend adding a fourth long term goal that focuses on knowledge use:

“... to develop and/or identify strategies and approaches for systematically applying and using research-based knowledge to improve policy and practice...”

Amend long term goals #1 and #2: We suggest that for both the first and second goals you should emphasize the importance of identifying the specific contexts, circumstances and populations in which an intervention works or does not work. This is directly related to our suggested fourth goal (above) because one aspect of knowledge use is focused on applying tested treatments to specific conditions.

Further strengthen long term goal #1: We applaud your focus on “approaches... that are widely deployed and well-implemented...” We suggest that you expand upon this important phrase by adding the following:

“... and in which the evidence is effectively applied and used in solving problems...”

Add a fifth research priority: We agree with your plan to focus on outcomes that differ by periods of education. However there are a number of critical issues that do not fit within just one period of education. Specifically we believe you should add a fifth research priority that focuses on cross cutting issues relating knowledge use and application.

“In addition to focusing on outcomes unique to different periods of education, the Institute will also concentrate on cross cutting issues relating to how research-based knowledge should be interpreted, applied and used to solve specific education problems both in terms of practice and policy. This effort should include an examination of the various stakeholders, the processes for applying knowledge to specific situations, the development of tools and instruments and the infrastructure necessary to support knowledge use.”

Amend “conditions of greatest interest”: In your statement regarding conditions that are of greatest interest to the Institute, we suggest that you add professional development and teacher preparation. We believe that these are essential components in all school reform efforts.

Add “knowledge use” to the capacity statements: In your comments about “...increased capacity to produce and use rigorous education research...” you should include support for efforts that enable and promote knowledge use in policy and practice. We note that access to findings in and of itself does not ensure effective use. Increasing capacity should explicitly include enhancing systems with new roles and responsibilities relating to utilization. Specifically we suggest the following language (in parentheses) *“support for ...systematic reviews of evidence, enhanced access to findings... outreach... (and the systematic application and utilization of knowledge in addressing specific problems and policies)”*

In total we believe that knowledge use should be a central organizing concept for the future work of the Institute. If education is to be transformed into an evidence-based field, efforts to promote knowledge use are equal in importance to the initiatives to generate new knowledge through rigorous research.

Sincerely,

For Your Reference: Abbreviated/Outlined Federal Register Notice by
Jim

Overarching goal

By providing an independent, scientific base of evidence, the Institute aims to further the transformation of education into an evidence-based field.

Three long-term goals

1. First, to develop or identify a substantial number of programs, practices, policies, and approaches that are effective in enhancing academic achievement, and that are widely deployed and well-implemented;
2. second, to identify what does not work and what is problematic, and thereby encourage innovation and further research;
3. third, to develop dissemination strategies and sources of information on the results of education research that are routinely used by policymakers, educators, and the general public when making education decisions.

Over-arching priority

Research that contributes to improved academic achievement for all students, and particularly for those students whose education prospects are hindered by inadequate education services and conditions associated with poverty, race/ethnicity, limited English proficiency, disability, and family circumstance.

Four priority areas

Focus on outcomes that differ by periods of education.

- In the infancy and preschool period, the outcomes of interest will be those that enhance readiness for schooling, for example, language skills.
- In kindergarten through 12th grade, the core academic outcomes of reading and writing, mathematics, and science will be emphasized, as will discipline and social interactions within schools that support learning.
- At the post-secondary level, the focus will be on enrollment in and completion of programs that prepare students for rewarding and constructive careers. The same outcomes are emphasized for students with disabilities across each of these periods.
- The acquisition of basic skills by adults with low levels of education is also of interest, as is the learning of skills that support independent living for individuals with significant cognitive disabilities.

Primary Focus

Concentrate on conditions that are within the control of the education system, with the aim of identifying, developing, and validating effective education programs, practices, policies, and approaches. Conditions that are of greatest interest to the Institute are in the areas of curriculum, instruction, assessment, the quality of the teaching and administrative workforce, and the systems and policies that affect these factors and their interrelationships, such as accountability systems and education options for parents.

Increasing Capacity

Support of doctoral and post-doctoral training in the education sciences, development and refinement of education research methods, and expansion for research purposes of longitudinal databases that link individual student data to information on conditions that can affect student outcomes, such as curriculum.

To assure increased capacity to use and apply the results of research, the Institute will support systematic reviews of evidence, enhanced access to findings through advanced electronic systems, and outreach to parents, educators, students, policymakers, and the general public.

For Your Reference: Federal Register Notice

SUMMARY: The Director of the Institute of Education Sciences (Institute) has developed priorities to guide the work of the Institute. The National Board for Education Sciences (Board) must approve the priorities, but before proposing the priorities to the Board, the Director must seek public comment on the priorities. The public comments will be provided to the Board prior to its action on the priorities.

DATES: We must receive your comments on or before August 16, 2005.

ADDRESSES: Address all comments about these proposed priorities to Elizabeth Payer, Institute of Education Sciences, U.S. Department of Education, 555 New Jersey Avenue, NW., room 602c, Washington, DC 20208. If you prefer to send your comments through the Internet, use the following address: elizabeth.payer@ed.gov. We encourage you to submit comments electronically to ensure timely receipt. We also ask that you include:

- (1) "Comment on Proposed Priorities of the Institute" in the subject line of your e-mail message;
- (2) Your name, title, organization, postal address, telephone number, and the full text of your comments in your e-mail message; and
- (3) As an attachment to your e-mail message, the full text of your comments without your name, title, organization and contact information, so that we may more easily compile all of the comments we receive for review by members of the National Board for Education Sciences.

FOR FURTHER INFORMATION CONTACT: Elizabeth Payer. Telephone: (202) 219-1310.

If you use a telecommunications device for the deaf (TDD), you may call the Federal Relay Service (FRS) at 1-800-877-8339.

Individuals with disabilities may obtain this document in an alternative format (e.g., Braille, large print, audiotope, or computer diskette) on request to the contact person listed under FOR FURTHER INFORMATION CONTACT.

Invitation To Comment

We invite you to submit comments regarding these proposed

priorities. To ensure that your comments have maximum effect in developing the final priorities, we urge you to identify clearly the specific proposed priority that each comment addresses.

During and after the comment period, you may inspect all public comments about these proposed priorities in room 602c, 555 New Jersey Avenue, NW., Washington, DC, between the hours of 8:30 a.m. and 4 p.m., Eastern time, Monday through Friday of each week except Federal holidays.

Assistance to Individuals With Disabilities in Reviewing the Record

On request, we will supply an appropriate aid, such as a reader or print magnifier, to an individual with a disability who needs assistance to review the comments or other documents in the public record for these proposed priorities. If you want to schedule an appointment for this type of aid, please contact the person listed under FOR FURTHER INFORMATION CONTACT.

SUPPLEMENTARY INFORMATION:

BACKGROUND:

The Education Sciences Reform Act of 2002 requires that the Director of the Institute propose to the Board priorities for the Institute. The Director is to identify topics that require long-term research and topics that are focused on understanding and solving education problems and issues, including those associated with the goals and requirements established in the Individuals with Disabilities Education Act, as amended by the Individuals with Disabilities Education Improvement Act of 2004; the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001; and the Higher Education Act of 1965, as amended, such as closing the achievement gap; ensuring that all children have the ability to obtain a high-quality education and reach, at a minimum, proficiency on State standards and assessments; and ensuring access to, and opportunities for, postsecondary education.

Before submitting proposed priorities to the Board, the Director must make the priorities available to the public for comment for not less than 60 days. Each comment submitted must be provided to the Board.

The Director anticipates submitting to the Board proposed priorities for the Institute at its next meeting to be held on September 6-7, 2005.

The Board must approve or disapprove the priorities for the Institute proposed by the Director, including any necessary revision of the priorities. Approved priorities are to be transmitted to appropriate congressional committees by the Board.

PROPOSED PRIORITIES:

The long-term goals associated with the Institutes priorities are threefold: First, to develop or identify a substantial number of programs, practices, policies, and approaches that are effective in enhancing academic achievement, and that are widely deployed and well-implemented; second, to identify what does not work and what is problematic, and thereby encourage innovation and further research; and third, to develop dissemination strategies and sources of information on the results of education research that are routinely used by policymakers, educators, and the general public when making education decisions. By providing an independent, scientific base of evidence, the Institute aims to further the transformation of education into an evidence-based field, and thereby enable the nation to educate all of its students in an effective manner.

In pursuit of its goals, the Institute will support research, conduct evaluations, and compile statistics in education that conform to rigorous scientific standards, and will disseminate and promote the use of research in forms and through activities that are objective, free of bias in their interpretation, and readily accessible. Given these goals, we invite you to submit comments regarding the priorities proposed here.

The Institutes over-arching priority is research that contributes to improved academic achievement for all students, and particularly for those students whose education prospects are hindered by inadequate education services and conditions associated with poverty, race/ethnicity, limited English proficiency, disability, and family circumstance.

With academic achievement as the major priority, the Institute will focus on outcomes that differ by periods of education. In the infancy and preschool period, the outcomes of interest will be those that enhance readiness for schooling, for example, language skills. In kindergarten through 12th grade, the core academic outcomes of reading and writing, mathematics, and science will be emphasized, as will discipline and social interactions within schools that support learning. At the postsecondary level, the focus will be on enrollment in and completion of programs that prepare students for rewarding and constructive careers. The same outcomes are emphasized for students with disabilities across each of these periods. The acquisition of basic skills by adults with low levels of education is also of interest, as is the learning of skills that support independent living for individuals with significant cognitive disabilities.

In conducting research on factors that affect the academic outcomes on which it focuses, the Institute will concentrate on conditions that are within the control of the education system, with the aim of identifying, developing, and validating effective education programs, practices, policies, and approaches. Conditions that are of greatest interest to the Institute are in the areas of curriculum, instruction, assessment, the quality of the teaching and administrative workforce, and the systems and policies that affect these factors and their interrelationships, such as accountability systems and education options for parents.

The successful pursuit of the Institutes goals and priorities requires increased capacity to produce and use rigorous education research. To that end, the Institutes

priorities include support of doctoral and post-doctoral training in the education sciences, development and refinement of education research methods, and expansion for research purposes of longitudinal databases that link individual student data to information on conditions that can affect student outcomes, such as curriculum. To assure increased capacity to use and apply the results of research, the Institute will support systematic reviews of evidence, enhanced access to findings through advanced electronic systems, and outreach to parents, educators, students, policymakers, and the general public.

These are not exclusive or absolute priorities. To the extent that resources permit and the Institutes priorities are being adequately addressed, the Institute may address other important education issues.

To: NEKIA Board of Directors
From: Jim Kohlmoos
Subject: July 28th Policy Forum on Charter Schools

Charter Schools: What's the Evidence and How Should It Be Used?

A public policy forum presented by the:
Center for Education at the National Academies
National Education Knowledge Industry Association (NEKIA)
Progressive Policy Institute (PPI)

Please join us for a national policy forum on scientific evidence and charter school reform.

When: 9:00 AM to 12:15 PM Thursday, July 28, 2005

Where: The National Academies. 500 Fifth Street, NW, Washington, DC 20001

Panelists: Josephine Baker (DC Public Charter School Board), James Kohlmoos (NEKIA), Robin Lake (University of Washington), Peter McWalters (Rhode Island Department of Education), Gary Miron (Western Michigan University), Martin Orland (Center for Education), Andrew Rotherham (PPI), Eugene Sanders (Toledo Public Schools, OH), Joe Williams (New York Daily News), Kenneth Wong (Vanderbilt University) and others

Registration: Send full contact information to: charterschools@nas.edu. This event is free but space is limited and advanced registration is required no later than July 15. Registration is on a first come, first served basis. (Note: If you have already registered for this event and received confirmation, you do NOT need to RSVP again.) Please do NOT respond to this e-mail.

With the enactment of the No Child Left Behind Act and the Education Sciences Reform Act of 2002, scientific evidence has started to play a major role in the development of education policy and practices, including charter schools. Building on the success of their previous co-hosted forums on evidence-based education, the National Education Knowledge Industry Association, the Progressive Policy Institute, and the National Academies/Center for Education will focus this forum on a number of critical questions relating to charter schools including:

- What is meant by “effectiveness” for charter schools and how should this concept of effectiveness be evaluated?
- What should be the focus of research on charter schools? Impact on student achievement? Affect on governance and choice? Stimulus for reform?
- How useful and relevant is the current body of evidence in shaping charter school policies and practices?

- What are the implications of the evidence on charter schools for the future? What kind of evidence/research is needed to inform future policy and practice?

The forum will involve two interactive panels of leading researchers and policy leaders with strong audience participation.

June 29, 2005

MEMORANDUM

To: Jim Kohlmoos & John Waters
From: Jay Diskey
Subject: Media Placements 2005

As you requested, I compiled the following media placement report for the first six months of 2005. I compiled the report by: 1) checking NEKIA's media book, 2) searching *Education Week's* archives, and 3) "Googling" the terms "Kohlmoos" and "NEKIA."

- 06/27/05 "Knowledge Use as a Central Organizing Concept for School Improvement," column by Jim Kohlmoos, *School Improvement Industry Weekly*.
- 06/24/05 "35 Years of Civic Education," appearance on *C-SPAN*.
- 06/20/05 "IES Starting to Play with 'Big Boys' in Research Field," *Education Daily*.
- 06/15/05 "Ed. Dept. Seeks Bids for New NCLB Help Centers," *Education Week*.
- 05/19/05 "Literacy Expert to Direct Special Education Research," *Education Daily*.
- 03/02/05 "Regional Labs Face Fourth Round on Chopping Block," *Education Daily*.
- 02/17/05 "Panel: Millions Wasted on Unproven Teacher Prep Programs," *Education Daily*.
- 02/02/05 "Push for Science-Based Research Is Expanded," *Education Week*.

The 2005 total to date is eight media placements. In 2004, there were 13 placements for the entire year. We will easily surpass that number given the press we plan to generate regarding the knowledge principles and your two remaining *SIW* columns.

Thanks, Jim. Let me know if you have any questions.

To: Board of Directors
From: Jim Kohlmoos and John Waters
Subject: Preliminary Plans for the November Board Meeting and Business Development Institute
Date: July 12, 2005

We are in the process of refining our plans for the Board meeting and Business Development Institute November 16-18 in Washington. Here are the plans thus far. In August we will provide you with specific registration and logistical information.

Location of Meetings

November 16th and 17th

Capitol View Conference Center
101 Constitution Avenue, NW
9th Floor
Washington, DC 20001
(202) 742-4341

Dinner Locations and Breakfast/Strategy Session Location on November 18th TBD

Lodging

We are working with a number of hotels on special room blocs.

Costs

The registration fee per person for the Business Development Institute will depend upon the total number of attendees who participate in the event. We estimate a charge of up to \$500/person, which will cover all materials and meeting space charges, both dinners (and any speaker costs), continental breakfast and lunch on the 17th, and breakfast on the 18th.

Schedule

November 16

1:00 - 2:00	Executive Committee
2:00 - 4:00	Board of Directors Meeting
4:00 - 5:00	Sector Group Meetings
6:00 - 9:00	Institute Dinner and Keynote

November 17

8:30-4:30	Institute Sessions
6:00-8:30	Institute Dinner and Keynote

November 18

8:30-10:00	Institute Breakfast and Strategy Session
10:00-noon	Small group discussions

**Preliminary Plan for the Business Development Institute
Draft Goals**

1. Examine current and future market dynamics in terms of the national education policy and politics and k-12 industry trends
2. Identify potential new opportunities in federal agencies and philanthropy
3. Gain new insights into business development planning and management
4. Explore specific ways to shape the knowledge use market.

Suggested Participants

NEKIA Board Members, Associate Members, Alliance Members and their Business development and public affairs staff

Draft Agenda

November 16

6:00-9:00 pm --- Reception, Dinner, and Keynote

“Trends in Education Policy and Politics and How They Shape the Education Marketplace” --- outside speaker

November 17

8:00-8:30 --- Breakfast

8:30- 9:00 --- Presentation

“Business Development in the Knowledge Era” --- Jim

9:30-noon --- Two Presentations and Discussions (breaks included)

“Special Opportunities in Federal Agencies” --- two outside speakers

Noon- 1:30 --- Lunch and discussion

“Breakthrough Ideas for Business Development” --- participant roundtable discussions

1:30-1:45 --- Break

1:45-2:45 --- Presentation and Discussion

“Special Opportunities in Philanthropy” --- outside speaker

2:45-3:00 --- Break

2:45-4:30 --- Facilitated Small Group Discussions

Topics may include:

- Creating a Knowledge Use Market
- Managing Business Development within Your Organization
- Developing a Fee-for-Service Strategy
- Scenario planning in the k-12 market

4:30-6:00 --- Break

6:00 - 8:30 --- Dinner and Keynote

“Words of Wisdom and Lessons Learned for Building Business ” outside speaker

November 18

8:30-10:00 am --- Breakfast and Discussion

“Lessons Learned, Future Directions: the NEKIA Business Development Initiative”

10:00- noon --- Small group discussions and Individual meetings

“Building Business Partnerships and New Initiatives in the Years Ahead”

.....

1. Selected suggestions from last year’s institute

Feedback about the presentations

The written feedback from the 2004 Business Development Retreat was very positive regarding the style and content of all of the presentations with the exception of one. Even the poorly rated presentation was deemed valuable by some participants in terms of the points of access that he provided. It is clear to me that the presenters who provide the greatest value are those that offer candid and correct insights and intelligence about the politics, people, functioning and priorities of their institutions that cannot otherwise be found on the web or in publications. For the future we should also place a high value on presenters who could potentially serve as access points to the institutions and who may be willing to establish longer term relationships with our members.

Suggested Topics for future NEKIA Business Development activities (excerpts from email evaluation)

- Ways for nonprofits to fund product development work.
- How to rethink our normal course of business (e.g., on-site professional development as the only way to do business) effectively.
- How NEKIA as an organization can increase the visibility of the value of its members at the DOEd, DOL, DOC. Knowledge is key! Let’s talk about it and use it move other department’s agendas.
- Provide an annual overview of the market projections: e.g. a state of the knowledge industry address by someone who has knowledge of what we do and knows the financial trends of the industry. (This may involve an external researcher working with 2-3 NEKIA members to present a paper to the group.) An economic review and forecast would be extremely valuable
- Advantages/disadvantages of for profit versus nonprofit status
- It would be helpful to also have a seminar or discussion on pricing and packaging of services..., since this is an issue we all seem to struggle with in one way or another.
- Developing business at the state level. Why: Because so many funding decisions are made at this level.
- Partnering with other types of organizations, such as those that focus on strategic planning, financial planning, systems development, etc. (Examples: Deloitte Touche,

- McKinsey & Co., Boston Consulting Group). Why: Increasingly they are getting the big school district contracts, but they need content expertise.
- Developing diverse teams and alliances. Would be interesting to have the participation of representatives from groups such as National Council of La Raza, National Urban League, and Black Alliance for Educational Options, American Indian Graduate Center Scholars, etc. Why: So many of the projects that we manage involve work in diverse communities; would be good to hear perspectives from these communities about needs/concerns.
 - Marketing--- Getting Work from States; Building Coalitions among NEKIA Organizations Format was good; like the smaller group format; it allows participants to get to know folks from other organizations, learn from them, and think of ways to collaborate.
 - Identify and share models for the "retail" or fee-for-service end of the business -- a model that covers indirect costs, balances a portfolio, and minimizes transaction costs. Perhaps we could have some case studies of things that worked and those that didn't from members.
 - Topics like: institutional infrastructure necessary to support business development activities; understanding the multiple award task order (MATO) mechanism
 - You might feature one or two people who run very entrepreneurial non-for-profits speak, or someone who has transformed one into a for-profit.
 - I am particularly interested in the challenges of developing coherent business portfolios rather than chasing projects for their funding. This should be the essence of mission-driven work, yet it doesn't seem common. It is much more a for-profit, market-driven approach.
 - Data collection and analyses around strategic position and risk assessment

Suggested Activities for the next retreat or conference calls

- Collaboration --- a semi-structured opportunity based on the capacity study for agency reps to gather on various topics of business interest to explore possible ways of collaboration. E.g., virtually none of the older NEKIA members know about the capacity of new members and it would have been valuable to have had a 10-minute overview from new members so that those interested might later pursue collaborative possibilities.
- During the retreat/institute provide more balance between presentations and small group discussions among members.
- Create opportunities for sharing among members about how best to handle current challenges, such as changing federal landscape, balancing marketing and traditional grants/contract orientation, increased competition from the private sector, etc.
- Member panels on various aspects of business development (e.g., partnering strategies)
- Create more networking opportunities that is not too structured.
- Create small group processing/discussion time built in after stimulating speakers--loosely structured but an opportunity to discuss with colleagues the application of information
- Use a problems-based approach to a critical issue or concern that we could work through together.
- How can we explore working TOGETHER to maximize impact of resource development pursuits? Arrogantly enough, I continue to think that combo RD&D/media applications will be highly attractive to prospective fenders

Topics approved by Board for 2005

Niche Markets

- **More explorations --- NIH, NASA, Labor, NSF, Philanthropies**
- **New efforts: Homeland Security, Defense, Commerce, Justice. EPA**

Business process

- **Core business---For profit conversions, entrepreneurship in non-profit settings, mission-driven and market-driven strategic development, scenario planning.**
- **Fee for service packaging --- Models covering indirect costs, balancing a portfolio, minimizing transaction costs, branding, and pricing**
- **Product/service development --- Aligning research and product/service development efforts, funding product development.**
- **Management and infrastructure --- structural models for integrating business development in organizations, staff development, proposal writing, incentives for entrepreneurship, portfolio development, contracting processes (MATO), market analysis and research, risk management.**

To: Board of Directors
From: Marcia Knutson and John Waters
Subject: CEF Legislative Conference and Gala Awards Dinner, September 29, 2005
Date: July 12, 2005

SCHEDULE

CEF Legislative Conference (Fee: included with CEF dinner ticket)
National Press Club, 529 14th Street NW, Washington, DC 20045
Thursday, September 29, 8:30 a.m. to 12:30 p.m.

Lunch: NEKIA will host a lunch for the PAG members who would like to discuss the current state of legislation. Location TBA.

Congressional Reception and Dinner: Hyatt Regency Washington on Capitol Hill, 400 New Jersey NW 6:00-9:00 p.m.

The Gala will honor Members of Congress (and possibly others) who have been leaders or made significant contributions in education and education funding. CEF has not selected the awardees for this year's gala. NEKIA will let you know as soon as the decisions are made.

COST

If you would like to sit with your NEKIA colleagues in full tables and obtain member rate for dinner tickets, you will have to make your dinner reservation through NEKIA. However, CEF will bill you directly, so we need to know your billing information to forward to CEF. Tickets are: \$210 each, \$2000 for a table of 10. We will try to book full tables. *(If you wish to invite Congressional staff or other government employees, you must purchase their ticket, but the invitation has to be extended through CEF. There is no guarantee that you will be able to sit with specific staffers.)*

INVITATIONS TO MEMBERS OF CONGRESS, STAFF, AND THE ADMINISTRATION:

Under the current House and Senate ethics rules, the Committee for Education Funding's Legislative Conference and Awards Banquet is considered a "widely attended event." Only the sponsoring organization, CEF, is allowed to invite Members of Congress and their staff. CEF is also allowed to take suggestions for Congressional invitees. A similar process applies to Executive Branch officials.

Do not extend invitations to hill staff. This must be done through CEF!

Names of invitees: (Please include first and second choices)

Should you have any questions, please contact me or Marcia Knutson at NEKIA.