

BIRMINGHAM EDUCATION FOUNDATION

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9.75 x 7.5 inch 48 sheets  
(24.76 cm x 19.05 cm)

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**F.I.T.B. Initiative**

MADE IN BIRMINGHAM



**Ed**

# CLASS SCHEDULE

DATE \_\_\_\_\_

NAME \_\_\_\_\_ SCHOOL \_\_\_\_\_

ADDRESS \_\_\_\_\_

PERIOD	MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
	SUBJECT	RM.	SUBJECT	RM.	SUBJECT	RM.	SUBJECT	RM.	SUBJECT	RM.
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**START WITH THESE THOUGHTS:**

**We love our children.**

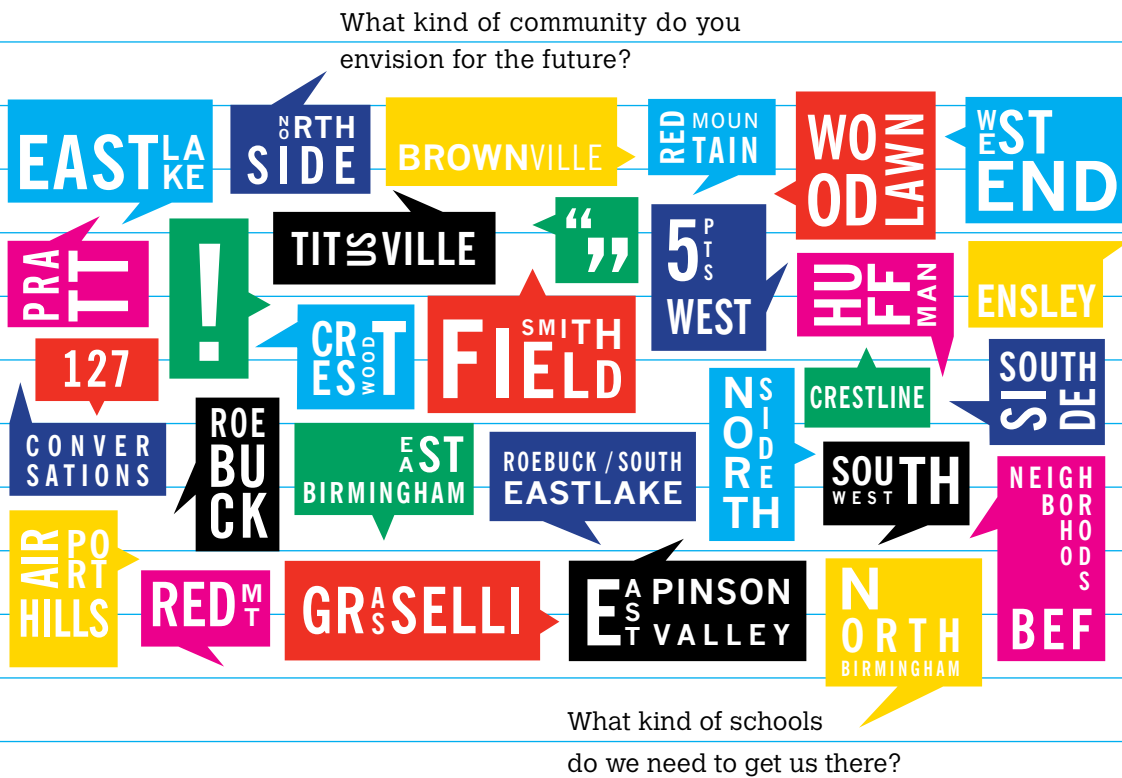
**We believe in our children.**

You see, the children of Birmingham grow up to be the citizens of Birmingham. They become our leaders, our supervisors, our managers, our business owners, our workers – our people. And they deserve every possible opportunity to be what they dream of becoming. So start with those thoughts and don't waiver from them.

Thank you for taking part of your time to consider giving Ed a hand. We'll introduce you to Ed in a bit. But first, a history lesson.



# A demand for change



IN JULY OF 2007, the Community Foundation of Greater Birmingham, with loaned executives Karen Rolon of the Community Foundation of Greater Birmingham and Gary Grooms from Alabama Power Company, undertook the challenge of reaching out to Birmingham communities served by the Birmingham City Schools (BCS).

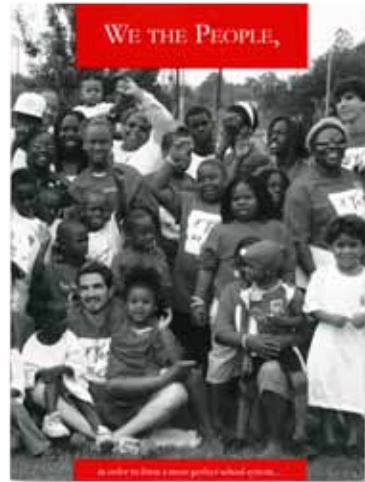
Through a visioning process, they sought to understand and give voice to the problems these communities face, particularly as they relate to the school system. Ruffner Page of McWane, Inc. and Elaine Jackson of the Urban League chaired the leadership team spearheading the effort. They divided the effort geographically into six sectors, led by champions: Lawrence Conaway, Alma Dennis, Charlie Faulkner, Elaine Jackson, Lee Loder, Leona Payne, and Ken Smith. The initiative began with the champions hosting a series of public meetings called Community Conversations. Cognizant of the interdependence of communities and schools, the meetings sought to understand the needs of both.

These well-attended Community Conversations gathered momentum more quickly than anybody could have imagined. Fueled by the need to be heard and a desire to improve their school system, a broad-based support system coalesced. Citizens of Birmingham – educators, parents, grandparents, caregivers, business leaders, community and civic organization leaders, the faith community, the philanthropic community, elected officials and administrators of the school system – all came together, all motivated by a

single compelling thought about improving our schools and improving student achievement: *Yes We Can! Birmingham*. For the students' sake and for the communities' sake.

It's important to note that *Yes We Can! Birmingham* formed with the full knowledge and support of Birmingham school officials. The organization followed a proven model: the *Yes We Can! Coalition* from Mobile, Alabama. It focused first on listening to the citizens of Birmingham, and then creating a unified vision for the schools that would assure that what the people of Birmingham spoke about – their vision, their hopes and dreams for the children of our city – could become a reality.

More than 127 Community Conversations took place across the city in 2008. Groups met in homes, churches, community centers, parks and workplaces in every part of Birmingham, including every neighborhood in the city's 23 communities. Six of these conversations were conducted in Spanish. More than 2,000 citizens spoke their minds at the meetings. Others shared their dreams one-on-one in "Clipboard Conversations" conducted at community events. Still others responded to radio call-in shows in Spanish and English. The *Yes We Can! Birmingham* website offered visitors the opportunity to respond to two key questions: "What kind of community do you envision for the future?" and "What kind of schools do we need to get us there?" The people of Birmingham spoke. Loudly and clearly.



# NE

# Clear Voice

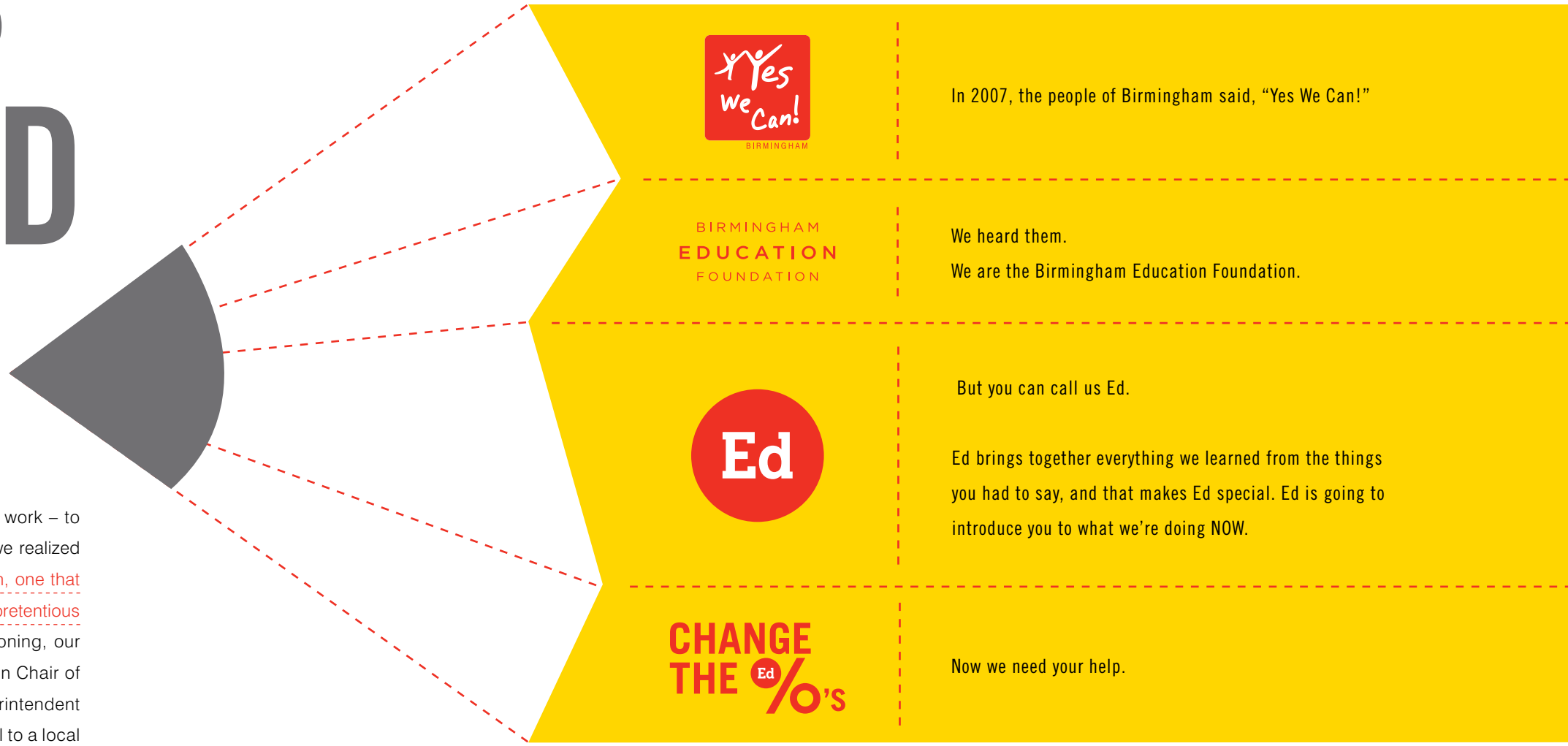
23 Communities	127 Community Conversations (Seis en español)	2,000+ Birmingham citizens	1 Community Agreement
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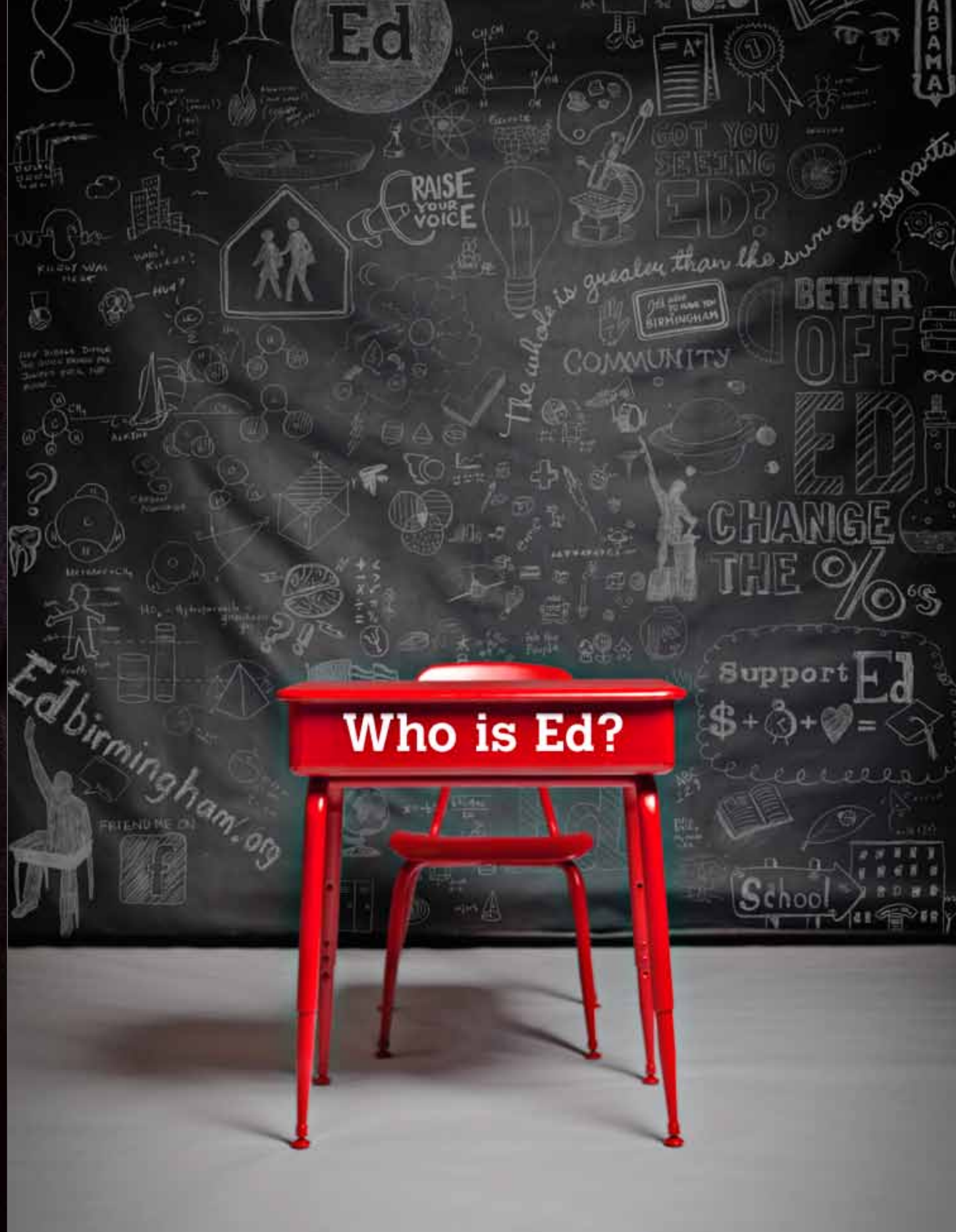
IN 2008, AS A RESULT of the many conversations, the people of Birmingham reached a new Community Agreement to improve the Birmingham City Schools. The Community Agreement came from the chorus of some 2,000 people all across Birmingham, who stood up and raised their voices about what they wanted for our schools and for our city. The agreement aggregates common threads, themes and recommendations – dreams that were widely heard during the Community Conversations. The Board of Education accepted the Community Agreement as part of their strategic plan for 2009 – 2012.

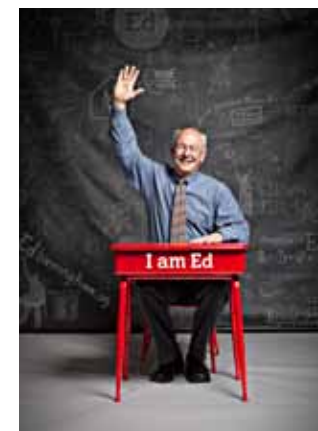
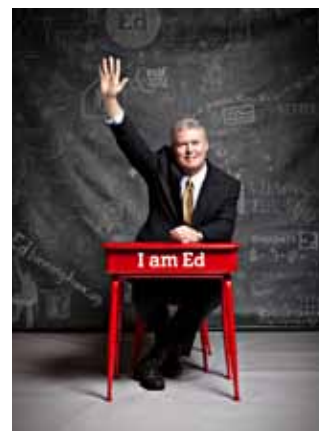
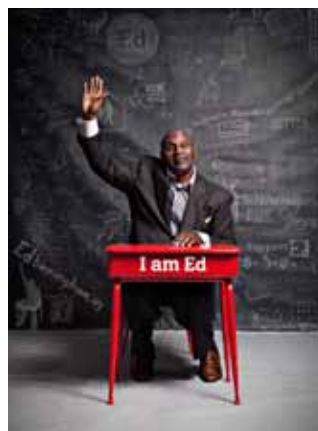
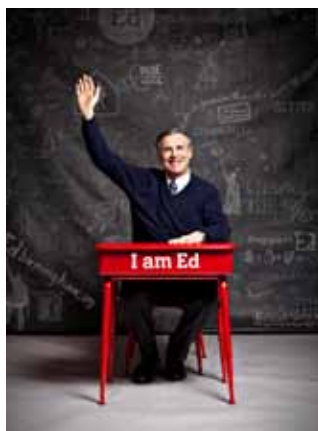
Chief among the items in the Community Agreement was the call for a non-profit organization that would support the Birmingham City Schools and keep citizens engaged in the future of Birmingham's children and in the school system. In response to this call, the Birmingham Education Foundation (BEF) was established as an independent 501(c)(3) in 2009. As a separate entity from the Birmingham Board of Education and the Birmingham City School system, we are able to be the voice of the community, to forge relationships between the school system and business and community leaders, and to provide financial support to the educational process. We don't just invest in the school system. We invest in the success of every student.

# SO, WHO'S THIS ED GUY?

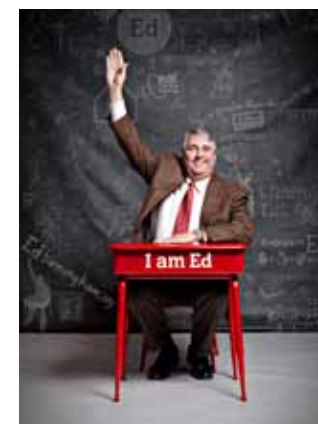
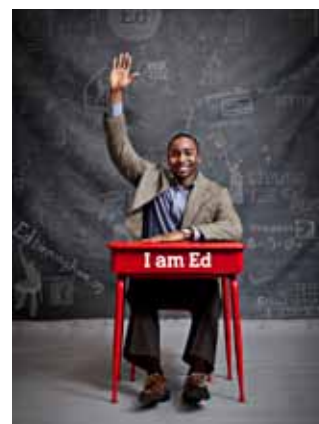
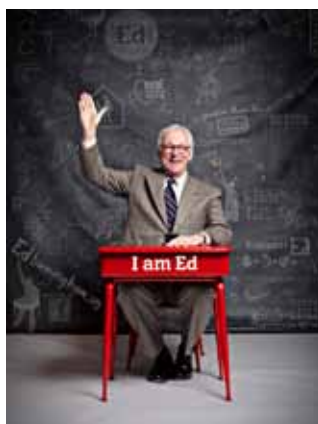
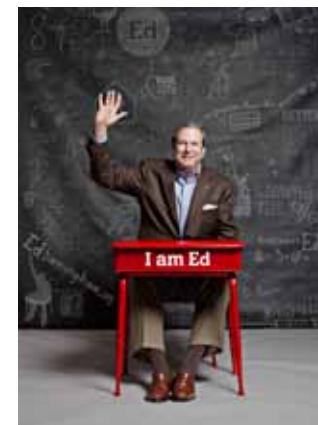
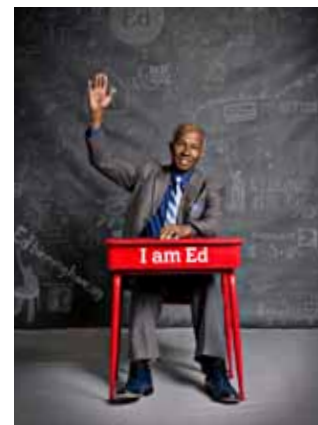
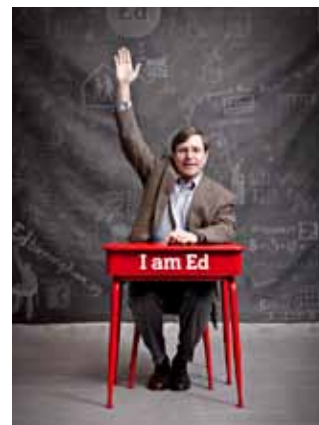
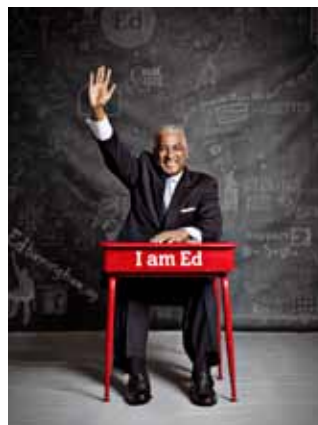
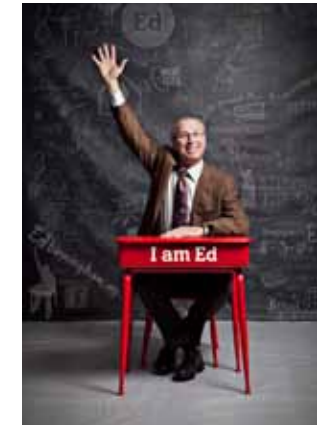
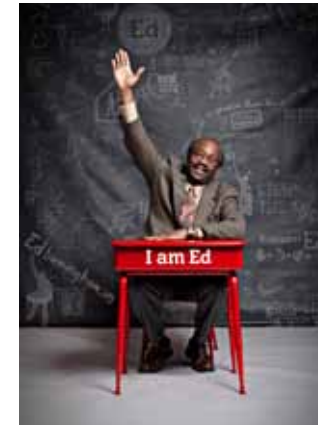
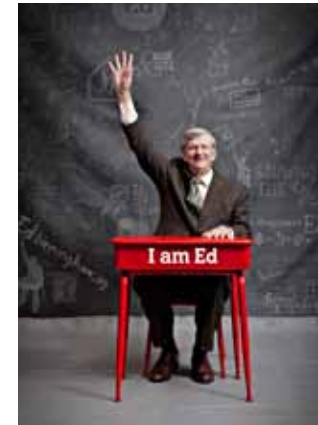
WE DRAFTED a comprehensive plan to guide our work – to help Birmingham’s children. As part of that plan, we realized we needed to work on an image for the foundation, one that would connect with people in a very human, non-pretentious and straightforward way. In 2010, Dr. Michael Froning, our executive director, along with Fred McCallum, then Chair of the BEF board, and Dr. Craig Witherspoon, Superintendent of Birmingham City Schools, submitted a proposal to a local brand development agency, Cayenne Creative, as part of Cayenne’s Fire in the Belly Initiative – an effort that selects a single entity to help pro-bono each year. From a group of more than 30 applicants, Cayenne chose to work with us.







**We are all Ed.**  
 We are raising our hands, claiming responsibility  
 for the children of Birmingham City Schools.  
 And we need your help.



## **WHERE DO WE GO FROM HERE?:**


### **Ed: Straightforward. Straight ahead.**

We hit the starting gate with eyes open and a clear understanding of our mission: to bring the voice of the community to Birmingham City Schools' (BCS) leadership, and to work with that leadership to provide a range of support to allow the system to fulfill its mission and vision. We approach this mission with the vision that the children of Birmingham will be fully prepared for success in their work and life. One overarching commitment informs all of Ed's efforts: complete transparency. Our style is straightforward, direct, substantial and candid.

Successful urban school systems are a national imperative. Nationwide, these systems have serious struggles. Birmingham is no exception. The BCS has had its problems in the past. Big ones. But the stars of change are aligning. Birmingham is extremely fortunate to have Superintendent Witherspoon at the helm. He is doing all of the things necessary to right the ship. The Birmingham School Board has been very supportive. The city, community and corporate leaders are ready to help. And Ed has a plan.



Effective principals and teachers account for **NEARLY 60%** of a student's ability to succeed.

 **86%** of the general public believes **SUPPORT FROM PARENTS** is the most important way to improve schools.

America's high school graduation rate ranks **19TH IN THE WORLD.** (Forty years ago, we were number one.)



### HIGH SCHOOL DROPOUTS ARE:

- **8x more likely to go to prison**
- 50% less likely to vote
- **Not eligible for 90% of new jobs**
- Earn less than half as college grads



**6,666 kids drop out** of high school every school day in the U.S.

### STUDENTS WHO TAKE AP CLASSES:

- Are more likely to go to college
- Are more likely to be student leaders
- **Save money by earning credit for college courses with passing AP test scores**



College grads out-earn high school grads by **73%** in a lifetime.

**PARENTAL INVOLVEMENT > SOCIOECONOMIC STATUS** when it comes to a student's school performance



Students taught by an ineffective teacher make **2.5 - 3.5 fewer months' worth of academic progress** in a year than they would with an average teacher.



Schools with high levels of outreach to parents **improve test scores by 40%**

Regular parent involvement at home increases student achievement at a rate equal to \$1,000 increase in per-pupil spending.



Students with high performing teachers progressed **3x as fast** as those with low performing teachers.

**AN EFFECTIVE TEACHER** is the most important factor in boosting achievement...



...more important than class size, dollars spent per student or quality of materials.



**OVER 85%** of colleges and universities said AP scores have favorable impact on a student's admission.

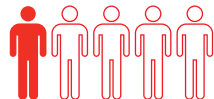
**11 - 16 YEAR OLDS** WITH **INVOLVED PARENTS** PROGRESS

**15% FARTHER** IN READING AND MATH

**1 OUT OF 3 PARENTS** have trouble reading a children's book



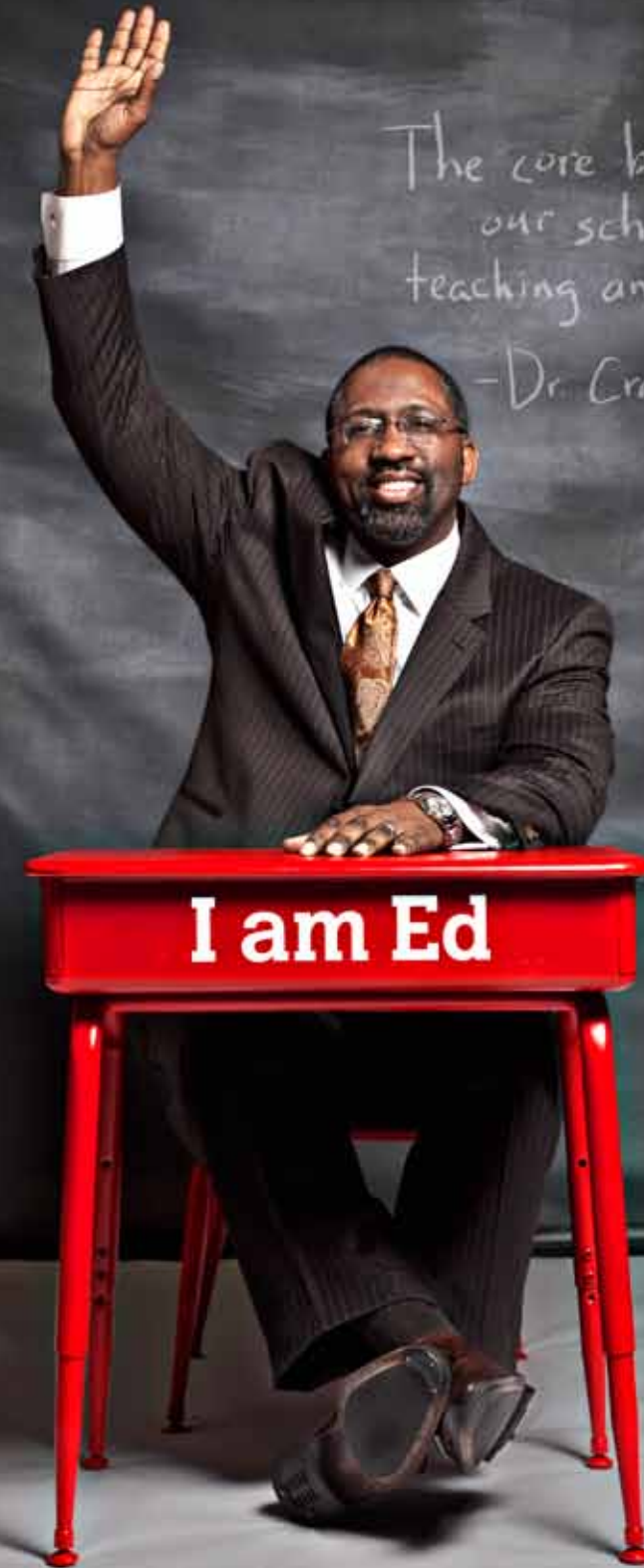
**1 OUT OF 5 PARENTS** have trouble understanding and recognizing numbers



**3 OUT OF 4 PARENTS** want to be more involved in their child's education



**HALF** of death row inmates are high school dropouts.



# A Plan for Transformation

ED HAS IDENTIFIED four key areas or strands where significant change will result in improvement – large, significant, visible improvement – the sort of improvement that transforms a community on a fundamental level. Each strand is interwoven and as a whole supports the ultimate goal of every student graduating, prepared to enter the workforce or college. Progress toward that goal will begin with a graduation rate that increases from 65% to 70% by 2013, and then to 80% by 2016.



1

First, Ed is working with the school system to create a program to involve parents and families more deeply in the academic success of their children, recognizing full well that the good habits and attitudes that make good students start early, and in the home.



2

Second, Ed is supporting the creation of career academies within the schools so that all students have a clear path for becoming a contributing member of our society whether or not they choose to attend college immediately after high school.



3

Third, Ed is helping to develop a multi-point program of professional development for principals, assistant principals and teams of teacher-leaders that emphasizes a data-based science of management as well as the visionary art of instructional leadership.



4

Also, Ed is assisting in systemic curriculum changes to better prepare BCS students for Advance Placement classes once they reach high school that will help them compete in a world that might otherwise leave them behind.

STRAND 1: Birmingham Parent University

# Education starts at home.

1



## WHAT RESEARCH SAYS

- + “When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more.” *(Report from the Southwest Educational Development Laboratory)*
- + Parent Involvement leads to improved educational performance, fosters better student classroom behavior, and improves attendance. *(Fan & Chen, 2001; Epstein, et al, 2002)*

## CURRENT SITUATION

Currently the BCS Family Involvement (FI) Department oversees the district’s parental involvement initiatives. The FI Department works with schools to ensure each school has scheduled parenting workshops, acts in an advisory capacity, and provides resources to man these workshops at the schools. During the 2009/2010 school year, the FI Department held 22 district workshops with 1,037 participants. Additionally, they held 22 enrichment sessions with 191 participants. They also operate a no-cost family resource center at the Davis Center for parents. The Birmingham Council of PTAs provides training to local PTA officers. The local school PTAs, PTSAs, and PTOs hold monthly meetings and fundraisers.

## THE PLAN

Ed is helping BCS implement a dramatic restructuring of its parent/family involvement strategy by using best practice strategies from Charlotte (NC) and Dade County (FL) schools. **The Birmingham Parent University (BPU) will assist parents and families to support their children’s academic success through dynamic activities, resources, and courses delivered in multiple formats.** A representative Advisory Committee featuring parent members will advise BPU staff as they develop and deliver content in five focus areas:

- + Parental growth and development
- + Health and wellness
- + Learning at home
- + Volunteering training
- + Collaborating with the community

In addition to traditional classroom settings, content will be delivered through digital, mobile and social media resources using existing community school sites and new community-based locations.

## OBJECTIVES

- + **Empower parents to raise confident, educated children**
- + Provide parents with information about supporting their children’s academic opportunities and challenges
- + Provide parents with information and activities to build healthy family lifestyles – physically and emotionally
- + Provide parents with opportunities for their own personal and professional growth to help them become the most effective advocates for their children

## EVIDENCE OF SUCCESS

- + Parent Participation and attendance will increase 15% annually
- + 80% of parent ratings of activities will be good or excellent

## EXPECTED OUTCOMES

- + Parents and families will become more involved in students’ education
- + **Students will earn better grades, score higher on standardized tests, have better attendance records and show more positive attitudes towards school; there will be a demonstrable partnership between Ed, the BCS and the Birmingham Council of PTAs**

## BUDGET

Ed’s three-year goal is \$477,600 to supplement existing BCS parent involvement funding provided by Title I and other sources. Specific funds will be used to hire a full-time, trained parent coordinator specific to the BPU, and to support an ongoing communications plan that can inform parents and others in the community of what offerings are available and how to access them.

STRAND 2: College and Career Focused  
High Schools

**Every  
student  
deserves  
a future.**

2



## WHAT RESEARCH SAYS

- + “Eight years after expected high school graduation, participation in a career academy increased...employment rates and earnings without reducing the chances of going to college ...”  
*(MDRC, formerly Manpower Demonstration Research Corporation, 2008)*
- + More than 90% of NAF students graduate from high school – compared to 50% in the urban areas where most NAF Academies are located. *(National Academies Foundation internal data)*

## CURRENT SITUATION

The dropout rate in its high schools has been cited as one of Birmingham’s greatest challenges for progress. **BCS wants to address the challenge by refocusing its high schools around college and career themes so students have a solid understanding of the core academic subjects and develop specific skills to solve problems, make decisions, and be prepared for responsible citizenship and productive employment in our nation’s modern economy.** Currently, insufficient resources are committed to college and career counseling and mentoring. BCS has some career-focused programs at a few high schools. For example, the cosmetology program at Jackson-Olin, building trades at Huffman, culinary at Wenonah, health sciences at Carver and a computer animation program at Carver. These programs are skill oriented versus being built on a college-bound model. BCS needs to increase the number of students in these and other existing programs, but more specifically needs to increase the number of students who graduate with the industry standard entry-level certifications. Alignment with workforce development needs in the region, do not yet fully reflect the Birmingham Business Alliance (BBA) Blueprint studies.

## THE PLAN

**Ed is working with BCS toward a new vision of career preparedness by supporting the founding of career academies in its high schools using themed models from the National Academy Foundation (<http://naf.org/>) and the International Baccalaureate (<http://www.ibo.org/>) models.** These academies of approximately 400 students offer students better opportunities to focus their schoolwork on a career theme chosen from among those identified by the Birmingham Business Alliance Blueprint as either a current workforce area of strength or an emerging area of emphasis.

Academies developed for implementation in August 2011 include:

- + Academy of Engineering educates students on the principles of engineering and provides content in the fields of electronics, biotech, aerospace, civil engineering and architecture. (Carver)
- + Academy of Health Science introduces medical fields, anatomy & physiology, human body structures and functions, therapeutic services, and foundations of health science. (Carver & Jackson Olin)

- + Academy of Architecture, Design & Construction allows students to learn about either drafting design technology or building construction. (Huffman)
- + Academy of Urban Educators offers students interested in the teaching profession opportunities to take teaching courses and will require an education and training internship. (Parker)
- + Academy of Hospitality & Tourism charts career paths in hotel management, sports entertainment, event management and includes study of geography, economics, and world cultures. (Wenonah)
- + Academy of Finance connects to careers in financial services with courses in banking, credit, financial planning, international finance, securities, insurance, accounting and economics. (Woodlawn)

**In addition to the career-focused academies, BCS will use a comprehensive approach of expanded curricula and an infusion of modern technology to prepare students for college and work, including dual enrollment partnerships with the community and 4-year colleges.** A Teachers-as-Advisors program will provide additional guidance for students as they develop their programs of study for an academic or career/tech diploma that will prepare them for college or employment. Increasing the number of students who graduate with the industry standard entry-level certifications and creating high schools that students want to go to are key strategies for Ed and BCS. BCS is also developing a K-12 International Baccalaureate (IB) program and has achieved initial success in beginning the implementation at Phillips Academy.

## EVIDENCE OF SUCCESS

By 2016, 100% of BCS graduates will be college or career ready as measured by the number of graduations achieving completion of the Alabama high school diploma with a standard or advanced academic endorsement or a career/technical endorsement, enrollment in an industry training or apprenticeship program, military enlistment, or employment.

## EXPECTED OUTCOMES

- + Students will graduate with the workforce skills most valued by employers: professionalism, work ethic, teamwork, collaboration, oral and written communication, critical thinking and problem solving
- + Students will graduate well prepared for a career path and/or college success

## BUDGET

Ed’s three-year goal for this strand is \$1,718,560 to supplement BCS funding in order to plan and establish career-focused academies in six high schools. Academy sponsorships will support district training, teacher development to prepare for the academies, and initial equipment and technology.

STRAND 3: Professional Development  
for School Leaders

# Principals manage more than buildings.

3



## WHAT RESEARCH SAYS

- + “[We recommend that] schools be restructured to become genuine learning organizations for both students and teachers; organizations that respect learning, honor teaching, and teach for understanding.” (*Darling Hammond, 1996, p. 198*)
- + “We argue, however, that when schools attempt significant reform, efforts to form a school wide professional community are critical.” (*Louis, Kruse, & Raywid, 1996, p. 13*)

## CURRENT SITUATION

BCS school principals are re-focusing on teaching and learning to support accelerated student achievement. Superintendent Craig Witherspoon has been clear that unity of purpose is required to reposition the district’s energy on instruction as a core value. Superintendent Witherspoon’s school system management concept requires that principals receive intense, ongoing, job-embedded, professional development to lead the work that will engage the teaching staff. Lower performing schools have been identified for their academic performance and are receiving emergency strategic instructional planning support using a “war room” concept led by Chief Academic Officer, Dr. Martha Barber.

## THE PLAN

One of Ed’s core beliefs is that the quality of the principal matters. That aligns with the understanding that principals are pulled hard to the management side of their work and away from the instructional leadership side. Ed is working with BCS to develop a multi-point program of professional development for principals, assistant principals, and teams of teacher-leaders, emphasizing the data-based science of management as well as the visionary art of instructional leadership. BCS chose Solution Tree to be the district’s primary provider of professional development related to full school improvements in teaching and learning because of their framework of “professional learning communities” (PLCs). A PLC is a team of educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve. Principals in all Birmingham schools will lead their faculties in the development of these organized cohorts that will attack aspects of their environment and work leading to higher school performance in teaching and learning.

Key ideas of PLCs include:

- + Focus on Learning: What do we want students to learn? How will we know if they have learned? What will we do if they don’t learn? What will we do if they already know it?
- + Build a Collaborative Culture: No school can help all students achieve at high levels if teachers work in isolation.
- + Focus on Results: PLCs measure effectiveness on the basis of results rather than intentions.

The district revived a model of principal/teacher instructional interaction called PDK Walkthrough Training, provided by Phi Delta Kappa. The Three-Minute Classroom Walkthrough combines interactive approaches and practicum-style activities, during which the principal and leadership staff can interact extensively with the instructor and each other as they visit classrooms daily. Three BCS principals will participate in a pilot testing of the new Principal Track of the National Board of Professional Teaching Standards.

## OBJECTIVES

- + Based on data, understand the impact of culture and climate on instruction and react accordingly
- + Gain deeper understanding of high quality classroom instruction, student learning, and assessment
- + Gain deeper understanding of effective planning and reflection and how to use specific planning tools
- + Identify planning tools and models for improved instruction and assessment of school effectiveness

## EVIDENCE OF SUCCESS

- + By 2012, 100% of BCS schools will implement the Professional Learning Communities model
- + By 2014, 100% of BCS schools will meet their Adequate Yearly Progress (AYP) goals

## EXPECTED OUTCOMES

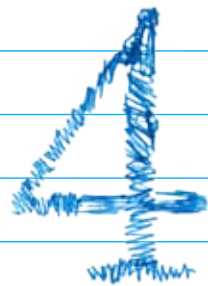
- + Improvements in teachers’ satisfaction with their performance and their work environment
- + Improvements in parents and community perceptions about the schools their children attend, and, ultimately, the academic performance of the school

## BUDGET

Ed’s three-year plan calls for \$572,363 to supplement existing federal BCS professional development funds, to establish the initial PLC model and to establish an ongoing program of principal coaching and to create a start-up Institute for Advanced School Leadership to support the growth and development of school leaders. This institute will be unique among urban school districts in the country.

STRAND 4: Pre-AP Initiative

**Our  
students  
can  
compete.**



## WHAT RESEARCH SAYS

- + AP offers opportunities for traditionally underserved students to succeed. (Hargrove, et al, 2008)
- + AP fosters college persistence and success. (Mattern, et al, 2009)

## CURRENT SITUATION

The Gold standard of excellence in high school student achievement is the College Board Advanced Placement (AP) program. BCS is working with A+ College Ready as they build AP programs in each of its high schools. Any effort to achieve high school AP success must begin in middle school. Here, Ed has already been at work widening the pipeline to AP by enhancing learning opportunities in middle and early high school classes. Pre-Advanced Placement teacher training has begun for middle school teachers of the core academic subjects (English, Math, Science, Social Studies) using a model program titled Laying the Foundation (LTF). Two cohorts of teachers have received portions of the 3-year training program resulting in a total of 54 pre-AP courses offered in middle school grades. 2010 enrollment in high school Advanced Placement courses was more than 300% of the 2008 enrollment with an increase from 220 to 674 student tests taken. 94 passing exams (scores 3, 4, or 5) were achieved with another 190 earning scores of 2 – just shy of college credit level, but within easy reach with a little more focus and teacher training. This would give Birmingham a pass rate at the national average. Given the potential reflected in this marked increase in participation and improvement, Ed committed \$55,000 to help support LTF teacher training for the summer of 2010. One hundred fifty teachers (50% of the core academic teachers) have participated in at least one year of these three-year LTF teacher-training programs.

## THE PLAN

Ed will assist BCS by providing resources to enhance the level of instruction of all schools grades 6-8, and establish vertical (grades 6-12) subject-specific teams of high school teachers to better prepare all students for pursuing challenging curricula in high school.

Ed will help fund:

- + Implementation of the LTF curriculum for English, science, mathematics, as well as a locally designed social studies enhancement in all BCS middle schools
- + Access to Princeton Review Early Edge classes to assist 9th and 10th grade students in preparing for taking the ACT PLAN test

- + Workshops for students and parents on college planning and preparation
- + Yearly assessments of teaching and learning in each middle school to measure engagement, rigor, and academic excitement

The BCS/Ed partnership to enhance the middle school curriculum for rigor and relevance will:

- + Raise the standard of instruction at all levels
- + Better prepare students for high school graduation and college readiness
- + Ensure that all students (whether they choose to take AP courses or not) are college-ready when they graduate from high school

## EVIDENCE OF SUCCESS

- + By 2015, the BCS pass rate on AP exams will equal the national average (currently 58.5%)
- + By 2016, the average composite score of BCS seniors will be raised to 20 (currently 16.7)

## EXPECTED OUTCOMES

Increased evidence of rigorous content and pedagogy and general enhancement of curriculum and instruction in the middle school and early high school classrooms as a result of summer LTF training and Pre-AP courses.

## BUDGET

Ed's three-year plan calls for \$1,613,198 to supplement existing BCS funding and to support full implementation of the AP initiative in all the high schools. Funds will be used for teacher training and development, for special classroom technology, science kits, and advanced curriculum materials in language arts and social studies. A unique aspect of our work will be to fund test-prep activities (e.g. Princeton Review) for students to fully prepare them to score at their highest potential on pre-college tests.

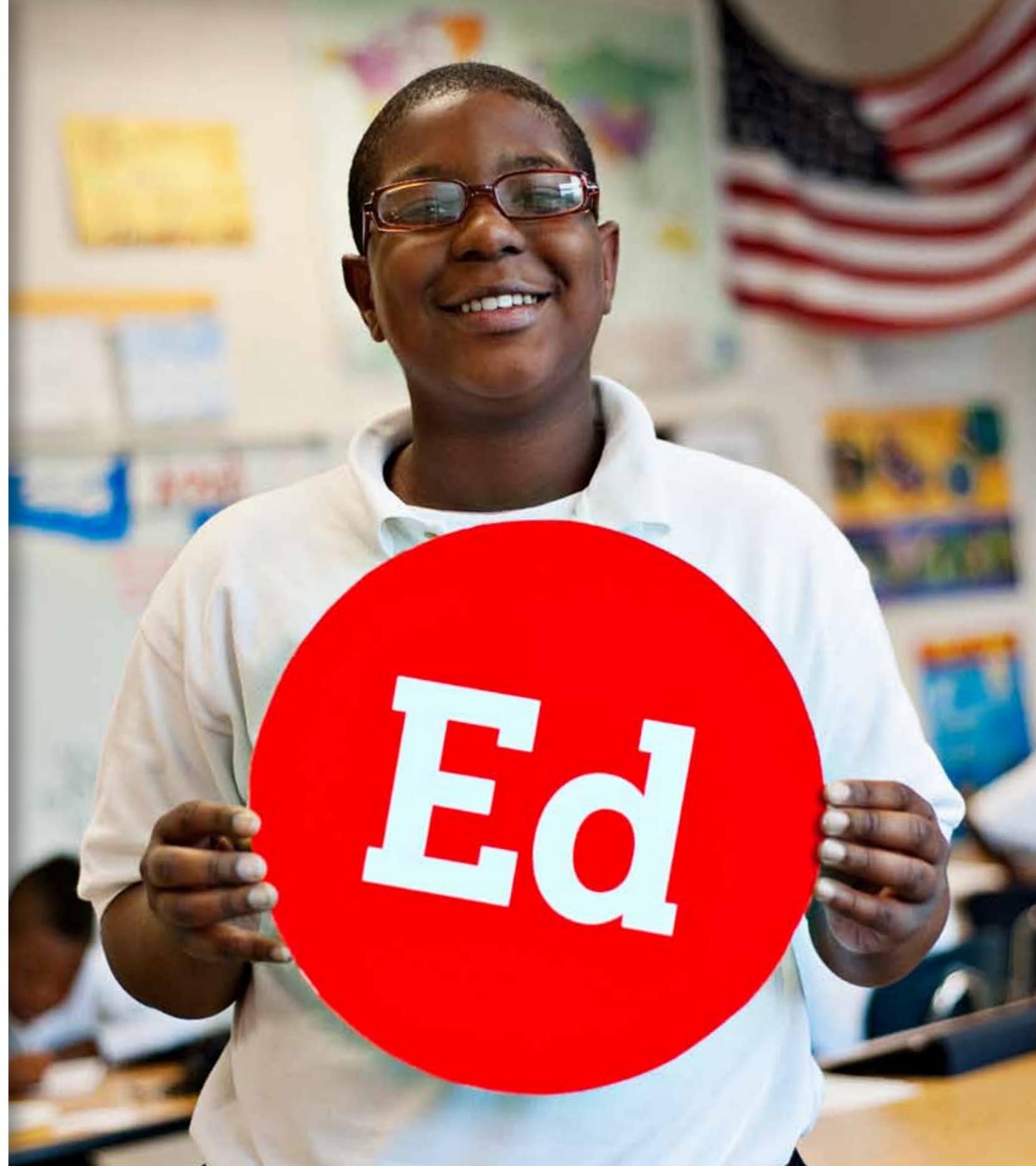
# Emerging Issues

FROM TIME TO TIME performance data is expected to show Ed that new or different issues need attention. An example of that has been the recent detail surrounding high school graduation rates in Alabama and across the nation. Birmingham City Schools (and thus, Ed) will need to research and develop new ideas to respond to the problem of low graduation numbers. These responses will need to be applied quickly and strategically, making it a necessity for Ed to have the capacity to make those responses.

Other examples could be:

- + The role of the arts in Birmingham schools
- + Increasing the success rate of sports programs in middle and high schools
- + Creating opportunities for increased mentoring of BCS students
- + Supporting communications strategies that lead to more public confidence in the schools

Ed has a campaign goal of \$700,000 to support timely and effective responses to these emerging needs.





## **BEYOND THE STRANDS:**

### **Changing Public Opinion**

For nearly 30 years (since 1983's *A Nation at Risk*) there has been an extensive and mostly negative debate about urban education and the students and families who live in urban areas. As a nation, we have proven to be pessimistic about our city schools to the point that many simply don't believe the schools can be changed. So, concurrent with our formal launch of the strands and the raising of the funds to support their implementation, we will also launch a public relations and advertising campaign designed to rally the public around our city schools and to rally students and parents to ever higher expectations. This grass roots effort will employ: public relations, donated media, some paid media, interactive internet, social media, posters, street teams, and as many other means as possible to shout the message.

# CHANGE THE Ed %'S

ED'S MESSAGING WILL CENTER on the notion of "Changing the Percents." When we talk about our schools and their plight, we always talk in terms of percentages: "This percentage of children drop out of high school." "That percentage of children cannot read beyond a sixth-grade level." *Ed is all about changing the percents. We will address those percentages head-on. Straightforwardly. Candidly. When we have successes we will talk about them. When things don't work, we will be transparent about that, and look for things that do work.* Bottom line: we intend to succeed both in lifting our schools up by their metaphorical boot-straps, and we intend on having all of the people of the Greater Birmingham area cheering the school system on as we do it. We recognize that we cannot simply change schools. We must also change the deep-seated, negative public opinion of them.

Nearly **44%** of dropouts under age 24 are jobless.

Increasing the high school completion rate **JUST 1%** for all men ages 20-60 would save the U.S. up to **\$1.4 BILLION PER YEAR** in reduced costs from crime.

**60%** OF HIGH SCHOOL STUDENTS WHO HAVE A CHILD **DON'T GRADUATE.**

IN A NATIONAL STUDY, **59% OF TEACHERS AND 63% OF ADMINISTRATORS** SAY THEIR DISTRICT IS NOT DOING ENOUGH to compensate, promote and retain the most effective teachers.

**93%** of Alabama children with a parent who has less than a high school degree live at or near the poverty level.

For each additional year of schooling, **THE ODDS THAT A STUDENT WILL SOMEDAY COMMIT A VIOLENT CRIME ARE** reduced by almost

**33%**

**75% OF SMALL BUSINESS OWNERS** in Alabama report having difficulty finding applicants with the **basic skills (8th grade level) required for training.**

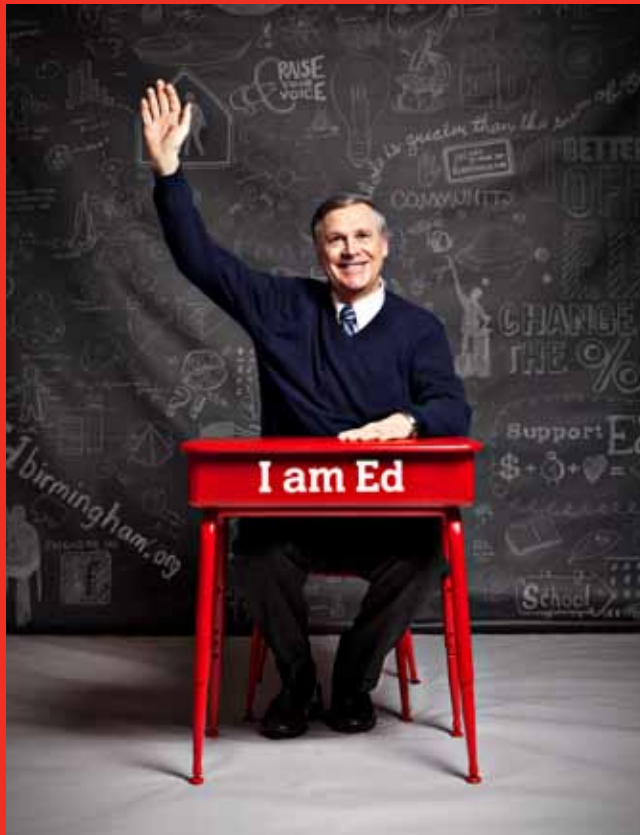
**40%** of parents across the country believe that **THEY ARE NOT DEVOTING ENOUGH TIME TO THEIR CHILDREN'S EDUCATION.**

**22%** of children who live in poverty **DO NOT GRADUATE HIGH SCHOOL.**

**68%** OF 8TH GRADERS can't read at their grade level and most will never catch up.

INCREASING graduation rates by **10%** WILL PREVENT **76 MURDERS AND 2,093 ASSAULTS** in Alabama each year.

ACCORDING TO U.S. MANUFACTURERS **40%** of all 17-year-olds do not have the math skills and **60%** lack the reading skills to hold down **a production job at a manufacturing company.**

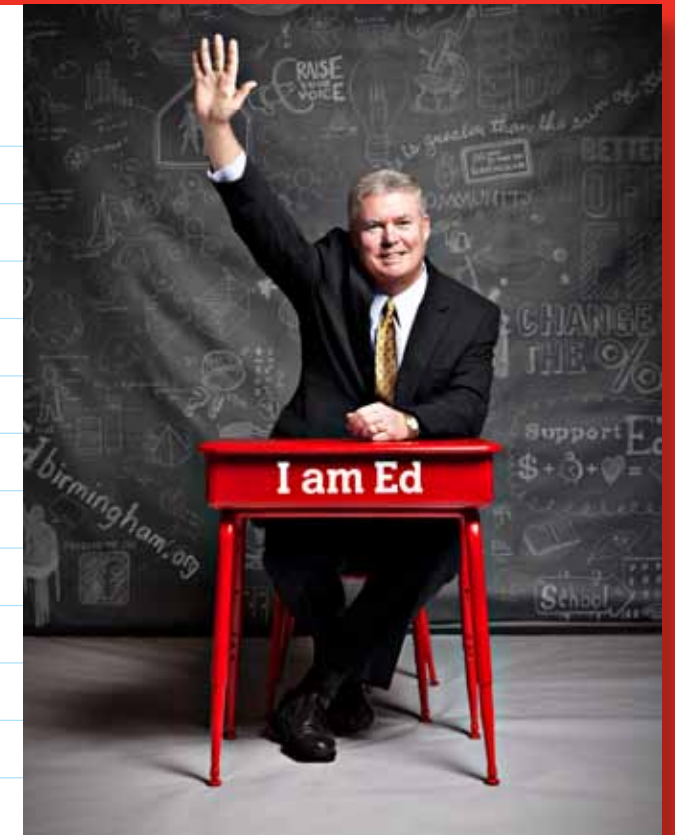


**The futures of  
Birmingham high  
school dropouts  
are bleak and their  
challenges negatively  
impact all of us.**

EDWARD M. FRIEND, III  
SHAREHOLDER, SIROTE & PERMUTT  
FACULTY, UAB SCHOOL OF BUSINESS  
CAMPAIGN CO-CHAIR, ED

**A strong education  
system is the  
cornerstone of any  
prosperous and  
growing populous.**

FRED McCALLUM  
PRESIDENT, AT&T ALABAMA  
CAMPAIGN CO-CHAIR, ED

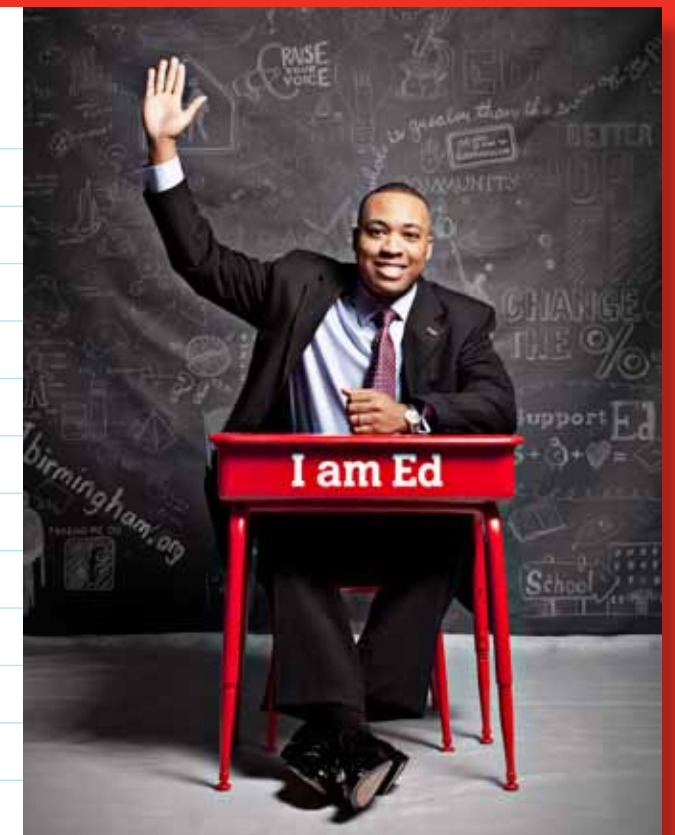
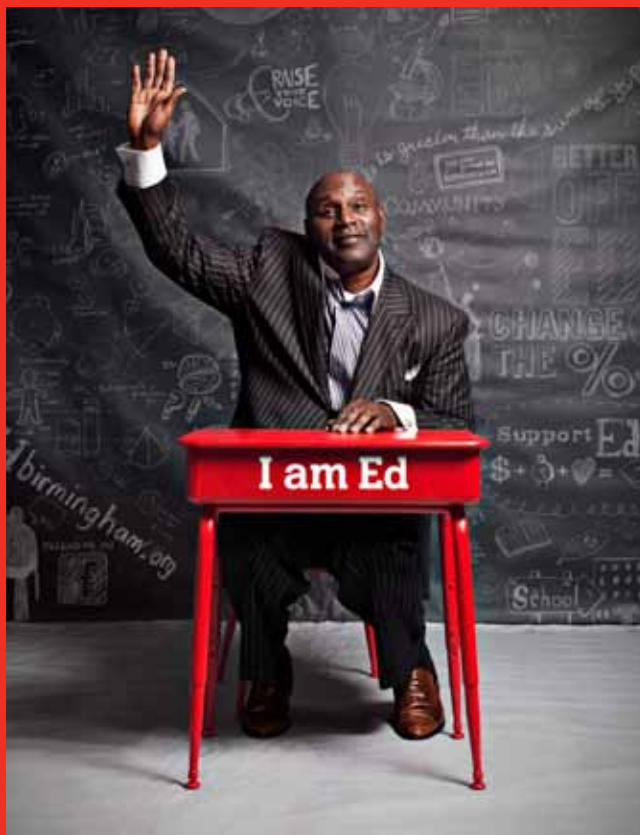


**Educating our  
children has to be  
a priority for our  
community – our  
future depends on it!**

ROBERT EARL KELLY  
PRESIDENT, KELLY CONSTRUCTION CO.  
CAMPAIGN CO-CHAIR, ED

**Education is the  
vehicle that leads  
to the pathway of  
achievement, success  
and ultimately  
happiness.**

DONTÁ WILSON  
PRESIDENT, BB&T ALABAMA  
CAMPAIGN CO-CHAIR, ED



BIRMINGHAM NEEDS

ED



ED

NEEDS YOU

## How You Can Help

IN 2010, ED ENLISTED the help of Larimer Waldrop & Associates (LWA) in raising the capital needed to fund the strands and to set in place the resources to meet the continuing needs that the Birmingham Education Foundation plans to provide for innovative programs for bringing strength and change. Right out of the gate, Birmingham companies, foundations and individuals who had heard about these initiatives early saw the need and stepped up.

*We need your help. Birmingham and all of the communities that surround it depend more heavily on our city school system than one might think.* The growth of Birmingham and all of its neighboring cities is hampered in part by poor perceptions and low expectations of our city schools. Our workforce is weakened by those same things.

Initial funding to establish strand projects, training of personnel, and providing the tools and resources needed require an infusion of private support to supplement available BCS funding. The Campaign for Ed seeks gifts and pledges to provide funding for Ed's strands. A pledge over three to five years helps establish

multi-year projects from pilot project planning, to implementation, to evaluation.

Ed established a three-year budget to develop signature programs in the four identified priority strands including streamlined administrative operations to staff foundation programs and endowment funding. A working goal of \$4.4 million and a challenge goal of \$5.1 million have been established as preliminary goals as identified lead and advance gifts are secured.

THE CAMPAIGN FOR ED STRANDS	
Pre-Advanced Placement Initiative	\$1,613,198
College & Career Focused High Schools	\$1,718,560
Professional Development for School Leaders	\$572,363
Parental Involvement	\$477,600
<b>Working Campaign Goal</b>	<b>\$4,381,721</b>
<b>Emerging Strand Enhancement Endowment</b>	<b>\$700,000</b>
<b>Campaign Challenge Goal</b>	<b>\$5,081,721</b>

We know what to do and we know how to measure what we do to make the turnaround we all want. We only need the will and the resources to do what needs to be done.

You know the answers. So we're asking you to raise your hand. We want you to give. We want you to volunteer. We want you to cheer us on. Most of all, we want you to put yourself behind the desk of one of our city's children, to think about what that means on all levels. We started off asking you to begin with two thoughts. Now we ask you to return to them: We love our children. We believe in our children.





# USEFUL INFORMATION

METERS	YARDS	INCHES
1.000	1.093	39.37
0.914	1.000	36.00

CENTIMETERS	INCHES	FEET
1.00	0.394	.033
2.54	1.000	0.083
30.48	12.000	1.000

GRAMS	OUNCES	POUNDS
1.00	0.035	0.002
28.35	1.000	0.062
453.59	16.000	1.000
1,000.00	35.274	2.205

KILOGRAMS	OUNCES	POUNDS
1.000	35.274	2.205
0.028	1.000	0.062
0.454	16.000	1.000

## MULTIPLICATION TABLE

	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70

## TIME MEASUREMENT

60 seconds = 1 minute  
 60 minutes = 1 hour  
 24 hours = 1 day  
 7 days = 1 week  
 12 months = 1 year  
 100 years = 1 century

## LINEAR MEASUREMENT

12 inches = 1 foot  
 3 feet = 1 yard  
 5.5 yards = 1 rod  
 40 rods = 1 furlong  
 8 furlongs = 1 mile  
 5,280 feet = 1 mile

## LENGTH

1 meter (m) = 1,000 mm  
 1 millimeter (mm) = 0.001 m  
 1 centimeter (cm) = 0.01 m  
 1 decimeter (dm) = 0.1 m  
 1 decameter (dkm) = 10 m  
 1 hectometer (hm) = 100 m  
 1 kilometer (km) = 1,000 m

## WEIGHT

1 gram (g) = 1,000 mg  
 1 milligram (mg) = 0.001 g  
 1 centigram (cg) = 0.01 g  
 1 decigram (dg) = 0.1 g  
 1 decagram (dkg) = 10 g  
 1 hectogram (hg) = 100 g  
 1 kilogram (kg) = 1,000 g

Ed wishes to express sincere gratitude to Cayenne Creative and the F.I.T.B. Initiative partners for their very generous gift of talent, creative design and professional services to the Birmingham Education Foundation and the children of Birmingham’s city schools.

### F.I.T.B. Initiative Partners

- Cayenne Creative / Design
- American Printing Company / Printing
- Jason Wallis / Photography
- Omni Studios / Photography
- Caleb Chancey / Photography
- John Pope / Photography

For more information visit:  
[CayenneCreative.com/FITB](http://CayenneCreative.com/FITB)



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