



CO-DESIGNING THE FUTURE:

The Role of the Private Sector Partnering in Education



U.S. CHAMBER OF COMMERCE FOUNDATION
Corporate Citizenship Center

SHAPE SUPPORTERS

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Education for Better Helps Create Economic Opportunity



Business Creates a Stronger Future through Education

By Gerald McSwiggan, Director, Issue Networks
Corporate Citizenship Center, U.S. Chamber of Commerce Foundation



You have heard the statistics and know the challenges.

- Globally, U.S. students rank 17th in literacy, 21st in science, and 26th in math.
- Only 6% of American students perform at the advanced level in literacy.
- Fewer than half of students who enter postsecondary programs graduate in six years.
- There are approximately 4 million jobs unfilled due in part to an underprepared workforce.
- The unemployment rate for youth aged 20–24 sits at 10%.

To meet the demands of a rapidly advancing 21st century global economy, we need a robust supply of skilled and educated workers. At the U.S. Chamber of Commerce Foundation Corporate Citizenship Center (CCC), our goal is to showcase how businesses are taking a leadership role in addressing the challenges faced by our education system today. The U.S. Chamber Foundation Center for Education and Workforce works to strengthen America's long-term competitiveness through informing and mobilizing the business community to be engaged partners, challenging the status quo, and connecting education and workforce reform to economic development.





American companies are already contributing \$2.5 billion annually to public K–12 education. But beyond dollars, companies and their employees are also utilizing their expertise, time, and relationships to make a difference in students' lives.

This report is filled with examples of how businesses are achieving real results to better educate students. The report's chapters show a myriad of ways businesses get involved including:

- STEM Education
- Workforce Readiness
- Teacher Training and Development
- Access to Technology and Resources
- Mentoring
- Access to Education
- Career Exploration

If you are a business looking for innovative ways for your company to get involved in education, this report is a great place to start. In our STEM Education chapter, we highlight solutions including The Dow Chemical Company's role in a community collaboration to generate student enthusiasm for

STEM, and IBM's P-TECH schools where students graduate with a no-cost associate's degree in applied science, engineering, computers, etc. Filling the skills gap requires effective STEM programming, and the companies in this chapter are leading the way.

Other creative initiatives in the report include FedEx's work with Junior Achievement to empower the next generation of global talent, PNC's efforts on teacher professional development for early childhood educators, and Qualcomm advancing mobile learning through access to technology. Companies also utilize their expertise to drive change, like Booz Allen Hamilton linking girls with corporate mentors to develop leadership and career skills, or Apollo developing an online career exploration and developing resources.

America's businesses have a long history of investing in education, and today, it has become a strategic priority for many. This case study report has great examples of how companies are advancing this strategic priority to better equip students with the skills they need to succeed, and ultimately, to make the world a better place.

CHAPTER 1: STEM EDUCATION





Moving Beyond the Problem to Expanding the Possibilities in STEM

By Barbara McAllister Whye,
Deputy Director, Intel Diversity in Technology Initiative, Intel Corporation



In the early 1900s two shoe salesmen from Manchester, England, traveled to Africa to evaluate the potential market. Both telegraphed their analysis back home. One said: "Situation hopeless. They don't wear shoes." The other said: "Glorious opportunity. They don't wear shoes yet."

This story told by Benjamin Zander in "The Art of Possibility"¹ captures the essence of how we can respond to the lack of diverse students pursuing science, technology, engineering, and math (STEM) opportunities. One mindset says, "This is not possible, it can't be done, and others can solve the problem better." The other mindset uses a different language to communicate that possibility is the norm.

"It isn't the circumstances that are crucial, it's what we say about the circumstances that matter," Zander summarizes. We have a choice to live in one mindset or the other.

Intel is choosing to cultivate a culture of possibility by investing in programs that encourage all to have access to STEM education. This challenge is led by our CEO, who says, "When we all come together and commit, we can make the impossible possible." Intel believes that there are critical components that make the impossible possible and we are seeing some of this impact already in our strategic programs, such as:

- Inspiring middle and high school girls with confidence and interest by providing hands-on, open-ended projects they enjoy and find personally relevant

- Providing peer support and peer and "near-peer" role models, who have a very positive effect on girls' interest in computing
- Looking for innovative ways to make the biggest impact, such as equipping parents with resources and information about the importance and broad range of STEM careers and exploring such innovative channels as "making" (the act of designing and creating things with electronic tools)

Girls Who Code

While 74% of middle school girls express an interest in computer science, just 0.3% of high school girls go on to select it as a college major.² Intel sponsors and provides mentors for the Girls Who Code Summer Immersion to inspire these girls to pursue STEM opportunities. The program provides seven weeks of intensive instruction in robotics, web design, and mobile development and includes mentoring from female entrepreneurs and engineers.

Recent projects included

- Building a mobile application to help handicapped New Yorkers navigate streets and subways
- Creating a Twitter-based application to start book clubs with peers
- Developing video games with complex layers

Of the girls who attended the program, 94% said that they were definitely or more likely to consider a major

¹ <https://www.youtube.com/watch?v=nTav0D3YIN4>

² www.girlswhocode.com

or minor in computer science. Many of the girls started Girls Who Code clubs in their schools.

Hermanas Diseña Tu Futuro

For the annual Hermanas conferences, Intel partners with community colleges to attract Latinas to STEM education and careers by exposing them to hands-on workshops and role models. Since 2005, over 3,500 girls have been inspired to consider STEM and 65% of past participants have enrolled at participating community colleges.

Victoria Castañeda couldn't wait to let her mom in on her discovery: She wants to become an engineer. Her parents didn't finish high school, her brother was kicked out, and her sister slacked. Victoria said, "I used to tell my mom I don't even know if I want to go to college." After the Hermanas conference, her outlook changed. "I'm really pumped up," she said.

Start With STEM

STEM careers pay women 92 cents on a dollar, versus other careers that pay women 77 cents on a dollar according to "Women in STEM: Realizing the Potential."³ This is the kind of information with which Start with STEM workshops equip parents, who are influential in their student's careers choices. The program was started by passionate Intel engineers who knew the importance of parental involvement, knew that parents don't always understand what engineers do, and wanted to help underserved communities understand the broad range of STEM careers.

Start with STEM's support resources extend beyond the classroom to include parents and other family members. The program helps parents ensure that their students will graduate with 21st century skills and inspires them to consider STEM careers.

MakeHers

Looking for innovative ways to spur interest in STEM to help reduce the tech gender gap, Intel recently published "MakeHers: Engaging Girls and Women in Technology Through Making, Creating and Inventing."⁴

The report indicates that "making" could increase interest and engagement in computer science and engineering among girls and women. Girls and women involved with making, designing, and creating things with electronic tools may build stronger interest and skills in computer science and engineering, which could potentially reduce the growing gender gap in these fields.

Investing in Possibility

Intel recently committed to invest \$300 million dollars to improve the diversity of the company's workforce. The goal is to better reflect the available talent pool and increase the pipeline of women and underrepresented minorities entering the technology field.

So by applying innovative thinking to the STEM diverse talent challenge, Intel wants to help communicate by example that "possibility is the norm."



³ <http://bit.ly/1qPA894>

⁴ <http://www.intel.com/content/www/us/en/technology-in-education/making-her-future-infographic.html>

Inspiring the Scientists of Tomorrow

By Eduardo Cetlin
President, The Amgen Foundation



Over the past century, many important innovations have come from advances in physics and high technology. This century, the greatest source of health innovation will come from biology. For decades Amgen has developed a deep expertise in biotechnology, mastering the complex art and science of engineering new medicines through the use of living cells. And now with unprecedented genetic information available on a large scale and more sophisticated analytic tools, we're connecting the dots between DNA and disease to allow us to approach the complex development of new medicines with greater understanding. To continue on this path of innovation, we need an educated workforce to advance scientific discovery.

As one of the world's leading independent biotechnology companies, Amgen unlocks the power of biology to help improve patients' lives. We know that innovation does not happen in a vacuum. It requires creativity, content expertise, and a willingness to take risks and think outside the box. We must deepen scientific understanding among all citizens and support those who will drive future innovation.

Recognizing this, the Amgen Foundation focuses its investments through a two-pronged approach to inspire the next generation of innovators: (1) providing pivotal hands-on experiences for students; and (2) supporting teacher quality. We advance this work by offering a number of STEM (science, technology, engineering, and mathematics) education initiatives such as Amgen Scholars, Amgen Biotech Experience, and Amgen Teach to students and teachers across the globe.

Real-Life Experiences for Future Innovators

As a second-generation Mexican-American who grew up in a largely low-income community, Alicia Romero was inspired to "break the mold" and pursue a degree in science after a high school AP biology class trip to a science center. As an undergrad at California Polytechnic State University, this first-generation college student had the opportunity through the Amgen Scholars Program to spend a summer at Stanford University, contributing to a gut microbiome project that supports personalized medicine. With sights on a Ph.D. in immunology or systems biology, Alicia wants to go back to her hometown to encourage other students like her to get involved in the sciences. Reflecting on her summer as an Amgen Scholar, Alicia explained, "I've learned there is no set path that says what success is, as long as you're doing something you love and not giving up."



Supporting Teachers Who Inspire

As a high school biology teacher, Ann Cortina has participated in the Amgen Biotech Experience (ABE) program for more than a decade. Through ABE we empower science teachers like Ann with professional development and resources to give their students the opportunity to gain hands-on experience. ABE began 25 years ago through a unique collaboration

of Amgen scientists and science educators. In her tenure with ABE, Ann has seen great success in sparking a love of science with her students. She tells the story of one student who suffered from a genetic disorder: “ABE was his first experience doing a science lab and getting a glimpse into a possible cure. He’s now at a lab doing research at Harvard, studying his own disorder.” Ann has now “come full

circle” with ABE as a teacher leader, assisting other biology teachers in their implementation of the labs in their classrooms.

The Impact of Investing in the Future of Science

Our company is committed to supporting students like Alicia and teachers like Ann, because we know what can be achieved when people discover a passion for science. For this reason, we’ve committed more than \$100 million to date to support science education globally. And we’ve seen great results. For example, more than 90% of Amgen Scholars alumni who have completed their bachelor’s degree are currently pursuing a career or advanced degree in science. We’ve reached over 750,000 students and more than 6,000 science teachers around the world, and our programs continue to grow.

Winning the fight against serious illness requires continued innovation and a large pool of talented researchers and scientists to meet these needs. By sparking a love of science and supporting young people who pursue it as a career, we hope to fuel science innovation and create a brighter, healthier future for all.

Learn more about the Amgen Foundation by watching a video at <http://bit.ly/1yV0E6j>, visiting AmgenInspires.com, and following @AmgenFoundation on Twitter.



3M Does Something About Science

By: Meredith Moore Crosby
Director, Strategic Initiatives, 3M



3M's success is built on science. As a relatively new 3Mer, I appreciate that we are a collection of curious minds, and also a community of caring people. 3Mers care about cultivating the next generation of innovative thinkers and doers. With our robust history of science, technology, engineering, and math (STEM) programs globally, we desired to "pilot" a program that provided relevancy and reach to underserved communities. When we thought of underserved, our thinking reflected a number of perspectives. Many students are underserved, especially girls, because they are not comfortable with the study of science as traditionally taught. Additionally, the technology has developed to increased accessibility, especially with the use of cellphones. Finally, we wanted to leverage the individual initiative for the collective community through schools.

Although we had desire, we needed data. Data informs our company investments as well as community investments. Research shows that girls are three times less likely than boys to aspire to be scientists or engineers. When girls are introduced to real-life scientists, 76% express interest in science and engineering. 3M's Visiting Wizards program reflects this premise. Through this program, 3M scientists visit local classrooms to share over 29 exciting introductions to science. Topics include Crime Labs, Thermodynamics, Toys in Space, Papermaking, Microbiology, and Cryogenics. The program aligns with the Next Generation Science Standards ensuring that students are advancing their knowledge of STEM, while having fun conversations and access to a real-life scientist. The program is in its 30th year and is completely managed by

volunteers. Building strength upon strength, 3M collaborated with innovative and inspirational partner **DoSomething.org** to create Science Sleuth, powered by 3M.

3M uses real science skills to solve a high school mystery. What is the mystery? Someone stole the school mascot a week before the big rivalry football game. At each level, the students-turned-detectives





must make the right decisions, employ the correct scientific methods, and earn clues. Earning enough clues can result in catching the thief and finding the missing mascot. Gamers can also learn while they earn. Players learn about 3M's women scientists, who are eager to share their passion for STEM and encourage others. To increase access to STEM materials in classrooms, users who completed the game with three friends unlocked a real \$10 donation from 3Mgives to classrooms in need through DonorsChoose. Science Sleuth connected science to 92,986 young people, 69% female and 72% from high-need communities. Through our unique model with DonorsChoose, 3Mgives funded 4,199 creative projects nationally, supporting 190,292 students

across 1,402 cities. The program achieved more than 189,507,452 media impressions, exceeding expectations. Takeaways from Science Sleuth were that 97% of participants felt the game made science engaging, while 99% felt the game portrayed science as fun or interesting. Moreover, 61% of participants think discrimination exists in science or technology fields.

Science Sleuth is a successful tool for engaging students and schools in STEM. This partnership provides role models, access to real-world advice, and a platform to address the opportunity gap in classrooms by funding innovative projects—all through technology. At 3M, we share for success!

Hot Wheels Brings High-Octane Learning to STEM With “Speedometry!”

By Robert Goodwin, Director, Corporate Affairs and Executive Director, Mattel Children’s Foundation



At Mattel, our mission is to make a meaningful difference in the lives of children. For the past 70 years, we have accomplished this mission by leveraging our products, passion, and expertise to help ensure the healthy development of children through effective play.

Several years ago, a Mattel executive and a professor from the University of Southern California (USC) had a conversation about the falling math and science test scores of U.S. students and wondered what they could do together to reverse the trend.⁵

A partnership was later born, and the Mattel Children’s Foundation and USC’s Rossier School of Education decided to combine their play and education expertise to develop a new learning tool called Speedometry. Speedometry is a free-to-use curriculum designed for fourth-grade students that uses the iconic Hot Wheels toys to teach basic principles in science, technology, engineering, and mathematics (STEM). The curriculum also aligns with Common Core and Next Generation Science Standards.

The Speedometry program creates meaningful lessons that are easily accessible and fun, such as investigating how far cars travel down ramps or studying the distance traveled after two cars collide. Key scientific concepts including gravity and velocity are also explored, and teachers have at their disposal a highly effective method for engaging students. A website with informative videos and a



free curriculum was launched last October, and the response thus far has been tremendous.

More than 12,000 of Speedometry kits have been requested by educators and entire school systems, and we’ve gained valuable insights from teachers, parents, and administrators through grassroots engagements in five major cities. While previous in-classroom testing of the 4th grade curriculum resulted in positive teacher feedback and showed an increase in student engagement, motivation and learning outcomes, we are committed to ensuring Speedometry’s positive impact on STEM learning. USC is currently conducting a full district test of the curriculum and we expect to have the results in December 2015.

So how can you help? First, encourage parents and fourth-grade teachers you know to go to the Speedometry website to download the free curriculum and parent activation modules as well as request a free Speedometry classroom kit (includes 40 cars and 100 feet of track and loops).⁶ Second, let us

know about any organizations or education leaders looking to increase STEM learning in elementary and middle schools. Last, please provide us your feedback on the curriculum.

Mattel is proud to work with America’s students and educators, and we know there is much more work to do to make sure our children have the tools they need to succeed. Please join us on this journey to improve the lives of children through purposeful play.

⁵ American students recently finished 27th in math and 20th in science in the ranking of 34 countries by the Organization for Economic Cooperation and Development.

⁶ www.hotwheels.com/speedometry



STEM Excitement Felt in Michigan's Great Lakes Bay Region

By Rob Vallentine, Director of Global Corporate Citizenship, The Dow Chemical Company, and President, The Dow Chemical Company Foundation



There's a new spirit of excitement about science, technology, engineering, and math (STEM) education in Michigan's Great Lakes Bay Region (GLBR), a result of unprecedented community collaboration that's making a tangible difference in generating enthusiasm for careers in STEM fields.

In May 2014, education and business leaders joined forces under the leadership of the Great Lakes Bay Regional Alliance, a local economic development organization, to launch the STEM Impact Initiative. The long-term vision of the STEM Impact Initiative is to build the workforce of tomorrow through comprehensive STEM education to meet the growing needs of current employers and to attract new jobs and businesses to the GLBR.

The four-community GLBR is home to The Dow Chemical Company, and we are proud to be involved in this important community effort.

As a company whose strategic advantage is built on science and innovation, we fully understand the importance of emphasizing STEM education, and we know that sustainable change in a community's STEM culture requires a cross-section of committed visionaries. This was the driving force for our team as we helped launch the STEM Impact Initiative, which quickly became a point of pride throughout the region and a model for other communities to follow as they strive to enhance STEM in their own cities and towns.

The STEM Impact Initiative has three phases: organize, assess, and implement.



1. Organize

The STEM Impact effort began with the formation of the Great Lakes Bay Regional Alliance STEM task force that was comprised of business leaders, K-12 educators, community college and university leaders, school administrators, teachers, community funders, and others who are invested in quality STEM education. Under the direction of Carolyn Wierda, associate dean, College of Education at Saginaw Valley State University, this group met for several months to craft a strategy for community STEM excellence. As you can imagine, these individuals brought varied ideas and perspectives to the table.

Task force members engaged researchers from Accenture and Innovate+Educate to conduct research and make recommendations for our focus areas. The result was a map and guide for addressing STEM-related needs across the region.

2. Assess

Researchers conducted more than 150 interviews with key stakeholders across the region. They conducted eight surveys and received more than 1,500 responses. They also pulled custom economic and workforce data analysis using real-time labor market intelligence and other tools.



The resulting data included demographics, enrollment figures, test scores for local students, inventories of existing STEM programming, economic data, employment projections, and many other facts. Researchers sought input from parents, students, teachers, school administrators, business leaders, and others with insight into STEM education.

Based on this work, the STEM Impact Initiative identified four requirements for an effective STEM talent pipeline:

- Driven by employer demand
- Powered by career-ready and college-ready students
- Strengthens technical skills needed in the economy
- Sustained by a culture of STEM.

The study also identified specific steps the group could take to make their vision a reality. The full study is available online at www.greatlakesbay.org.

3. Implement

The final step in the process was putting the study recommendations into action. In November 2014, more than 400 people from across the region gathered on the campus of Central Michigan

University in Mt. Pleasant, Michigan, for the GLBR STEM Impact Initiative Summit. This daylong event included the official public unveiling of the study results, followed by small-group discussions about how the recommendations could be put into action. The discussions were crucial not only in building broad support for the initiative, but also in developing the best ways to make real-world progress.

The STEM Impact Initiative laid the groundwork for continuing the momentum established at the summit. Researchers recommended the creation of four new groups to fill specific roles in transforming the region's STEM talent pipeline. The groups include the GLBR STEM Steering Team, the Jobs and Skills STEM Network, the Students and Culture STEM Network, and the Program Management Office, which focuses on region-wide communication, advocacy, and funding.

With 32 specific action strategies organized under the framework of the four requirements, the initiative provided the recipe for making the GLBR a global leader in STEM education. Today, those who are committed to this extremely important endeavor are working to make that vision a reality!

Creating Tomorrow's STEM Leaders, Today: How TCS Is Preparing Young People for Careers in a Digital Economy

By Balaji Ganapathy, Head of Workforce Effectiveness,
and Caitlin Olson, CSR Program Manager, STEM Initiatives,
Tata Consultancy Services



In today's digital economy, technology and innovation are fueling the growth of companies and countries across the globe. Careers in STEM disciplines—science, technology, engineering, and mathematics—provide a unique opportunity for diversity, equity, growth, and social prosperity. By 2018, STEM careers are expected to grow 17%, with 71% of those careers requiring computer science (CS) skills. The U.S. Bureau of Labor Statistics states that between 2013 and 2023, there will be two jobs available for every CS graduate, and more than 1.4 million jobs created by 2020 that require CS skills—but only 400,000 CS college graduates to fill those jobs. Currently, less than 2.4% of U.S. college students graduate with a CS degree, with just 12% of these awarded to women and 8% to students of color. Furthermore, 9 out of 10 schools do not offer computer programming classes, and in 26 of 50 U.S. states, CS does not count toward high school graduation in math and science requirements.

Tata Consultancy Services (TCS) sought to address this issue by developing new approaches to education that rekindle students' desire to pursue STEM and CS disciplines. Whether advancing thought leadership by convening roundtables, creating consensus through cross-sector collaboration, building digital technology platforms, or activating skilled volunteers to bring real-world technology skills to students at all levels, TCS is marshalling national partnerships to positively impact STEM education. By bringing together key stakeholders from the government, industry, education, and nonprofit sectors, TCS collectively

devises creative solutions to the STEM proficiency gap in North America and maps a course of action to reverse the trend.

Our strategic social investment process began with an environmental scan that revealed isolated examples of STEM education program excellence, limited industry engagement, and little technology infrastructure to derive synergies. We developed a holistic STEM engagement strategy to include influencing policy to increase funding for STEM programming, using technology to build STEM volunteers' and mentors' engagement platforms, leading cross-sector partnerships and replicating successful STEM programs, and leveraging employee skills to support STEM programs. We have prioritized our focus on students from low-income groups, ethnic minorities, disadvantaged youth, girls, early career women, and veterans.



TCS' relationship with U.S. Chamber of Commerce Foundation enables us to realize our goal of influencing policy to increase funding for STEM programming and drive national policy education reform. We are now contributing to the national STEM movement through our work with the White House Office of Science and Technology Policy (OSTP), U.S. Chamber of Commerce Foundation, Clinton Global Initiative, NPower and STEMconnector®, and such projects as the STEM Innovation Task Force (SITF), U.S. Chamber's Talent Pipeline Management, US2020, and Million Women Mentors (MWM). We have led the development of STEM 2.0™, a public-private initiative of SITF focused on identifying, defining, and imparting several new and needed skill sets to the future workforce: employability skills, innovation excellence, digital fluency, and hard skills. As the convener of National Computer Science Roundtables, TCS brought together experts from industry, academia, government, and nonprofits to create a national road map for CS education, and a blueprint for scalable, replicable programs that will effectively motivate and prepare students for CS careers.

TCS is also developing the mentoring platform technology infrastructure for US2020 (a national initiative that will match 1 million STEM mentors with students at youth-serving nonprofits by the year 2020) and MWM (a national campaign that will match 1 million STEM mentors with girls and early career women by 2018). As a founding partner of both entities, 20% of TCS' STEM workforce will each fulfill 20 hours of STEM mentoring annually by 2020. TCS is also a partner for the National Center for Women & Information Technology's Clinton Global Initiative commitment to scale the AspireIT program and engage 10,000 girls in learning computing concepts. NPower, a national nonprofit organization that provides IT services to disadvantaged youth and veterans, leverages TCS' volunteers and resources through established community programs, such as NPower Community Corps and Technology Corps. To date, TCS volunteers have created over \$1 million of social good through pro bono services, completing over 150 IT projects.

goIT: TCS' Signature Community Engagement Program

TCS' goIT program is offered free of cost to middle and high school students, covering career awareness workshops, hands-on technology education, teacher trainings, and parent orientations. TCS employees teach computer programming and mentor youth to increase STEM education and career awareness. Each volunteer completes extensive training, covering youth psychology, U.S. education systems, and goIT computer science programming, to aid their preparation as a mentor. Students learn icon-based programming languages as they engage in a hands-on, project-based challenges.

Since its launch in 2009, goIT has engaged more than 8,800 North American students across 11 states and 93 schools, with promising results. In 2014, goIT attracted over 1,800 new students and engaged over 350 employee volunteers, resulting in over 20,000 hours of high-impact skill building and computer science programming for students, including those from underserved groups, minorities, and girls. Seventy percent of goIT participants reported an increased interest in STEM disciplines, and goIT program sites reported a 27% increase in high school students choosing STEM disciplines in college. Local community partners across 11 goIT cities have reported a transformational change in the career and life outlook of students who participated in these programs.

After building the initial STEM programs, it was important for us to scale with quality, becoming effective and sustainable. Due to the success and impact of the programs, partners requested continued engagement for students with employee volunteers. Our model provided a series of continuous, yearlong touch points for students, such as industry mentoring, partner education programs, tech-education programs, and more. Through our network of national partners, TCS is further reinforcing these opportunities and helping students develop into tomorrow's STEM leaders, today.

IBM Works to Reinvent Education with P-TECH

By Diane Melley, Vice President, Global Citizenship Initiatives
Corporate Citizenship & Corporate Affairs, IBM



President Barack Obama has hailed IBM's key role in creating a new education model that is building technical skills to fill good jobs in the United States. This new education paradigm, called Pathways in Technology Early College High Schools (P-TECH, www.ptech.com), is a system of innovative public schools spanning grades 9 to 14 that brings together the best elements of high school, college, and career. This new breed of school is building national and international momentum.

Background

Reinventing education isn't new at IBM. The company has long brought the education community together to help establish national standards. Figuring prominently in IBM's philanthropic portfolio is the support given to the education community, from kindergarten all the way through college, as well as to not-for-profits involved that support nontraditional students. To that end, IBM supports improved career and technical education, particularly for the topics of science, technology, engineering, and math (STEM), subjects that contribute to societal improvement and economic development.

Experts are troubled that STEM studies are not sufficiently emphasized in the United States. This is a missed opportunity, particularly for the socioeconomically disadvantaged. Even graduates with technical skills are often at a disadvantage because they have no prior exposure to the workplace, which demands proficiency in social and business skills. At the same, demand for college graduates with STEM skills is growing.

Philosophy

IBM believes that the public, private, and not-for-profit sectors should partner with one another to create a new

model for STEM education and workplace preparedness. To foster collaboration among these communities, IBM developed a career and technical education model that emphasizes STEM subjects and blends free, public high schooling with community college. It provides students with a solid foundation across the core academic curriculum linked directly to Common Core standards. This new breed of grades 9 to 14 public school pairs students, who are admitted with no special tests or requirements, with mentors from the business community. Affiliated companies also provide practical workplace experience with internships.

How It Works

IBM's P-TECH schools are innovative public schools spanning grades 9 to 14 that bring together the best elements of high school, college, and career. Within six years, students graduate with a no-cost associate's degree in applied science, engineering, computers science, and related disciplines, along with the skills and knowledge they need to continue their studies or step easily into well-paying, high-potential jobs in the information technology arena for multiple industries. This model was designed to be both widely replicable and sustainable as part of a national effort to reform career and technical education.

Corporate partners, having helped shape the curriculum and having interacted with these students for years, will feel comfortable putting them "at the head of the line" when they apply for entry-level jobs after graduation. For its part, IBM is guaranteeing job interviews for qualified graduates of IBM-affiliated P-TECH schools.

IBM and other stakeholders created a detailed playbook for how this model can be replicated

elsewhere in the U.S. The website offers tools and case studies to help school districts, higher education institutions, and businesses establish P-TECH schools across the nation by replicating IBM's groundbreaking public-private partnership education model.

Expansion Timeline

From one school in 2011 to 27 schools by September 2014—and pledges for more:

- **September 2011, Brooklyn:** A P-TECH school opens as a collaboration between the New York City Department of Education, the City University of New York, New York City College of Technology (“City Tech”), and IBM.
- **September 2012, Chicago:** Five schools modeled on P-TECH [open](#) , backed by corporate partners IBM, Motorola, Verizon, Microsoft, and Cisco.
- **September 2013, New York City:** Two more schools modeled on P-TECH open. Energy Tech High School is partnered with ConEd and National Grid while the Health and Emergency Response Occupation High School is partnered with Montefiore Medical Center.
- **September 2014, New York state:** 18 schools modeled on P-TECH open, including three in New York City.



Creating a Culture That Ignites STEM Achievement

By Elizabeth Lipscomb, Vice President Partnerships & Social Responsibility, Discovery Education



At Discovery Education, we believe that fostering a positive, engaging school culture is critical to student success.

Broadly defined, school culture is the quality and character of student learning—the norms, goals, values, teaching and learning practices, and experiences that make up the identity of the school. Studies have shown that intentional, sustained efforts to build a positive culture of learning have measurable impact—decreasing dropout rates, mitigating negative effects of socioeconomic status on academic success, and increasing the overall well-being of students and job satisfaction of the teaching professionals. As the leading provider of digital content and professional development for K-12 classrooms, Discovery Education’s mission is to promote just this type of atmosphere. Through blended models of professional development and digital curricular resources, we provide educators nationwide with strategies and support as they strive to create innovative learning environments that effectively engage today’s students, foster academic achievement and promote systemic change throughout the district.

Positive school culture is particularly critical to student success in science, technology, engineering, and mathematics (STEM). STEM is not just a set of resources or classes, nor does it start and stop when the school bell rings. STEM is an integrated culture of teaching and learning that provides students with opportunities to solve real-world problems (both inside and outside the classroom) while addressing Common Core literacy and mathematical practice standards. Discovery Education is committed to supporting district partners as they create dynamic

digital learning environments that promote and nurture a STEM-infused culture, powering the critical thinking skills essential to students’ college, career, and citizenship readiness.

One outcome of this commitment is Discovery Education’s STEM Camp, a STEM curriculum for grades 5 to 8 introduced in partnership with the Afterschool Alliance. STEM Camp is a dynamic series of standards-aligned curricula available at no cost to schools, districts, and nonprofit organizations for use as part of summer camps, afterschool programs, or wherever support is needed. We’ve seen STEM Camp used in districts large and small to ignite young imaginations and stimulate the critical thinking and problem-solving skills needed to power positive academic outcomes. Additionally, innovative companies like Pepco Holdings have introduced STEM Camp to their local Boys & Girls Club partners as a measurable way to deepen local community impact, while furthering their commitment to workforce readiness.

Building a positive STEM culture is critical for the academic development of students today, and America’s competitiveness tomorrow. According to the Business Center for a College- and Career-Ready America, over the next decade almost all of the 30





fastest-growing occupations will require a STEM background. To help meet this demand, in addition to our core work in the K–12 space, Discovery Education continues to forge strategic alliances with foundations, corporations, nonprofits, and leading national education associations to create and deliver innovative education initiatives—all at no cost to users—that build life skills and foster student interest in STEM-powered careers.

The Discovery Education 3M Young Scientist Challenge is a perfect example of these efforts. Driven by 3M’s belief in the importance of creating a culture of STEM engagement during the pivotal middle school years, this challenge has become the nation’s premier middle school science competition. Cultivating the next generation of problem solvers, the Young Scientist Challenge gives students the unique opportunity to work directly with 3M scientists as part of a dynamic mentorship program. Through competing for the title of “America’s Top Young Scientist,” participants are immersed in a world of STEM innovation. With at-home learning extensions and tools that celebrate the science of everyday life, 3M and Discovery Education work to empower young people with the resources, inspiration, and experiences to be agents of change. Previous winners have gone on to present to members of Congress, meet the president of the

United States of America, and, as is the case with 2012 grand-prize winner Deepika Kurup, be named one of Forbes magazine’s “30 Under 30.” Deepika received this honor for her STEM innovation in the field of energy—an inexpensive method of purifying water that uses sunlight, titanium dioxide, and silver nitrate.

Alcoa Foundation’s partnership with Discovery Education to cultivate the next generation of manufacturing leaders is another example of an innovative initiative creating dynamic STEM learning cultures. Educating students about STEM careers

within the manufacturing industry is essential, as according to the Manufacturing Institute, more than one in seven U.S. private sector jobs depends on the U.S. manufacturing base. So in partnership with the American School Counselor Association, the Manufacturing Institute, the Hope Street Group, and others, Alcoa Foundation and Discovery Education launched the Manufacture Your Future program to empower 6th-12th grade educators, administrators, school counselors, and families with STEM tools that incorporate real-world manufacturing into everyday learning—all with the goal of building key skills necessary for the manufacturing careers of tomorrow.

These examples—each brought to life through partnerships with the business community and caring, committed district leadership—are illustrative of the smart innovation happening in education today. Through the initiatives mentioned and countless others, Discovery Education is proud to support educators in their work to build dynamic learning environments that will promote and nurture a STEM-infused culture. There’s never been a more exciting time to be in education, and we believe it is a shared moral imperative to keep pushing the innovation envelope. Only in this way will we meaningfully deepen student engagement and best prepare today’s young people for the careers of tomorrow and the STEM-infused global economy that awaits them.

CHAPTER 2: CAREER EXPLORATION





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ROADTRIP NATION

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Connecting Passion and Pathways

By Jessica Smothermon, Director Strategic Partnerships,
Apollo Education Group



The University of Phoenix, established in Phoenix in 1976 by Dr. John Sperling, was founded to provide access to higher education for working learners who wanted to advance their knowledge and achieve their professional goals. Since then it has become one of the largest private, accredited universities in North America, continuing to champion the working learner. Faculty have real-world experience in the fields they teach that bridges the gap between theory and practice, so students can apply what they learn one day to their job the next.

Figuring out who we are and what we want to do with our lives is one of the most challenging undertakings we face—and for many of us, it is a perplexing, lifelong journey filled with roadblocks and wrong turns. We uncover clues about our aptitudes and interests through school and experience, but in this ever-changing economy, how do we find what options exist beyond the standard, obvious paths? Furthermore, in a society where 70% of workers report being disengaged by their work, how do we know whether the occupation we are choosing is the right fit? Bridging the gap between theory and practice is at the heart of this innovative career exploration project.

To answer these questions and empower individuals at

any juncture of the career journey, the University of Phoenix Foundation and career-exploration organization Roadtrip Nation have partnered to create an innovative career development resource that helps students discover compatible pathways. Known for its fresh approach to the hoary “What am I doing with my life?” predicament, Roadtrip Nation has been helping individuals align their passions to careers for over 10 years with such self-discovery resources as educational curricula, a long-running PBS series, popular books, and online tools.

To connect youth directly to the advice of professionals in relevant industries, Roadtrip Nation has developed an online career advice platform for University of Phoenix alumni called “Share Your Road.” University



of Phoenix alumni access the platform through their alumni page or at UOPX.ShareYourRoad.com. Building off Roadtrip Nation's extensive video archive of interviews with professionals across diverse industries, Share Your Road prompts alumni who have built fulfilling careers to reflect on their lives and answer fundamental questions about how they got to where they are today. Using Share Your Road, University of Phoenix alumni can share constructive details about how they were able to choose a path and overcome obstacles along the way, and the practical skills and education that allowed them to succeed.

Share Your Road is then a bridge for students and career seekers to access the advice and stories of alumni through The Roadmap. This free online career-building tool guides users through a quick sequence of self-assessment questions to identify their core interests and, based on their answers, shows them

the advice and stories of University of Phoenix alumni working in relevant fields. As users discover careers that correspond with their passions, they can learn what it takes to get into a field, see what a job entails day to day, and gain firsthand insights from alumni who have gone before them.

Leveraging the power of community, Share Your Road and The Roadmap empower career seekers to make informed career decisions based not on impersonal data but on human insights from real-world people who are working in industries that interest them. Furthermore, in fostering a connection between alumni and students, the University of Phoenix Foundation and Roadtrip Nation are developing a community of individuals who are exchanging information, passing down wisdom, and pushing the next generation forward—hopefully toward jobs they find exciting and meaningful.





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CHAPTER 3: WORKFORCE READINESS

Empowering the Next Generation of Global Talent: FedEx and JA Worldwide

By Tracee Walls,
Education Program Advisor, FedEx Global Citizenship



Strengthening the global talent pipeline is both a business and a social imperative. As the nature of business changes—becomes more global, more digital, and more competitive—it is in our collective best interest to create a pipeline of individuals capable of operating successfully in the current environment while pushing its boundaries and helping define where we go next.

At the same time, young people around the world struggle to gain the skills and credentials needed to join this global talent pipeline. There are 75 million unemployed youth globally. Fourteen million jobs requiring postsecondary education will go unfilled in the next decade in the U.S. alone.

These challenges affect all of us, and at FedEx we see a responsibility—and an opportunity—to put our company resources to work on empowering the next generation of global talent.

Through our work with JA Worldwide (Junior Achievement), with whom we have a 30-year relationship, FedEx helps prepare students in 88 countries and six global markets to compete in a global workforce. We took a proven JA Worldwide program, the JA Company Program—which empowers students to create real-life enterprises—and built on to the curriculum the principle that has made our business a success for 35 years: Access.

Access is about connecting people, businesses, and ideas across communities and international borders, and provides an opportunity to integrate business skills with an understanding of working in the global marketplace. In addition to an Access curriculum, we created the FedEx Access Award, the International Trade Challenge, and an online global competition, the FedEx Joint Venture Award, in conjunction with JA Enterprise Without Borders—all of which help students apply classroom learning to real-world situations, and connect them with peers and mentors to act as a support system on their educational and career journeys.

Through the regional JA Company of the Year competitions, FedEx helps reach 300,000 students globally through classroom learning, as well as several thousand students who go on to compete in local, national, and international competitions. At the international competitions, FedEx employees



teach Access seminars, and award the FedEx Access Award to the student enterprise with the strongest potential to succeed in the global marketplace. The International Trade Challenge is a customized program in our Asia-Pacific region, and the Enterprise Without Borders program uses technology to empower students from around the world to collaborate in creating joint venture business plans for a global enterprise.

The student response to the competitions has confirmed our approach and belief that students

will rise to the challenge of succeeding in a workplace environment if given the right tools and opportunity. In fact, one of the most exciting results of our collaboration has been when FedEx Access Award winners have gone on to actually start their businesses, manufacture products, and hire employees. For example, students in Egypt started RecycloBekia, the first green e-waste recycling company serving the Middle East and Northern Africa. RecycloBekia employs 10 full-time employees and 6 part-time employees, and has recycled 150 tons of e-waste to date.



Preparing Tomorrow's Leaders

By Marlene Ibsen,
Vice President, Community Relations, Travelers



The insurance industry faces a skills gap in the coming decade. Travelers is taking steps to help establish a pipeline of equipped candidates.

—
“Boring.”

That’s the most common word we hear when we ask teenagers and college students what they think a job in the insurance industry would be like. They also think it’s a business for “old people.”

How do we counter that attitude? By letting them know about the vast opportunity ahead: The insurance industry is about to undergo a deep transformation.

Twenty-five percent of insurance professionals will retire by 2018, according to David E. Coons of Jacobson Group, a research and recruitment firm serving the insurance industry. Additionally, the industry will need to fill 400,000 positions by 2020 to remain fully staffed.

Now, more than ever, insurance needs diverse, skilled personnel to remain competitive in a continually developing global economy.

Understanding that today’s students are the leaders of

tomorrow’s workforce, Travelers launched its career pipeline program, Travelers EDGE® (Empowering Dreams for Graduation and Employment) in 2007. The purpose: Increase opportunities for underrepresented students to pursue a career in the insurance industry.

The program is located in Hartford, Connecticut, St. Paul, Minnesota, and Baltimore, Maryland, where Travelers partners with high schools and colleges to identify Travelers EDGE candidates. Once chosen, the Travelers EDGE scholars are provided with assistance to help them develop the talents needed by our civic and corporate communities.

Travelers EDGE was not designed to give participants an easy path through college. While students in





the program benefit from financial support and mentoring, they are held to challenging standards. Travelers EDGE scholars must maintain a 3.0 GPA throughout their studies, while also routinely attending professional development workshops, job shadowing, and other related activities. Many work as interns as well. With our Capital Community College partnership, an internship is required: a 20-hour commitment in addition to a full schedule of classes, exams, and research papers. This program reinforces the importance of organization and time management, two vital characteristics for a successful career.

Since 2007 40% of the 315 Travelers EDGE scholars have interned at Travelers. About half of those interns have gone on to become Travelers employees, and the program boasts a 77% success rate for students completing a bachelor's degree or remaining on track to graduate.

At last year's Travelers EDGE graduation ceremony, Travelers EDGE scholar C.K. Wang, a magna cum laude graduate of Central Connecticut State University with double majors in finance and accounting and—now—a Travelers employee, said it best: "I would not be here today without the support I've received from this program and the people around me."

CHAPTER 4: EARLY CHILDHOOD EDUCATION





Teacher Professional Development in Early Childhood Education

By Sally McCrady,
Deputy Executive Director, Grow Up Great, PNC



Pre-K science instruction serves as a good example of how PNC Grow Up Great has assisted teachers through professional development. As with each of PNC's major program grants, teacher professional development is one of three focus areas. It is part of a holistic approach to early education that includes enhancing children's learning opportunities and further engaging parents in their children's education.

As background, PNC made early childhood education its signature cause through the 2004 launch of Grow Up Great, a \$350 million English/Spanish initiative to help prepare children from birth to age 5 for success in school and life. To date, the program has served approximately 2.3 million children. Grow Up Great with Science was a specific initiative in seven states and the District of Columbia to provide at-risk children opportunities to learn science basics and experience-related activities that are educational and fun.

In each city targeted for the program, PNC identified a science center or other education partner to collaborate with local preschools. It made sense that the centers also provide professional development, given that many teachers do not have degrees in



early childhood education. According to a recent report from the Center for the Study of Childcare Employment, only 60% of preschool or childcare teachers have an associate's degree or higher.

Though the simple goal was to enhance 4- and 5-year-olds' science learning, to be successful, the program depended on teachers having the ability to teach quality preschool science and establishing a classroom environment for it. Wanting to know the teachers' proficiency with these two criteria, we conducted an independent evaluation prior to the program's start.

When compared with a survey taken after the program's first year, results showed that teachers' practices in teaching early science programming in their classrooms improved 31%. The professional development and other resources provided to teachers helped produce significant results, making them more like "gold standard" teachers than educators in comparison classrooms.

The program achieved these results through a number of ways. Science centers, such as the Delaware Museum of Natural History and the Smithsonian National Air and Space Museum, hosted teacher development programs. In addition to learning the strategy of creating and testing hypotheses, teachers also learned specific exercises, such as how to

- Create and maintain a worm farm in a Rubbermaid bin in their classroom so the children could see composting in action.
- Explain architecture and engineering principles using standard wood blocks.



- Teach principles of light with prisms, water drops, and flashlights.

Because the target audience was often Head Start and other early education centers with limited budgets, the experiments were developed so they could be done inexpensively with readily available and free or low-cost materials. In addition, the science centers sent staff who acted as coaches to work with the teachers in the pre-K classrooms. The coaches co-taught in the classroom, modeling and providing feedback on appropriate science techniques, and were available to help create or modify lesson plans.

The science centers were truly great partners, in that many of them offered the children and their families free visits to their sites as part of the program.

The lessons developed by the science centers created a great trove of information. In the interest of sharing it with a larger audience, PNC helped celebrate Grow Up Great's 10-year anniversary in 2014 by launching a new

online Lesson Center featuring early education lessons. Created for pre-K teachers, the site is organized by theme/subject area and features a "Home/School Connections" printout in English or Spanish for each lesson, which is shared with families to reinforce what their children learned in class. Designed by Barbara Wasik, Ph.D., who holds the PNC Chair in Early Childhood at Temple University and serves on the PNC Grow Up Great Advisory Council, the repository is housed on the Grow Up Great website at pncgrowupgreat.com/lessoncenter. The site currently houses approximately 50 lessons for teachers in 10 different preschool themes.

Subsequent science, math, arts, and financial education initiatives continue to host teacher professional development programs. Together they provide the flexibility to meet the needs of educators in the classroom and ensure that the enthusiasm at the head of the class is shared with pre-K children. Since the inception of Grow Up Great With Science, approximately 162,000 teachers have been trained.

KPMG's Family for Literacy

By Meghan Bracken
National Director, Corporate Responsibility, KPMG



Research has shown that if a child is not reading at grade level by the start of fourth grade, they are unlikely to catch up and their chance of dropping out of high school becomes four times more likely.⁷

At KPMG LLP, we understand that books can open up new worlds, but those worlds often stay closed for children from low-income families. In fact, a study found that there is just one book for every 300 children in low-income communities, compared with 13 books for every middle-income child.⁸ This is particularly concerning since studies also confirm that the number of books in the home directly predicts reading achievement, which in turn is a predictor of future success.

Knowing this, in 2008 we established KPMG's Family for Literacy (KFFL) to combat childhood illiteracy by putting new books into the hands of children in need at an early age. The program was co-founded by the spouses of the firm's former and current chairmen. Their vision was to work to eradicate childhood illiteracy, while at the same time creating a unique way to harness the energy and enthusiasm of KPMG's people, and the extended KPMG family, to increase the impact of the firm's community service efforts.

We collaborate with First Book, an innovative nonprofit, social enterprise with two decades of outstanding accomplishment in providing more than 120 million new books to low-income children. To date, KFFL has provided more than 2.5 million new

books to children across the U.S. Global expansion has begun with programs started in India, Mexico, the U.K., and South Africa.

We know that providing new books has an impact on literacy. A recent longitudinal study of First Book recipients found that children who received books had

- Improved interest in reading. Students demonstrating a "high interest" in reading nearly tripled.
- Increased desire to learn. Sixty-nine percent of program administrators said books are "very important" in decisions to read more/improve reading skills.
- Increased reading at home. Over 70% of participants reported increased home literacy activities.

Golf champions Phil Mickelson and Stacy Lewis have also teamed up with KPMG's efforts. Through Blue for Books, golf fans can purchase the blue tour caps worn by Phil and Stacy. For each hat purchased, KPMG donates 100% of the net proceeds to First Book, enabling the purchase of three new books. Our Inspiring Win program provides a donation of 5,000 new books to a local school when Phil or Stacy wins as well as a visit by KPMG volunteers, who enhance the school's library.

Each year at the holidays, we conduct a firmwide project across all 90 of our offices that supports KFFL. In 2014, we chose to focus on an often forgotten, yet rapidly growing population—homeless children.

⁷ Donald J. Hernandez, "Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation." The Annie E. Casey Foundation.

⁸ Susan B. Neuman and David K. Dickinson, ed. "Handbook of Early Literacy Research, Volume 2." New York, NY: 2006.

Challenges that homeless children face early in life can prevent them from acquiring the education that could ultimately lift them out of poverty and provide a more stable future. To ensure that these children have access to books, we teamed with the National Association for the Education of Homeless Children and Youth and First Book to place over 220 “starter libraries” in homeless shelters across the country.

Our firm is especially proud of KFFL because it includes more than philanthropy; it sends our people into their communities to complement corporate giving with grassroots volunteer work. Through the program, our volunteers read to children, organize

fundraising events, deliver books to schools, and more. Activating our entire network of talent—family, friends, alumni, interns, and retirees—increases the firm’s contributions exponentially to better serve the thousands of children without books. The result is an extended family of volunteers working together to impact the education of these children from the very start, laying the foundation for their future success while helping to eradicate illiteracy in the United States. Our volunteers don’t require metrics to validate the work we are doing—there is simply no measure that conveys the look of astonishment and pure joy when a child is told that the book you are handing them is theirs to keep.



CHAPTER 5: ACCESS TO TECHNOLOGY AND RESOURCES





Deloitte and RightStep™ Innovation Prize:

Helping Students Take the Right Steps to Succeed

By Bill Copeland

Vice Chairman, U.S. Life Sciences & Health Care Leader, Deloitte LLP



A number of statistics help define the state of education today:

- By 2020, it is projected that 123 million high-skill/high-wage jobs will be available in the U.S., but only 50 million workers will be qualified to fill them.
- At more than 80%, America's graduation rate is at a record high, yet we are falling behind other nations. The problem is concentrated: 50% of high school dropouts come from only 12% of the nation's high schools.
- Thirty-three percent of the nation's African-American and Latino young men will not graduate high school.
- Only 8% of low-income youth earn a bachelor's degree by age 24.

These statistics don't paint a positive outlook for today's young people. As an organization that is fueled by numbers, Deloitte was compelled to take action.

Deloitte's commitment to education is not new. We have supported national leading education organizations for many years through cash donations, pro bono services, mentoring, college prep, and career coaching. We pride ourselves on the engagement of our people to provide the same quality services that we provide to our clients to help education nonprofits better serve the young people in our communities.

Given what we knew about the current education landscape and our firsthand experience working with these students, we recognized we were in a position to do more—specifically, to do more to foster innovation aimed at turning around the

numbers in front of us today. So, in November 2014 Deloitte launched the RightStep™ Innovation Prize to complement our existing programming. Our prize aims to recognize organizations, either nonprofits or for-profits with a social mission, that are leveraging technology in an innovative way to drive positive education outcomes, for example, reading and math proficiency, and on-time graduation rates. The prize will consist of a cash award of \$100,000 with an opportunity to obtain \$100,000 in pro bono services along with access to Deloitte's ecosystem of talented professionals as trusted advisors, board members, and volunteers to advance the organization's mission.

We are looking to recognize an existing solution that has demonstrated outcomes. We are not looking for organizations to pitch us their proposals like contestants do on the popular TV show where entrepreneurs only have a few minutes to sell their best ideas to critical investors in a high-pressure environment. We are looking to fuel success in local markets and help scale it. We have seen in our work with clients that access to technology and resources can turn good ideas into a great solution. Through our prize we aim to increase access to technology and resources in the nonprofit and for-profit with a social mission space.

When we look at a classroom full of children or young adults, we see the future of our workforce, future leaders—CEOs, CFOs, doctors, public servants, and teachers. We are taking steps to help them realize their potential and achieve success. Through our RightStep™ programs, which extend beyond the prize itself, Deloitte is helping these children unleash their full potential by building confidence, inspiring leadership, fostering trust, and taking the right steps

to build brighter futures. We are working with national leading education organizations, like City Year, College Summit, and The Posse Foundation, that have a track record of achieving these outcomes for young people.

At the time of this article's submission, we had received 116 applications from forward-thinking organizations competing for the prize. The winner will be selected in late April. Sorting through and narrowing this application pool to one winner has already proven difficult. We hope that our investment in innovation will help inspire other businesses to do the same. We believe the business community has a collective responsibility to help turn around the

numbers in front of us today, and it will likely take more than just business as usual in the Corporate Citizenship space to do so.

About Deloitte Corporate Citizenship:

RightStep™ is part of Deloitte's larger commitment to Corporate Citizenship. Deloitte's Corporate Citizenship programs range from pro bono services and skills-based volunteering to nonprofit board membership, service sabbaticals, and a range of community involvement activities. Deloitte promotes a stronger economy and society by serving the public interest, building a culture of purpose, and inspiring leadership in others—within and outside Deloitte.



Advancing Mobile Learning Through Access to Technology and Resources

By Angela Baker,
Senior Manager, Qualcomm Wireless Reach



Inequity in educational opportunities is particularly acute in low-income communities. For example, more than 90% of students at Falconer Elementary School in Chicago are from low-income households with below-average rates of home Internet access and access to advanced wireless devices. Therefore, it is significant that after each of the 263 fifth-grade Falconer students was given an always-on, always-connected tablet to use at school and at home, the majority of these students became more engaged in their learning. Additionally, their reading and writing skills improved, and they began developing such important college and career readiness skills as critical thinking, problem solving, communications, collaboration, and digital citizenship.

These are a few of the latest findings from the Qualcomm® Wireless Reach™ Making Learning Mobile (MLM) project's second year. A collaboration between Wireless Reach, Kajeet for Education, and Project Tomorrow, the MLM project is a three-year study exploring the impact on learning when every student in a class has a tablet with 4G/LTE access at school and at home. Additionally, the project provided new research on how teachers integrate mobile learning within classroom instruction, specifically within underserved schools.

Wireless Reach is a strategic initiative that brings advanced wireless technologies to underserved communities globally to increase social and economic development. Wireless Reach works with partners to invest in projects that foster entrepreneurship, aid in public safety, enhance the delivery of health care, enrich teaching and learning, and improve environmental sustainability. To date, Wireless Reach has funded more than 100 projects in 40 countries, with nearly 40 of those projects focusing on education.

Education drives growth, economic prosperity, and the advancement of developed and developing countries. Mobile devices can bring high-quality education to all communities, regardless of their income status or location. For the millions of children in emerging countries who lack access to formal education, the proliferation of mobile devices could provide a new opportunity—and perhaps their only means—for accessing learning resources.

Wireless Reach education projects are designed to address the barriers to adopting wireless technology both in and out of the classroom, including the need for digital content and assessment, infrastructure, privacy, security, and professional development for teachers.

In Singapore our WE Learn project is providing 3G-enabled smartphones, mobile broadband connectivity, and educational applications to empower third- and fourth-grade students from Nan Chiau Primary School to acquire and practice key 21st-century skills, including self-directed and collaborative learning. The students' teachers are also





being provided smartphones as well as professional development experiences and customized curriculum that leverages the benefits of the smartphones. Having 24/7 access to educational content, web-based resources, and a broad range of learning tools has resulted in students becoming more independent, inquisitive, and self-directed, and has led to significant improvements in test scores on self-directed and collaborative learning skills.

For the Power of mLearning project in Nairobi, Kenya, Wireless Reach has been collaborating with eLimu, an e-learning social enterprise, to curate content from Kenyan textbooks and repurpose it to leverage the strengths of a mobile platform. The electronic curriculum is enhanced with interactive, engaging, and locally designed content in the form of songs, games, quizzes, and animations. It is then delivered to students through 3G-enabled tablet computers to make learning more interesting, fun, and locally relevant.

Despite the prevalence of mobile technology in people's lives and its growing acceptance in schools,

substantial barriers and challenges remain in using these new technologies effectively in classrooms and in implementing the types of best practices that have been proven to overcome these obstacles.

The recently published "8 Essentials for Mobile Learning and Success in Education" white paper shares best practices and proven solutions to address the most common challenges related to mobile learning, based on our experiences with the global projects in our education portfolio. The paper contains case study examples of successful programs that were designed using these essential strategies.

It is our hope that innovators will use these strategies to achieve success in their own mobile learning initiatives to realize the full potential of providing students and teachers with access to mobile technology and online educational resources.

To read "8 Essentials for Mobile Learning and Success in Education" and learn more about Wireless Reach, visit www.qualcomm.com/wirelessreach.

CHAPTER 6: MENTORING





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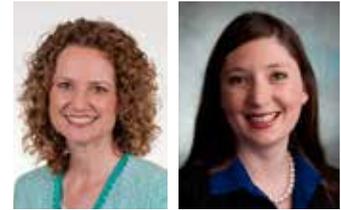
Elevator Speech

Name: _____
Age: _____
How do you bring value to the company?
What do you want to learn?
What do you want to contribute?
What do you want to achieve?
What do you want to do in the future?

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Make the Connection: Linking Girls With Corporate Mentors to Develop Leadership and Career Skills



By Natalie Givans, Laura Krepel, and Michelle Czirjak
Booz Allen Hamilton

For more than a century, Booz Allen Hamilton employees' passions have driven the firm's philanthropic work, resulting in our partnership with organizations that educate and advance opportunities for youth.

Make the Connection is a one-of-a-kind partnership between Booz Allen and the Girl Scouts of the Nation's Capital (GSCNC). Founded in 2005, Make the Connection provides corporate mentorship for girls throughout the Washington, D.C., region. Conceived of and run by Booz Allen employees on a volunteer basis, the program focuses on giving Girl Scouts in grades 6-12 a head start in planning for their futures. Each year, the girls are offered the opportunity to participate in three to four daylong programs, led by Booz Allen women, on topics like career exploration, introduction to the world of management consulting, and developing skills in interviewing, team work, personal confidence, and leadership. Since the program's original offering in 2006, it has been an enormous success, with over 450 Booz Allen employees (both women and men) mentoring 1,850 girls in grades 6-12 in the Washington, D.C., metro area.

Programs for the 2014-15 season include Making

Impressions, a program to teach girls to learn and practice key people skills, including skillful introductions, the art of conversation, and the power of a handshake. In the Career Exploration program, Booz Allen senior women leaders and mentors share their backgrounds and career experiences, showing girls that there are many career paths and ways to define success. In Me to We: Teambuilding Skills, girls and their Booz Allen mentors participate in fun outdoor activities that teach how to achieve success through strategy, communication, and trust.

This season the partnership has introduced a new program, Science, Technology, Engineering, and





Math—Oh My! aimed at girls in grades 4 and 5. This program is designed to encourage girls with an interest in the STEM fields to pursue careers in these areas. Booz Allen volunteer mentors will share their degrees and interests, and the girls will perform hands-on challenges to practice problem-solving skills.

One of the largest and most diverse councils in the country, GSCNC membership includes over 57,700 girls from Washington, D.C., Virginia, and Maryland and

4,415 individual troops. The GSCNC also has one of the nation's largest at-risk populations of girls.

Make the Connection embodies Booz Allen's philanthropic philosophy; it's one way our offices meet the unique needs of their communities by leveraging the firm's expertise and volunteer spirit. It's a hands-on program, and an example of how the firm leverages its employees' intellectual capital and spirit of service to help make a difference in education.

The Private Sector Steps up to Fill the Mentoring Gap in the U.S.

By Gary Belske
EY Americas Deputy Managing Partner



Youth with mentors are more likely to be successful in school, more likely to be leaders in their communities and more likely to enter into young adulthood with opportunities for ongoing education and career choices. To help connect students to vital mentoring opportunities, the nation's business community needs to increase its role in youth mentoring for long-term success.

The Strong Business Case for Youth Mentoring

In spite of our nation's considerable resources, too many of our youth suffer from poverty and community violence, struggle to complete their education, and then become young adults who have trouble finding a career foothold in our current economy.

It's estimated that over 60% of all new jobs in the next decade will require some post-secondary education. But in 2013, one in five American youth did not finish high school with their peers, and an estimated 5.6 million youth aged 16–24 are now disconnected from education and career opportunities. This represents a loss of talent, human capital and societal contribution that the US cannot afford.

Clearly, we must do more to nurture youth through their challenges, ensure their personal and educational development, and provide greater support in joining and contributing to our workforce.

Some of America's Top Corporations and Businesses Have Begun to Meet this Challenge

The good news is that many organizations in the private sector are marshalling their skills, expertise, resources and substantial human capital to provide

support, connectivity and often a window into the world of work for youth across America—often in creative and innovative ways.

At EY, for example, our College MAP (Mentoring for Access and Persistence) program matches groups of employee volunteer mentors with groups of local 11th and 12th graders in underserved high schools so that they can gain access to college and succeed in higher education. To implement the program, EY collaborates with College for Every Student (CFES), a not-for-profit organization committed to raising the academic aspirations of underserved youth.

EY College MAP is highly successful and has grown to 26 cities across the US. We provide access to higher education for underserved youth by engaging our people as mentors who offer personal support, coaching and guidance through the college application and admission processes. College MAP mentors are drawn from all levels of EY professionals, who make a two-year commitment to monthly in-person meetings, as well as to contact between meetings. College MAP mentors work in groups to support one another, help each other balance professional and volunteering schedules, and provide a broader knowledge base. The scholars also work in groups to support each other.

Since its inception in 2009, EY College MAP has helped more than 600 students begin their post-secondary journey. Among our College MAP scholars, 90% of those who graduated high school pursued higher education.

In addition, EY raises money to help bridge the gap between real college costs and the financial means

of the scholars. Since the inception of the EY College MAP Scholarship Drive in 2014, we have distributed more than \$650,000 to College MAP graduates.

Corporate mentoring is also valuable to our employees. Since launch in 2009, over 800 EY professionals in the US have participated in the College MAP program. We've been delighted by the impact the program has had on our professionals who have volunteered. We regularly conduct employee engagement surveys, and we've found that people who have volunteered in College MAP have a much higher connectivity to the firm and feel they are contributing to our vision of building a better working world. We give them time to participate, and they find it very fulfilling to mentor these high school students.

When the private sector understands that mentoring is vital for its own future, it is reviving that old idea that a strong society, like a strong business, is one that ensures a skilled future workforce and a prosperous community.

To learn more about the growing private sector role in the youth mentoring movement, including trends and best practices in corporate engagement, visit ey.com and download our new report: Mentoring: At the crossroads of education, business and community.

www.ey.com/us/youthmentoring

About EY

EY is a global leader in assurance, tax, transaction and advisory services. The insights and quality services we deliver help build trust and confidence in the capital markets and in economies the world over. We develop outstanding leaders who team to deliver on our promises to all of our stakeholders. In so doing, we play a critical role in building a better working world for our people, for our clients and for our communities.

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Corporate mentors are making a difference. Gary Belske, EY Americas Deputy Managing Partner, stands with College MAP scholars at Washington High School in Kansas City, KS.

Mentoring Youth: A “Win” for All

By Kristin Kosmides
Head, Corporate Citizenship, Legg Mason

Mentoring has been a cornerstone of Legg Mason’s community volunteerism for many years and reflects the firm’s philanthropic commitment to education with an emphasis on at-risk youth. Multiple Legg Mason associates have been engaged in this effort and have realized the many benefits of such work—both personally and professionally.

At our headquarters location, we have had great success through an award-winning partnership with Big Brothers Big Sisters of the Greater Chesapeake and a local community public high school. Since 2010, we have mentored a group of students once a month throughout the academic year at our corporate offices in downtown Baltimore.

Mentoring sessions are focused on developing life skills and helping students plan a post high school trajectory. Student successes include a previous mentee who just celebrated his one-year anniversary with an employer after a challenging—both academically and personally—high school career. He is confident, capable, and productive, and his mentor played a big role in helping him along in his journey. It was a true delight for our mentors to send this former mentee a note of congratulations on his important milestone. Another student is now in the Navy, traveling to ports around the world. When we met him, he had not ventured much beyond his own neighborhood. Other mentees are working and taking community college classes.

Over the years, our dedicated Mentoring Program Steering Committee has planned activities for the students at Outward Bound as well as coordinated visits to local colleges. The committee has also

facilitated volunteerism days at soup kitchens and environmental wetlands, created scavenger hunts with the local business community, and invited multiple external speakers to participate in the mentoring sessions. The mentees have also played fun budgeting games and developed their own personal brands. Most recently, the committee added a technology component to the program with the goal of helping the students become more “work-ready” by the time they graduate.

Other mentees have had an opportunity to intern at Legg Mason, either through a local summer program or through Urban Alliance, a national youth employment and mentoring organization. This experience has allowed the students to learn more about the world of work while teaching them some hard and soft skills along the way. It is also a great resume builder as they look for jobs after graduation.

Our mentors have attended graduation, sitting right up front with the faculty, fully supported by the principal, teachers, and school community. In fact,



all of our mentors have spent a “day in the life” of our mentees, attending classes and building their relationships. Via one of those visits, one mentor noticed that her mentee was in an advanced math class, yet had not taken the prerequisite course; that was quickly changed. Others realized some of the students take multiple buses in the morning to get to school—far more difficult than any of our daily commutes.

Other employees can participate in the mentoring program by providing content for the various sessions. For instance, a legal professional can share best-practice tips about the use of social media while a human resources professional can provide important resume advice. Associates have also taught the mentees about financial literacy, through

the Operation Hope curriculum. All of these sessions facilitate leadership development and networking across departments, and sometimes offices, which is of value to Legg Mason in so many ways.

In his monthly visits with the mentees, the program’s executive sponsor reminds the mentees to “show up, have fun, listen, and get involved,” which they have all done enthusiastically. Our mentors have also done that, and it has been most rewarding for all of them. The ultimate “win” though is that this program has made a positive difference for the youth of our city—and that, of course, is the best deliverable of all.

Kristin Kosmides is also a longtime mentor in the program and serves as the Advisory Board Chair for Urban Alliance Baltimore.



How Ritz-Carlton Succeeds Through Service

By Sue Stephenson
Vice President, Community Footprints
The Ritz-Carlton Hotel Company, LLC



Too many children in low-income communities cannot envision a career, are not fully prepared for life, and do not feel connected to their communities. Tragically, those who do not complete their education are much more likely to face unemployment, incarceration, or a life in poverty—employability, life skills, and access to positive role models are critical for a young person’s success.

One social impact focus area of The Ritz-Carlton Community Footprints program is child well-being, and for over a decade our employees have been actively engaged in mentoring youth in underserved communities. However, back in 2009 we became aware that our approach to these volunteer efforts was fragmented and did not fully leverage our brand’s training core competency, and that the mentoring content being delivered was inconsistent.

As a result we embarked on an initiative to create an enterprisewide youth engagement and mentoring initiative that would help encourage middle and high school students to remain in school to complete their high school education and inspire them about the importance of further education. During the early stage of the initiative’s development, the questions we asked ourselves were threefold:

- How do we create a sustainable mentoring program that can operate within the fluctuating 24/7 business demands of the hotel industry and mobilize our employees in a more strategic manner to help disadvantaged students flourish?
- How can we best leverage our internal career and life-skills training curriculum to help

reinforce and bring relevance to what students are learning in the classroom?

- How do we ensure the program design exposes young students to multiple mentors who can share their skills, knowledge, and experiences and help improve social outcomes?

To help answer these questions, we partnered with America’s Promise Alliance, the nation’s largest partnership dedicated to improving the lives of young people. Leveraging our Ritz-Carlton training curriculum, over the next year we developed a Succeed Through Service blueprint that focuses on life and career skills and was subsequently deployed by our hotels, clubs, and residences in over 100 schools in the U.S. and around the world. The program provides our teams with resource guides and lesson plans—enabling them to leverage their skills and expertise to make a positive impact on at-risk youth. It brings students into our hotels and takes our employees





into classrooms to teach the importance of making a good first impression through eye contact, a great smile, and a firm handshake; promote teamwork and collaboration; teach interview and group presentation skills; share our culinary expertise to help encourage healthy eating habits and promote safe food handling; and engage students in helping tackle a challenging community issue to showcase the importance of giving back to their own community. Since the 2009 launch, we have worked with over 18,000 middle and high school students, helping spur their appreciation for the importance of critical life skills, reveal the relevance of what they learn in the classroom, and spark a passion for volunteer service.

Succeed Through Service in Action

Queens Satellite High School serves as an intervention to the drop-out epidemic. Many students have experienced poverty, neglect, and violence—a life devoid of the nurturing environment that helps children thrive. The Ritz-Carlton New York, Central Park employee mentors travel from Manhattan to our school in Jamaica, Queens, for three-hour mentoring sessions, twice monthly, providing our students with the positive role models that they desperately need.

Over the school year students learn to trust their mentors and establish success skills and habits of mind such as punctuality, persistence, service, and a belief in excellence. The Ritz-Carlton team has made it their mission to better the lives of young people, endowing them with hope and a new, solid foundation for future accomplishments.—Mark Melkonian, Principal, Queens Satellite High School for Opportunity

Last year Succeed Through Service was recognized by the Corporation for National and Community Service and MENTOR: The National Mentoring Partnership as the “Most Robust and Comprehensive National Youth Mentoring Program.” Although we collaborate with over 100 schools and youth organizations, we knew we were not scratching the surface of this critical issue. For that reason, leveraging the blueprint we had developed for our hotels, we created the Succeed Through Service Toolkit. The toolkit contains an unbranded resource guide, lessons plans, and supporting PowerPoint presentations—and is available on an open-source, nonproprietary basis as a practical resource for others interested in getting involved and helping young students flourish, complete their education, and have a successful and productive life.



Camfed Study Group: "We meet once a week as a group with other students to share life stories, which is very important because then you can learn from others." Study circles and wellbeing sessions delivered by Learner Guides build strong relationships, trust and empathy, and are critical to keeping girls engaged in their education.



CHAPTER 7: ACCESS TO EDUCATION

Marching to Success

By Capital One Financial Corporation

In December 2014, more than 1,300 high school seniors from 19 schools in 9 cities across the country participated in a national College March, an annual event that originated in the NYC Outward Bound Schools network and has been supported by Capital One since its inception. The students marched to local post offices and mail trucks, where they submitted the final pieces of their college applications as thousands of classmates, teachers, family members, Capital One associates, local business owners, and community leaders cheered them on.



Recognized by President Barack Obama in his 2014 State of the Union address, the College March elevates the efforts of those who are working to make the dream of college access for all a reality. The march provides a forum to celebrate the students' achievements while inspiring underclassmen to follow their lead. Most of the students participating in the march are the first in their families to apply to college, and for many English is a second language; the march provides a vibrant reminder that college can be accessible to all, regardless of background.

The march originated in 2011 at NYC Outward Bound Schools' Washington Heights Expeditionary Learning School, and was launched with the support of Capital One. In New York City, the five-borough College Application March is an annual ritual for all of the schools in the NYC Outward Bound network. This year the New York City-born event went national, celebrating the perseverance of college-bound students across the country.

In addition to the marches in New York City, more than 100 students from Dallas and over 100 students from Wilmington, Delaware, participated in their own marches, cheered on by fellow students, faculty, community members, and Capital One associates.

The marches garnered local media coverage as well as the engagement of influential officials and community leaders reinforcing the fact that the College March is a powerful representation of the idea that every student, regardless of background or circumstance, can thrive at a high-quality institution of higher learning. Several students who participated in the College March shared emotional responses to the outpouring of support they received. The College March reminds students that, with perseverance, resilience, and hard work, each of them can earn a degree—and Capital One, through its community work, is proud to support them in doing just that.

The Most Important Investment:

Supporting Students on Their Path to Becoming College and Career Ready

By Sarah Middleton,
Vice President and Executive Director, The PIMCO Foundation



It's just before five o'clock on a Thursday afternoon in December, one of the last school days before holiday break. Most students have left for the day, headed home or to after-school activities, but at Saddleback and Valley High Schools, both located in Santa Ana, California, several juniors can be found mingling in the classrooms.

These students are participants in PIMCO's after-school program, GetSet—a partnership between the California-based nonprofit THINK Together (which is committed to creating opportunities for all kids to discover their passions and reach their full potential) and the PIMCO Foundation, the charitable arm of global investment management firm PIMCO.

Aimed at helping students leave high school both college and career ready, GetSet is a six-week program that takes place each fall and spring semester. Through GetSet, PIMCO employee volunteers serve as mentors and coaches, using their skills in an extremely hands-on, interactive setting, spending one-on-one time with students to prepare a college access plan.



“The primary goal of GetSet is to help underprivileged high school students with their resumes, letters of recommendation, and personal statements. I was ecstatic to see the program launch because of the importance of this type of skills-based course for students going through the college application process. GetSet has continued to expand each year thanks to all the PIMCO volunteers willing to devote their time and resources to this cause,” said Dan Hwang, a product management associate in PIMCO's Newport Beach, California office and one of the original GetSet creators and volunteers.

Saddleback and Valley High Schools are not alone in their struggle to prepare students for college and, ultimately, the workforce. In the Santa Ana Unified School District (SAUSD), 83% of students are on the free or reduced lunch program; only 26% of all SAUSD students who graduate high school are eligible to attend a four-year university; and for every 2,300 students in SAUSD, there is one higher education coordinator to help them navigate college access. Santa Ana was previously named one of the most blighted cities in the U.S. by the Nelson A. Rockefeller Urban Hardship report.

We are in a time where it is imperative for communities to partner with schools and nonprofit organizations to provide additional college readiness assistance. Given the PIMCO Foundation's focus on education, we are in a position to support organizations dedicated to empowering students. And GetSet offers one more way for PIMCO employee volunteers to tap into their core competencies and help prepare students for success with their education and careers and, ultimately, success in life.

The Power of Lifelong Learning

By United Technologies

When Dan Ward, an engineer at Pratt & Whitney, decided to get his master's in mechanical engineering, United Technologies paid for it. We also paid for Valerie Lincoln's undergraduate education. And now that Valerie, an accounting associate, is pursuing her master's in management and organizational leadership, we're covering the cost of that as well. Although their stories are unique, Dan and Valerie share the experience of more than 32,000 UTC employees who have taken advantage of our Employee Scholar Program (ESP) to enhance their skills, advance their careers, and improve their lives. The company has benefited just as much. ESP helps us attract and retain the talent we need to maintain our edge in the fiercely competitive aerospace and building systems industries. We're proud of what we've achieved so far, and there's much more to come as we prepare to celebrate the 20th anniversary of this extraordinary program.

Launched in 1996, ESP is today recognized as one of the world's most innovative and comprehensive employee education programs. It's easy to see why. We cover the cost of tuition, fees, and books for employees—paid upfront to minimize out-of-pocket expenses. Employees can pursue associate, bachelor's, and master's degrees at accredited, nonprofit institutions in any field they want—regardless of whether it's related to their job. Participants are even eligible for up to three hours of paid time off each week to study. The 32,000 participants have earned nearly 37,000 degrees in 50 countries. Last year nearly 7,500 employees were enrolled, half pursuing advanced degrees.

In 2012, the National Association of Independent Colleges and Universities presented UTC with its annual

advocacy award, praising the company's "enlightened view of the power of higher education to transform people and the nation." It was the first time the award had gone to a company rather than an individual.

When UTC launched the program, we acknowledged the very real job impact that globalization, automation, and ever-increasing worker productivity were having on corporate America. As a private employer we couldn't guarantee lifetime employment, but we recognized that we needed to do our part to ensure that our people were employable for life—and we saw access to higher education as one of the surest ways to achieve that goal. Like any product or service we offered, we knew that a corporate responsibility initiative like this needed to be world-class and deliver real value to our employees. We quickly discovered that employees saw the program as much more than a way to prepare for a future outside of UTC, as a hedge against the uncertainties of a fast-changing global economy. We've found that ESP participants are nearly twice as likely to be promoted as nonparticipants and 20% less likely to leave the company.

Our own investment in the program has exceeded \$1.1 billion—from our perspective, money well spent. ESP has helped us build the high-performance culture that has made us a leader in our industries. Dan Ward was already a standout with a bachelor's in aerospace engineering from Penn State University and holding down two full-time jobs—as a Pratt & Whitney engineer and a U.S. Marine Corps reservist—when he decided to pursue his master's from Rensselaer Polytechnic Institute. Today he is an integration engineer on the F135 engine program for the F-35 Joint Strike Fighter, the next-generation fighter for the U.S. military and its allies.



Dan also served two tours of duty in Iraq, including one where he dismantled roadside bombs. And there's no stopping Valerie Lincoln. She started with us as a temp before being hired as an administrative assistant in 2006. She started working on her associate degree almost immediately, and then kept going, earning her bachelor's in business administration. A single mother and homeowner, she's using the money she saved on her own education to put her daughter through college.

A recent survey by the Society for Human Resources Management found a downward trend in the number of companies offering undergraduate educational assistance—including a drop from 61% in 2013 to 54% last year. We think that's unfortunate. At United Technologies we like to say we're committed to having the best-educated workforce in the world. The Employee Scholar Program is helping us make good on that commitment.

Camfed and Pearson Partnership Empowers Young Women to Support Learning for Girls



By Teodora Berkova, Director of Social Innovation, and Gemma Terry, Social Innovation Community Manager, Pearson

Over the past three decades, enormous progress has been made toward achieving gender parity in education, yet according to the UNESCO Institute of Statistics, around the world 62 million girls are still out of school. In Africa and South Asia, boys are over 1.5 times more likely to complete secondary education, and 250 million adolescent girls around the world are currently living in poverty. Gender inequality in education access and completion stays with girls for the rest of their lives and translates to diminished health and social and economic outcomes into adulthood. The unschooled of today become the illiterate and unemployed of tomorrow. This is a deep injustice and a missed economic opportunity that has global consequences.

The Benefits of Girls' Education

Each additional year of secondary school education increases a girl's income by 15% to 25%, unlocking not just her economic potential but that of her family and community. An educated girl in Africa is three times less likely to get HIV/AIDS, earns 25% more income, and will reinvest 90% of her income into her family. She has a smaller, healthier family, and challenges gender-based violence and discrimination.

Seizing the Opportunity

To help seize the opportunity, in 2013 Pearson joined international non-governmental organization Camfed, with support from the UK Department of International Development and relevant national Ministries of Education, to transform educational opportunities for girls from low-income communities in Zimbabwe and Tanzania. The partnership aims at

improving the learning experience and outcomes for girls from rural and often marginalized areas through sustained collaboration between not-for-profit, private, and government players.

Building on Camfed's 20 years' experience in getting girls into school across Africa, and harnessing Pearson's global expertise in delivering innovative learning solutions, the outcomes of the partnership have been to:

1. Enable 60,744 vulnerable girls in Zimbabwe and Tanzania to enroll in secondary school.
2. Empower over 400,000 girls and boys in 970 rural secondary schools to improve their educational experience and learning outcomes.
3. Create new opportunities for young women graduates of Camfed's programs in the poorest rural communities by training them to become Learner Guides.

Learner Guides are young female role models for girls still in school, who are uniquely qualified through their own experiences of overcoming the barriers to education imposed by poverty and marginalization. Working closely with both students and school leaders, Learner Guides identify and address particular problems girls face that impede their school attendance and learning, and deliver an innovative, complementary curriculum focusing on building individual qualities, health and well-being, the 'My Better World' program.

The partnership is grounded in the belief that girls and young women are the true experts when it comes to identifying and dismantling the barriers to their education and learning.

Developing Deeply Relevant Learning Resources with All Stakeholders

Leveraging one of the company's core areas of expertise, Pearson's specific role has been to support Camfed in developing learning resources for the 'My Better World' program

that are relevant to young people's experience, as well as to their future employability and success. To do this successfully, Pearson and Camfed engaged with young people and their communities, ensuring that the educational resources developed are deeply relevant to girls and boys, as well as gender-sensitive. The insights provided by the young graduates in Camfed's CAMA alumnae network resulted in the creation of unique learning materials that reflect young people's own experience, challenges, and context. The materials use engaging examples and exercises to help students deal with day-to-day issues, gain confidence, reach their goals, become a role model, earn a living, be healthy, be happy, and make the world a better place.

Working Toward Recognized Qualifications for Young Women Mentors

As part of its partnership with Camfed, Pearson has committed to developing a BTEC qualification framework to formally recognize the work of the Learner Guides. BTEC is one of the world's most sought-after applied-learning qualifications, providing students with a clear line of sight into work and further education. Encouraging students to take responsibility for their own learning, BTEC recognizes, supports, and certifies



Camfed Learner Guides: CAMA Learner Guides gather on May 20, 2014, in Nyanga, Zimbabwe, for their semi-annual review to discuss best practices, challenges and success stories.

the development of practical, interpersonal, and thinking skills essential for professional life. After witnessing the enormous impact of the partnership over the first two years, Pearson has extended its commitment to reach 5,000 Learner Guides in Zimbabwe, Tanzania, Malawi, Zambia, Ghana, and South Africa.

Pearson will develop a BTEC tailored to the unique needs of the Learner Guides, support their training and assessment, and certify 5,000 young women, providing them with a stepping stone into formal higher education, teacher training, and employment. These 5,000 Learner Guides will teach and mentor over 150,000 girls to help improve their attendance, retention, and learning at secondary school—creating a virtuous cycle of learning and empowerment.

The partnership is aligned with Pearson's broader social impact strategy to work from the grassroots through to the national and international levels, investing in the improvement of education and advancing our commitment to learners worldwide.

To learn more about this and other social impact initiatives at Pearson, visit www.pearson.com or contact Gemma Terry at gemma.terry@pearson.com.

Education for Better Helps Create Economic Opportunity

By Patrick Gaston,
President, Western Union Foundation



Education, together with Western Union® services and Western Union Foundation philanthropy, can play a powerful role in changing people's lives for the better. Education can create economic opportunity—and is something that many Western Union customers care deeply about.

It's proven. Education saves lives, reduces household poverty, and creates more stable, prosperous communities. According to the United Nations, every additional year of school can increase an individual's annual income by up to 10%. And if all students in low-income countries left school with basic reading skills, 171 million people could be lifted out of poverty. However, in 2012 nearly 58 million primary school-age children and an additional 63 million adolescents between the ages of 12 and 15 were not in school. And too many who do graduate lack the skills necessary for employment. Yet globally, basic education is underfunded by \$26 billion a year.

These are the reasons why Western Union and the Western Union Foundation established Education for Better, a three-year commitment to education. Unveiled during the launch of the UN Education First initiative in September 2012, Education for Better leverages Western Union shared-value products and services, cause marketing, advocacy, corporate and Western Union Foundation strategic philanthropy, employee engagement, and communications to support secondary and vocational education programs around the world.



©Teach for All

- **Products and services:** Western Union focused on creating products and services, such as the GlobalPay for Students and GlobalPay for Education platforms, to help students and educational institutions move money.
- **Advocacy:** Western Union is a founding member of the Global Business Coalition for Education, which champions the education cause with governments and donor agencies worldwide.
- **Employee engagement:** In 2014, for the second consecutive year, more than 72% of all Western Union global employees participated in the Western Union Foundation Employee Giving Campaign, donating funds to support secondary and vocational education programs around the world.
- **Cause marketing and communications:** Through advertising, social media, marketing, and more, including a major sponsorship through the PASS initiative, the company works to draw attention to the education cause.

- **Strategic philanthropy:** As part of the Education for Better commitment, the Western Union Foundation pledged an average of \$10,000 per day for more than 1,000 days in potential grant funding.

**Highlight: Education for Better—
The Western Union Foundation**

As part of the Education for Better commitment, the Western Union Foundation pledged an average of \$10,000 per day for more than 1,000 days in potential grant funding for nongovernmental organizations working in the education space. In late December 2014, we exceeded this goal, having collected more than \$11.5 million in grants and formal donations, a year ahead of schedule.

This commitment represents more than 250 grants and formal donations in partnership with the company, employees, Western Union agents, other business partners, and consumers—benefiting students, teachers, and schools in 53 countries via 160 organizations. Education for Better has funded

grants to such charitable organizations as UNICEF, Teach for All, UNESCO, Mercy Corps, Pratham, Save the Children, the U.S.-Mexico Foundation, and Jobs for America’s Graduates, supporting access to quality educational opportunities worldwide.

**Highlight: Education for Better—
Cause Marketing PASS Initiative and UNICEF**

The Western Union PASS initiative, launched in May 2013, is about harnessing the power of soccer to build awareness of the need for greater investment in education. At the same time, working with UNICEF, the PASS initiative is helping deliver on-the-ground educational support, making a positive, lasting difference to young people, their families, and their communities.

As the global partner of the Union of European Football Associations (UEFA) Europa League, Western Union, through its sponsorship of the competition, committed to turning every successful pass into funds to support access to quality education for young people, with the

goal of supporting the delivery of 1 million days of education. To achieve this goal, Western Union has committed to a \$1.8 million, three-year grant through the Western Union Foundation to support UNICEF education programs in 10 countries. Now in its third year, PASS initiative grant funding has already supported UNICEF education programs in Jamaica, Nigeria, Turkey, Brazil, Senegal, Morocco, and China, with support for programs in Colombia, Mexico, and Romania scheduled to begin this year.



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