

EXPLORING THE IMPACT
OF RACE
ON PUBLIC EDUCATION

1996 ANNUAL REPORT

PUBLIC
EDUCATION
NETWORK

ALONG THE NETWORK

TO AMERICA'S CHILDREN,
OUR WEALTH
AND OUR FUTURE.



THE MISSION OF THE PUBLIC
EDUCATION NETWORK IS TO
ASSIST LOCAL EDUCATION
FUNDS AND OTHER ORGANI-
ZATIONS IN UNITING AND
ENGAGING THEIR COMMUNI-
TIES IN BUILDING SYSTEMS
OF PUBLIC SCHOOLS THAT
RESULT IN HIGH ACHIEVE-
MENT FOR EVERY CHILD.

MESSAGE FROM THE CHAIR

I was born and raised in a small East Texas town. Today, after a circuitous life journey, I find myself serving as Superintendent of the Philadelphia Public Schools — in a massive, complex, ever-changing urban setting. * In most, if not all, of the work I’ve done, *race* has been a constant source of consciousness and concern. Because it is such an integral part of the American experience — nowhere more so than in our schools — it simply cannot be overlooked or dismissed by those trying to “grow” a better nation. * Race is a constant factor in the effort we are making here in Philadelphia to help children achieve at high levels. This is true in the classroom, in the school, in politics, and in the larger community. * This leads me to conclude that the Public Education Network *has no choice* other than to *tackle* the issue of race as it affects our public schools. Not, anyway, if it seeks to be relevant in the quest for genuine reform and fundamental change. For this reason, I was pleased by the focus of this year’s Annual Conference — the “findings” of which I think are set out persuasively and movingly in the report that follows.



David W. Hornbeck / Chair

MESSAGE FROM THE PRESIDENT

I am proud of the Public Education Network’s willingness — reflected in these pages — to engage the issue of race as it affects schools and our children’s opportunities to learn and flourish. * I am proud because this is the toughest subject of all for Americans to take on — the issue most often avoided, ‘swept under the rug’, consciously deflected. * I am proud because I see our Network crossing a threshold — a line of demarcation — *that places it at the heart, rather than the well-meaning periphery*, of educational reform for those in greatest need. * I am proud, finally, because I regard this emerging commitment as a sign of the Network’s maturity in its quest to make public schools responsive to what might be called the “gifts of caring communities.” * This year’s Annual Report attempts, impressionistically, to chronicle what transpired at our sixth Annual Conference at Washington’s ANA Hotel, November 10-12, *Exploring the Intersections of Education and Race*. The conference sought to encourage thoughtful conversation in what our revered conference chair, Asa Hilliard, called “hospitable space.” It did so because, as Dr. Hilliard so persuasively argued:

Race deeply affects our public schools in several ways — bilingual programs, standards-based education, student assessment, allocation of public resources, access to knowledge, curriculum validity, and public support of early childhood development programs. The changing demographic composition of schools requires educators to examine different teaching methods and styles, explore new curricula, prepare teachers differently, and allocate resources more fairly and equitably. Until the issue of race is explored explicitly, schools and communities will make less informed decisions about quality schooling for all children.

Perhaps the most important thing the report makes clear is that this is *just a beginning* — for the Network, for its constituent members, for all of us as individuals working in common cause. It’s only a start — though a vitally important and spirited one. * I invite you to explore our beginning, the initial effort we made to deal with race in an honest, meaningful way. Impressions, as I said, are exactly what you will get: not a complete picture; not a set of conclusions; not a series of recommendations; not even, the author would admit, a totally accurate picture, whatever that might be. Instead, you’ll feel the experience we had unfold, and you’ll come in contact with participants’ words, phrases, thoughts, concerns, upsets, viewpoints and, above all, *values*. * We think this Annual Report “Exploring the Impact of Race on Public Education” provides a starting point from which we can move ahead with confidence.


Wendy Puriefoy / President

EXPLORING THE IMPACT OF RACE ON PUBLIC EDUCATION

FEELINGS RAN HIGH — SWUNG WILDY — AT THIS YEAR'S ANNUAL CONFERENCE. YOU COULD HEAR IT IN PEOPLES' VOICES, SENSE IT IN THEIR APPLAUSE, SEE IT IN THEIR FACES, KNOW IT BY THE ATMOSPHERE IN THE GATHERINGS, LARGE AND SMALL. JOY, ANGER, BEWILDERMENT, DISCOMFORT, THE SENSE THAT THINGS WERE RIGHT AND THE SENSE THAT THINGS WERE WRONG — WERE ALL PALPABLE, SOMETIMES AT ONE TIME IN THE SAME PLACE. THERE WERE SEVERAL MOMENTS OF HIGH DRAMA THAT DREW PEOPLE IN, GIVING RISE TO AN ASTONISHINGLY BROAD RANGE OF EMOTIONS WITHIN THE GROUP.

Exaltation and pride permeated the National Portrait Gallery when the Duke Ellington High School Choir sang "Roll Jordan Roll" — and people reflected on the spiritual's meaning, history, pain, and message of hope. Here excellence and beauty were brought together, accentuated by youthful exuberance — and obvious caring.

Everyone in that same hall was deeply moved by the presence of Oseola McCarty when she walked haltingly forward to receive the Network's Award for the example of hard work and selflessness she had set in Hattiesburg, Mississippi — saving money over 60 years as a laundress, contributing \$150,000 to Southern Mississippi University so others could have the formal education she



was denied. This was the most poignant and stirring moment of the two-and-a-half day gathering, because everything at issue was



encompassed here, above all the triumph of the human spirit in the face of untold adversity.

A different — some felt unduly dissonant — note was struck by keynote speaker, Dr. Joseph Feagin, who, in a stark beginning, placed the issue of white racism front and center. White racism, Dr. Feagin emphasized, is the central problem confronting educational reform. "This is a terribly serious matter," he said, "and we all need to make a big deal of it. Instead, most

DEALING WITH RACE, THE GROUP WAS LEARNING, IS ONE THING; DEALING WITH RACISM IS QUITE ANOTHER. THEREIN LAY A QUANDARY, NEVER FULLY EXPLORED, THAT REMAINED UNRESOLVED...HOPEFULLY, TO BE REVISITED, CLARIFIED, AND WORKED ON, SENSITIVELY, AT SOME LATER TIME.

people, especially our leaders, run from it as fast as they can. To address our problems in terms of diversity and multiculturalism, which is certainly more comfortable, falls woefully short of the mark. Racism is the barrier we have to get rid of; all of us whites have to unlearn racism and view ourselves as recovering racists. Because discriminatory practices, not just attitudes, are massive in these United States."

How special it was, amidst the tension that built during Dr. Feagin's remarks, when Salin Geevarghese, of the BellSouth Foundation,

stood up and said, “My heart is pumping when I ask this question: Is intellectual liberalism enough, or must there be more?”

The question, at that moment, seemed considerably more important than the answer. There was something so honest and open about Salin’s communicating to the large assemblage (mainly of strangers) that “my heart is pumping” merely addressing the ideas Joseph Feagin had placed before the group. His sharing of emotion legitimized — lent credence to — the powerful feelings one could sense across the room, especially among those who sat back and withdrew, and others whose posture signalled “Amen”, “right on”.

More than anyone else, Kati Haycock, long-time child advocate, now Director of The Education Trust, set before the Conference the alarming achievement gap between African American and white students. Citing carefully researched, irrefutable data, Ms. Haycock not only sounded — deliberately, as always — a “fire bell ringing in the night,” but also defined what many regard as the Network’s highest priority: closing this gap, quickly, dramatically, once and for all. Primarily, as she advocates — echoing the Network’s belief system — by embracing the Standards movement. When asked to summarize her views, she responded: “I have worked on education and race all my life, caring most of all about closing the achievement gap between black and white children. We are a long way from closing that gap, which is huge — and unacceptable. I believe the reason we have this gap is not because so many black children are poor, but rather because we don’t teach them at a sufficiently high level. Standards are the first thing we have found that have the power to do this.



They must become an essential part of the answer. My greatest worry, now, is implementing Standards — especially because of the low quality of teachers and teaching in our poorest schools.”

“The Standards movement represents our best hope, our most powerful tool,” argued Lauren Resnick, Director of Pittsburgh’s Learning Research Development Center, Co-founder of New Standards. We need, she added, to move toward what she termed “Effort-Based Education” where students know and can see what is expected of them; where there is fair and credible evaluation of student work; where there is celebration and payoff; where results are fixed and time varies. Our message to all students, Dr. Resnick added, must be: “We expect you can and will learn, and we will arrange things — including the use of time in the school day — to help you do so.”

I WANT OUR KIDS TO BE SMART, TO UNDERSTAND THE VALUE OF ACADEMIC ACHIEVEMENT, AND TO FEEL COMFORTABLE ABOUT BEING BRIGHT.

“Why isn’t this a no-brainer?” asked Jeff Howard, President of the Efficacy Institute, about instituting standards. “We know the skills our young people need in the 21st century to take their place in the international economy and domestic culture. There’s no mystery about this — business knows. This is a standard. It exists and is clear, and you’re either ‘in’ or ‘out’.”

“But let’s get real! A lot of us (liberals) don’t have the faith that all our kids — all of ‘them’ — can do this...can meet high standards and achieve at high levels. This is the crux of the problem.”

“We need a new theory of learning and intelligence. Virtually all our kids have the ability to learn what will be required of them in the 21st century. They can do it.”

“We seek to empower our students — mainly African American and Latino — through achievement and academic strength,” said Michael Johnson, Principal of the

Science Skills High School, in Brooklyn.

“Our communities — the areas our students come from (Beford-Stuyvesent, East New York, Oceanhill-Brownsville) — are under siege...I mean truly under siege! Which means we have to get them ready for the world that is out there. I believe this can only be done through academic rigor — pressing them to work to high standards, and teaching them to pass tests. We teach to the New York State Regents; we introduce the PSATs in 9th Grade; and we have all our students take the SATs twice. Scores count.”

“Nothing is as revolutionary, I learned from Frederick Douglass, as being able to read.”

Coming at empowerment in a different, equally fervent way (in the same panel discussion, set in the Eleanor Roosevelt Room), Harlem’s Thurgood Marshall Academy Co-Director Sandy Johnson emphasized the connection between education and community development:

POOR BLACK AND LATINO KIDS HAVE SUCCEEDED HISTORICALLY, IN MANY PLACES OVER THE YEARS. EXAMPLES OF ACHIEVEMENT ABOUND.

“You cannot build a community without educating its adults as well as its children. Ours is a community/human-building school. We educate and nurture our families as well as our children — in a single school. Our curriculum includes learning to grow socially and personally to handle social change. We try to make clear that you don’t have to leave Harlem (or any low-income black community) to survive and flourish — and that it is entirely possible to create quality education in Harlem. There



may be poverty in Harlem, but there are wondrous strengths as well.”

“We all breathe in the smog of racism” asserted Helen Gym, a gifted teacher at the Lowell Elementary School in Philadelphia, and an impassioned advocate for Asian-American children. “It’s all around us and cannot be avoided.”

“People are terribly afraid of the ‘R’ word,” added Professor Beverly Daniel Tatum from

Wellesley College. “Teachers go to great lengths to avoid the word racism even just in the title of any meeting or workshop. They’re fearful and anxious. To make any progress, we must get beyond this fear, which is pervasive. It’s paralyzing.”

“If the Local Education Funds are going to deal with the issue of race in communities across the country,” Helen Gym said, quite pointedly, “then they must talk about what she termed the ‘real stuff’, as distinct from diversity and multiculturalism. There’s no longer room for avoidance or euphemisms.” To be effective, she added, “you have to locate your community’s struggles.”

In one of the memorable phrases of the Conference, Ms. Gym said of her responsibility as a teacher and community organizer, “I have to prepare my kids to be warriors for justice.” Everyone in the auditorium knew what she meant.

Asa Hilliard observed that many schools across the country had overcome poverty in predominantly African American and Latino communities, challenging the myth of class versus race.

If these models of achievement can be found in pockets throughout the nation — serving as an existence theorem — then they can be matched everywhere. We need, Dr. Hilliard said, to show what can happen when you change practices for student success. We need to share more examples of success, focusing on “what’s right and what works.”

Michelle Woods of Philadelphia’s Urban Education Associates offered what she called a “new vision of urban learners,” aimed at breaking down — mainly racial — stereotypes that threaten low-income children of color. The simple diagram she suggested might be rendered as follows:

CURRENT VIEW	NEW VISION
• STUDENTS ARE DEPRIVED.	• STUDENTS ARE CULTURALLY DIFFERENT.
• MOST STUDENTS ARE FAILING AND ACHIEVE AT LOW LEVELS.	• THE MAJORITY OF STUDENTS HAVE UNRECOGNIZED ABILITIES AND UNDERDEVELOPED POTENTIAL.
• CHILDREN ARE UNMOTIVATED.	• CHILDREN HAVE AN INNATE ABILITY TO BE SELF-MOTIVATED.
• YOUNG PEOPLE ARE AT RISK.	• YOUNG PEOPLE ARE RESILIENT.

The key, Ms. Woods emphasized, is the belief-system you hold and with which you operate. The current view gives you one result, the new vision an altogether different one. Therein lies the struggle in most urban schools.

“VOTE RIGHT. VOTE WHITE.”

This racially charged message appeared on bumper stickers and lawn signs in several parts of Grand Rapids, Michigan during the June, 1996 school board elections, observed



AS ONE PARTICIPANT PUT IT: “IT’S SCARY TO PUT YOUR BELIEF STRUCTURE OUT THERE.”

Toni Spencer Beatty, an at-large board member (one of two African Americans serving on the board). One might not think of a small, central Michigan city as racially conscious or divided, but at its roots, it really is, she said. Few, if any, issues are looked at by the Grand Rapids School Board without viewing them through what she called a “racial lens.”

Atlanta’s School Board President, Aaron Watson, reinforced this view, saying it was always “race first” when matters were analyzed by his board. This is sadly true, he added, even when it comes to highly complex issues that go to the heart of the teaching/learning process. Atlanta, he said, despite its glitzy public image (the Airport, Olympics, Braves, etc.), is the second poorest city in the United States — nowhere more so than in its schools. Amidst this poverty, with a 75-80% African American school population, there are terrible pressures on board members to put race first when considering resource allocation, employment, appointments, and overall educational policy. As a lingering issue, he observed, race stifles creative thought and sound decision-making.

Mr. Watson, a highly successful attorney and thoughtful African American leader, concluded by asserting: “Race is the last great issue that will drag the public schools down — paralyze them — unless we can find more constructive ways to deal it. This is true in Atlanta — and many other places, I suspect.”

Richard Ellmore of Harvard University concurred, adding: “Race is the issue that will make or break public education.”

“There is deep-seated racism throughout our nation,” Dr. Ellmore went on. “We are dealing, unfortunately, with a language of difference — explicit and subterranean. This is

destructive. What we must do is develop what I call the common good of the larger community.”

The local role of education is up for grabs, Dick Ellmore added — with the middle class migrating away from the public schools. Left behind to deal with public education are “the last of the last — the most powerless persons of all.” Here the Local Education Funds have a vitally important role to play. He suggested that they adopt a four-point approach: 1) Enlarging what Ellmore calls the “Shadow of the Future” — the vision of what could be a powerful, long-term quest for improvement. 2) Emphasizing issues that cut across racial and ethnic lines, avoiding obviously divisive matters. 3) Modeling diversity in their own process of making decisions and operating. And, 4) Focusing — especially through the Standards movement — on student performance, which is, as he put it, “all about what this is all about.”

The first day’s “Reflection session” was freewheeling, unstructured, rich in content, richer still in the range and intensity of emotions it evoked.

People spoke, as if off-the-record, from deep within.

And it was, although the sixty or so people in the room (about four-fifths being African American), most of whom didn’t know one another, established an atmosphere of trust.

In this “protected” setting, both race and racism were interchangeably discussed, sometimes in a raw, colloquial manner. Several whites expressed discomfort — about the tenor of the whole conference, about the inference that parts of the Network could be racist. Most of all, people talked about themselves and their experiences in distinctly personal terms — about their sons and daughters, grandchildren, trips they had taken into hostile territory, slights they had repeatedly experienced, places of fear. A lot of attention was focused on what one person called the “little things” that people do — to provide comfort, or to cause severe hurt.

Here the focus was primarily on what it means to be Black in America — in personal, rather

than institutional or abstract, terms. “You’ve got,” said one black participant to those white people in the (crowded) room, to “deprivatize your club — open it up and expand it.” “The only way we can all come together,” said another person, “is when the playing field we all operate on is made level.”

There was within the group a sense of relief — to be able to converse outside the organized sessions, just to have the opportunity to talk together!

RACE HAS ALWAYS BEEN AN IMPENETRABLE BOUNDARY. BLACKS HAVE NEVER BEEN AN INTEGRAL PART OF OUR COUNTRY’S IMAGINED COMMUNITY. THEIR ‘INVISIBILITY’ HAS PRECLUDED THIS.

Several persons spoke of their joy at the greater diversity within the larger conference group — a profound and significant change from earlier years, they said.

The conversation drifted to the Local Education Funds as it drew, naturally, to a close. Of the Public Education Network, the group seemed to coalesce — analytically, calmly, without alarm — around the notion, voiced by one participant, that, “like everyone else, we are locked in our own struggles.”

The final session of the conference — historical, reflective, analytical, profoundly sad — might well have served as its beginning.

In his closing remarks, Eric Foner, Professor of American History at Columbia University, spoke of the defining and transcendent power of the “institution of slavery” — particularly its exclusionary dimension in America’s definition of nationhood. “Blacks,” Dr. Foner asserted, “were rendered invisible in our society. When our founders penned the opening words of the Constitution, ‘We the People,’ they didn’t mean, or include, African Americans, even if they had their freedom. They were regarded as, and called “other persons.”

History, Dr. Foner added, isn’t, as we’ve been taught, continually, or even largely, progressive. While Black Americans have made great strides in recent decades — and led the



fight for expanded civil rights affecting everyone — they have, since World War II, been impeded by what he termed “dire second-class citizenship.”

While many groups have had to struggle to survive, prosper and enjoy full citizenship in the United States, Dr. Foner observed, the plight of African Americans has been, and remains, the most complex and difficult of all, precisely because of their history — coming to these shores, involuntarily, as slaves.

There is no single, elegant way to pull these several strands of conversation and searching together. The only sound conclusion to draw is that the Public Education Network, convened in seminar, took on the issue of Education and Race and dealt with it honestly, openly, creatively, and in good faith. For the Network — and for all those who joined together at this gathering — the 1996 Annual Conference served as a beginning. This effort, which some approached with trepidation, called up, and shed light on an issue most of us seek to avoid. In doing so, it modeled public engagement — with all its messiness and complexities.

No one “got it right,” entirely on their own. The heroic effort in this case — we regard it as such — was made by the group, the assemblage, the striving-to-be community. The ensemble is what impressed us.

Our hope is twofold: first, that people along the Network will remain consciously focused on this issue; second, that Local Education Funds will sponsor forums, large and small, that mirror and build on the Annual Conference experience. This beginning will be valuable only if it can be extended, inventively and with courage.

We do — emphatically, without equivocation — see a powerful connection between race and education. After the Annual Conference, this point seems unarguable.

The time for our Network to act is now. We’d best listen to the moderate voice of Carl T. Rowan who, in [The Coming Race War In America: A Wake-up Call](#) (1996), writes:

I SEE SO MANY VIOLENT HARBINGERS OF A LARGER, UTTERLY TRAGIC CONFLICT THAT I AM LOATH TO EXPRESS MY FEARS TO AMERICANS WHOSE HEARTS AND MINDS ARE NUMBED TO THE REALITY OF WHAT IS HAPPENING IN AMERICA. BUT I AM TOO LATE IN MY BLESSED JOURNALISM CAREER TO BEGIN HIDING UNPALATABLE TRUTHS FROM MY READERS.

THE SO-CALLED AMERICAN MELTING POT HAS BECOME A TINDERBOX THAT SEEMS READY TO EXPLODE. BEFORE THE END OF THIS CENTURY, THIS COUNTRY SEEMS DESTINED TO LOOK MORE LIKE THE SOUTH AFRICA OF A DECADE AGO THAN ANY DREAM OF RACIAL AND ETHNIC TRANQUILITY. THAT IS, UNLESS BRAVE AND WISE PEOPLE MOVE BOLDLY AND QUICKLY TO HALT THE SPREAD OF RACIAL POLARIZATION AND VIOLENT BIGOTRY IN EVERY NOOK AND CRANNY OF THIS LAND.

Of brave and wise people — those of uncommon courage and faith — James Weldon Johnson wrote:

O BLACK AND UNKNOWN BARDS OF LONG AGO, HOW CAME YOUR LIPS TO TOUCH THE SACRED FIRE?

HEART OF WHAT SLAVE Poured OUT SUCH MELODY AS “STEAL AWAY TO JESUS”? ON ITS STRAINS HIS SPIRIT MUST HAVE NIGHTLY FLOATED FREE, THOUGH STILL ABOUT HIS HANDS HE FELT HIS CHAINS. WHO HEARD GREAT “JORDAN ROLL”? WHOSE STARWARD EYE SAW CHARIOT “SWING LOW”? AND WHO WAS HE THAT BREATHED THAT COMFORTING MELODIC SIGH, “NOBODY KNOWS DE TROUBLE I SEE”?



PUBLIC EDUCATION NETWORK

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REPORT OF INDEPENDENT AUDITORS

To the Board of Directors
 Public Education Network

We have audited the accompanying statements of financial position of the Public Education Network, Inc. as of December 31, 1996 and 1995 and the related statements of activities, functional expenses and cash flows for the years then ended. These financial statements are the responsibility of Public Education Network, Inc.'s management. Our responsibility is to express an opinion of these financial statements based on our audits.

We conducted our audits in accordance with generally accepted auditing standards. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Public Education Network, Inc. as of December 31, 1996 and 1995 and the changes in its net assets and its cash flows for the years then ended in conformity with generally accepted accounting principles.

Washington, DC
 February 20, 1997

Certified Public Accountants & Consultants

STATEMENTS OF FINANCIAL POSITION

<i>December 31,</i>	<i>1996</i>	<i>1995</i>
Assets		
Current Assets		
Cash and cash equivalents	\$ 587,058	\$ 876,305
Accounts receivable	23,897	18,510
Prepaid expenses	37,897	9,337
Unconditional promises to give, current portion	769,729	1,555,706
Total Current Assets	1,418,581	2,459,858
Fixed Assets		
Office equipment	100,907	98,023
Computer equipment	139,252	113,475
Leasehold improvements	10,539	10,539
Property held under capital lease	15,584	
	266,282	222,037
Less allowance for depreciation	166,673	122,810
Total Fixed Assets	99,609	99,227
Deposits	60,474	12,675
Unconditional Promises to Give , less current portion		238,095
Total Assets	\$1,578,664	\$2,809,855
Liabilities and Net Assets		
Current Liabilities		
Accounts payable	\$ 282,056	\$ 356,819
Accrued expenses	40,771	32,839
Obligation under capital lease, current portion	2,560	
Total Current Liabilities	325,387	389,658
Obligation under capital lease, net of current portion	11,498	
Total Liabilities	336,885	389,658
Net Assets		
Unrestricted	139,347	271,971
Temporarily restricted	1,102,432	2,148,226
Total Net Assets	1,241,779	2,420,197
Total Liabilities and Net Assets	\$1,578,664	\$2,809,855

*Due to printing limitations, the accompanying footnotes are not presented.
A full financial statement is available by contacting the Public Education Network.*

<i>For the Years Ended December 31,</i>	<i>1996</i>		
	Unrestricted	Temporarily Restricted	Total
Revenue			
Foundation grants	\$ 4,053	\$ 1,868,821	\$ 1,872,874
Member dues	99,525		99,525
Corporate associates	92,376		92,376
Conferences and institutes	78,350		78,350
Investment income	18,900		18,900
Miscellaneous	3,472		3,472
Satisfaction of program restrictions	2,914,615	(2,914,615)	
Total Revenue	3,211,291	(1,045,794)	2,165,497
Expenses			
Program services	3,046,772		3,046,772
Management and general	283,168		283,168
Fundraising	13,975		13,975
Total Expenses	3,343,915		3,343,915
Increase (Decrease) in Net Assets	(132,624)	(1,045,794)	(1,178,418)
Net Assets, Beginning of Year	271,971	2,148,226	2,420,197
Net Assets, End of Year	\$ 139,347	\$ 1,102,432	\$ 1,241,779

STATEMENTS OF ACTIVITIES

1995

	Unrestricted	Temporarily Restricted	Total
Revenue			
Foundation grants	\$ 100,000	\$ 1,642,847	\$ 1,742,847
Member dues	110,000		110,000
Corporate associates	58,000		58,000
Conferences and institutes	69,925		69,925
Investment income	43,836		43,836
Miscellaneous	1,785		1,785
Satisfaction of program restrictions	2,934,317	(2,934,317)	
Total Revenue	3,317,863	(1,291,470)	2,026,393
Expenses			
Program services	3,006,284		3,006,284
Management and general	277,643		277,643
Fundraising	2,934		2,934
Total Expenses	3,286,861		3,286,861
Increase (Decrease) in Net Assets	31,002	(1,291,470)	(1,260,468)
Net Assets, Beginning of Year	240,969	3,439,696	3,680,665
Net Assets, End of Year	\$ 271,971	\$ 2,148,226	\$ 2,420,197

STATEMENTS OF CASH FLOWS

For the Years Ended December 31,

1996

1995

Cash Flows from Operating Activities		
Decrease in net assets	\$(1,178,418)	\$(1,260,468)
Adjustments to reconcile decrease in net assets to net cash provided by (used in) operations:		
Depreciation and amortization	43,863	42,155
(Increase) decrease in:		
Accounts receivable	(5,387)	(2,831)
Prepaid expenses	(28,560)	14,858
Deposits	(47,799)	
Unconditional promises to give	1,024,072	1,040,273
Increase (decrease) in:		
Accounts payable	(74,763)	295,300
Deferred revenue		(1,350)
Accrued expenses	7,932	7,178
Net Cash Provided by (Used in) Operating Activities	(259,060)	135,115
Cash Flows from Investing Activities		
Acquisition of equipment	(28,661)	(31,859)
Net Cash Used in Investing Activities	(28,661)	(31,859)
Cash Flows from Financing Activities		
Principal payments under capital lease	(1,526)	
Net Cash Used in Financing Activities	(1,526)	-0-
Net Increase/(Decrease) in Cash and Cash Equivalents	(289,247)	103,256
Cash and Cash Equivalents, Beginning of Year	876,305	773,049
Cash and Cash Equivalents End of Year	\$ 587,058	\$ 876,305

THE WORK OF THE PUBLIC EDUCATION NETWORK IN SCHOOL REFORM

The goal of the Public Education Network (PEN) is to ensure the availability of high-quality public education to every child in America, particularly the disadvantaged. The achievement of that goal is dependent upon public support for substantial structural changes at every level in the nation's public schools. This includes equalizing school financing, overhauling curriculum and assessment practices, ensuring authority and decision-making at the school level, providing professional development for teachers, offering comprehensive social services, and building relationships between schools and their communities.



The Importance of Community-Based Organizations Public Education Network is a national network of member Local Education Funds (LEFs). LEFs are not-for-profit, independent community-based organizations engaging the support of their communities for public education. The primary work of LEFs is to build communities that are strong enough, and powerful enough, to hold schools accountable for high expectations and quality public education. Only then will young people, especially those living in low-income communities, be prepared for further education, work, and citizenship. * LEFs are unique in that they work with public school systems that serve a significant population of disadvantaged students, are independent from their school systems, are focused on the improvement of the school system as a whole, and are committed to building public support for high-quality public education. * Together, PEN and LEFs are highly effective catalysts for systemic education reform, and their long-term successes and solid achievements are impressive. The lessons and best practices of LEFs are shared across the PEN membership. Today, LEFs in 27 states and the District of Columbia work to improve public education for almost 5 million K-12 students across the country. The work of LEFs nationwide impacts over 6000 schools in 221 school districts.

The Network's Role PEN provides valuable information, technical assistance, and member services that build the capacity of LEFs and others to engage citizens in public school reform. PEN believes that informing and organizing community activists—businesses, parents, churches, concerned citizens, and community leaders—is the primary means of enabling communities to work together to build high-quality systems that serve all children at high levels. * PEN's approach is built upon the understanding that change agents need information; colleagues with whom to share strategies and struggles; and opportunities to practice the work of school reform.

To these ends, PEN works to develop and implement assistance in the following areas:

- **Information Sharing**—PEN produces publications, coordinates a national information clearinghouse, convenes conference calls, and uses technology to share lessons learned and best practices.
- **Networking**—PEN's new Regional Assistance Plan provides learning events through regional meetings, the annual conference, and executive leadership and board member retreats.
- **Local Practice**—Systemic school reform policy initiatives, supported by corporations, foundations and federal agencies (like the DeWitt Wallace-Reader's Digest National Library Power Program and the Comprehensive School Health Initiative) provide technical assistance and hands-on learning opportunities.

PEN's approach targets each of the skill areas needed to be an effective catalyst for systemic education reform. In addition, PEN's approach is integrated, combining a variety of strategies. Ultimately, PEN's assistance package is centered on the recognition that LEFs are most effective when they grow together and stay connected. * The reach of PEN is impressive and growing rapidly. PEN plays a critical role in ensuring that our communities set the standard high and provide the resources and support to ensure that high-quality public schools, the foundation of a democratic and civil society, become a reality for all of America's children.

NETWORK MEMBERS

Arizona
Educational
Enrichment Foundation
Tucson, AZ

California
Los Angeles
Educational Partnership
Los Angeles, CA

Marcus A. Foster
Educational Institute
Oakland, CA

San Francisco
Education Fund
San Francisco, CA

Colorado
Public Education
& Business Coalition
Denver, CO

Connecticut
Bridgeport Public
Education Fund
Bridgeport, CT

New Haven Public
Education Fund, Inc.
New Haven, CT

District of Columbia
Washington Parent
Group Fund
Washington, D.C.

Florida
Dade Public
Education Fund
Miami, FL

Georgia
APPLE Corps, Inc.,
Atlanta, GA

Dalton Education
Foundation, Inc.
Dalton, GA

Indiana
Allen County Local
Education Fund
Fort Wayne, IN

Indianapolis Public
Schools Education
Foundation
Indianapolis, IN

Kentucky
Forward in the Fifth
Berea, KY

Louisiana
Academic Distinction
Fund
Baton Rouge, LA

Metropolitan Area
Committee
Education Fund
New Orleans, LA

Maryland
Fund for Educational
Excellence
Baltimore, MD

Massachusetts
The Boston Plan for
Excellence in
the Public Schools
Boston, MA

Cambridge Partnership
for Public Education
Cambridge, MA

Lynn Business/Education
Foundation
Lynn, MA

Mary Lyon Education
Fund, Inc.
Shelburne Falls, MA

Alliance for Education
Worcester, MA

Michigan
Flint Classroom
Support Fund
Flint, MI

Grand Rapids Public
Education Fund
Grand Rapids, MI

Kalamazoo Public
Education Foundation
Kalamazoo, MI

Minnesota
St. Paul Public
Education Fund
St. Paul, MN

Mississippi
Hattiesburg Area
Education Foundation
Hattiesburg, MS

Nebraska
Lincoln Public
Schools Foundation
Lincoln, NE

New Jersey
Paterson Education
Foundation, Inc.
Paterson, NJ

New York
New Visions
for Public Schools
New York, NY

North Carolina
Chapel Hill-Carrboro
Public School
Foundation
Chapel Hill, NC

Charlotte-Mecklenburg
Education Foundation
Charlotte, N.C.

Durham Public
Education Network
Durham, NC

Wake Education
Partnership
Raleigh, NC

Ohio
Cleveland Education
Fund
Cleveland, OH

Cleveland Initiative for
Education
Cleveland, OH

Summit Education
Partnership Foundation
Akron, OH

Oregon
Portland Public
Schools Foundation
Portland, OR

Pennsylvania
Mon Valley Education
Consortium
McKeesport, PA

Philadelphia
Education Fund
Philadelphia, PA

Rhode Island
Public Education Fund
Providence, RI

South Carolina
Alliance for Quality
Education
Greenville, SC

Tennessee
Public Education
Foundation
Chattanooga, TN

Metropolitan Nashville
Public Education
Foundation
Nashville, TN

Partners in Public
Education (PIPE)
Memphis, TN

Utah
Utah Public Education
Foundation
Salt Lake City, UT

West Virginia
West Virginia
Education Fund
Charleston, WV





WHEN I LEAVE THIS WORLD,

I CAN'T TAKE NOTHING AWAY FROM
HERE. I'M OLD AND I WON'T LIVE
ALWAYS — THAT'S WHY I GAVE THE
MONEY TO THE SCHOOL AND PUT MY
AFFAIRS IN ORDER. I PLANNED IT AND
I AM PROUD OF IT. I AM PROUD THAT
I WORKED HARD AND THAT MY
MONEY WILL HELP YOUNG PEOPLE
WHO HAVE WORKED HARD TO
DESERVE IT. I'M PROUD THAT I AM
LEAVING SOMETHING POSITIVE IN
THIS WORLD. MY ONLY REGRET IS
THAT I DIDN'T HAVE MORE TO GIVE.

— OSEOLA MCCARTY

Oseola McCarty is the recipient of several national and international awards, including the nation's second-highest civilian honor, the Presidential Citizen's Medal; the Wallenberg Humanitarian Award; the Avicenna Medal from UNESCO; and an honorary doctorate of humane letters from Harvard University. In 1995 she was featured as one of Barbara Walters' 10 Most Fascinating People. In 1996, Ms. McCarty was the recipient of PEN's "Crossing the River Jordan" Award. She lives in Hattiesburg, Mississippi.

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