Together, We Can Achieve

Project Tomorrow – Committed to Excellence in Education for Orange County
TODAY’S CHILDREN WILL CHANGE TOMORROW’S WORLD.
LET US WORK TOGETHER TO HONOR THEIR POTENTIAL BY GIVING EVERY CHILD A WORLD-CLASS EDUCATION.

SHARING THE VISION

Imagine the strength of a community whose citizens understand the world around them, demonstrate critical and analytical thinking skills, further their education and excel in the workplace. Imagine the pride within an education system that is capable of producing such individuals. Imagine the capabilities of a business community that benefits from such a qualified work force. Most importantly, imagine Orange County as a place where individuals can enjoy the lifelong sense of fulfillment that comes from achieving their potential. It all starts with a sound education system, built by a community that cares enough to set the highest possible standards. Project Tomorrow believes Orange County is that type of community.

Since 1996, Project Tomorrow has pursued its vision of making Orange County a world-class education capital through strengthening science education in grades K through 12. It began as an idea formulated by concerned members of the business and education community and has grown into a partnership-based organization that offers a myriad of education-oriented programs. It takes more than money to make these programs work; it takes a shared sense of commitment to the vision. Every program is the product of a partnership. The synergy behind these partnerships is incredibly powerful — powerful enough to transform Orange County into a world-class education capital.

Project Tomorrow invites you to take part in this transformation and help shape the future of education in Orange County. As the statement above reminds us, today’s children will change tomorrow’s world. If we teach them well, they will change it for the better. If you believe in our vision for excellence, please become a partner in our efforts. Work with us so that, together, we can honor every child’s potential to change the world.
LOOK TO THE FUTURE

We are in the midst of an incredibly exciting era for business in Orange County. Industries that did not even exist 30 years ago now drive a countywide gross product that ranks 2nd in the state, 11th in the nation, and 31st in the world. This economic productivity is largely dependent on the scientific and technological skills of our current work force. But to sustain our economy over the long term, we need to ensure a qualified work force for the future.

As representatives of the high-tech community, we are committed to preparing Orange County students to compete effectively in a dynamic, technology-driven market. Although our schools rank high in statewide test comparisons, they lag behind in the national and international arenas. Furthermore, the demand for technical professionals is growing dramatically, but the number of engineering and technical degrees awarded in the United States dropped 4 percent between 1995 and 2000. Many other nations, including China, Russia and Japan, produce more engineers every year. At the highest level of education, nearly 50 percent of Ph.D.s in engineering and computer science awarded in the United States went to nonresidents. To address this imbalance, we must create a science and technology pipeline for students, beginning in elementary school. We need to prepare them for careers in fields that will need and value their skills.

Empowering our youth through education is not just an opportunity for our generation to make a difference; it is our obligation. Project Tomorrow gives us so many opportunities to fulfill this obligation. It provides a framework for taking action in ways that will contribute to lasting systemic change, rather than “quick-fix” solutions. Using a venture-capital model, Project Tomorrow supports innovative, replicable programs that are designed to leverage our initial investments. As committed partners in the process, educators build the programs into their science curricula. Districts and other sources then can sustain the programs to benefit students well into the future.

Think of the challenges and opportunities that await today’s students. Many of their careers could be in science-related fields unheard of today. Working together, we can produce innovative graduates who will ultimately lead the region into the new technologies and global markets of the 21st century. It’s the smart thing to do for our businesses. It’s the right thing to do for our children. Let’s work together to build the partnerships in science education that will keep our nation strong and Orange County in the lead, today and tomorrow.

Joel Slutzky
Chairman
Odetics, Inc.

Dwight W. Decker, Ph.D.
Chairman and CEO
Conexant Systems, Inc.
Project Tomorrow’s strategy is based on the belief that science education is the best foundation for building educational excellence. Science integrates skill sets from all major academic subjects, including mathematics and language arts. It helps students develop life skills such as critical thinking, problem solving, communication and teamwork. It also facilitates proficiency in the use of technology, which is essential knowledge for all students.

Another favorable factor is that science is accessible to all students, including new residents with limited English proficiency. This is especially critical in schools serving port-of-entry neighborhoods, where the majority of students come from non-English-speaking households.

In its 2000 Report to the Nation, the National Commission on Mathematics and Science Teaching in the 21st Century presented four compelling reasons why students need to achieve competency in mathematics and science:

• The demands of our changing economy and workplace
• Our democracy’s need for an educated citizenry
• The vital links between mathematics and science to our national security interests
• The deeper value of mathematical and scientific knowledge

The changing economy and workplace were driving forces behind the formation of Project Tomorrow. The productivity of our nation and the growing high-tech sector depends greatly on the scientific and technological capabilities of our work force. Our companies rely on the education community to produce graduates who meet the demand for jobs in engineering, science and technology.

Although the practical, economical considerations are compelling enough, the commission’s fourth point addresses more profound benefits. Science gives students the tools to explore the world, analyze possibilities and produce solutions. It teaches them how to unlock their own potential for understanding, growth and progress, so they can make their unique contributions to the world.
WHY NOW?

The State of California’s recent budget woes heighten the urgency of our mission. These shortfalls will cut deeply into Orange County schools, many of which are struggling already to fund desperately needed technology and science resources. Sadly, some districts have addressed the crisis by eliminating, among other things, outstanding science programs. The timing is unfortunate, as the state recently announced that students will be tested for science much earlier in their schooling, in the 5th grade, beginning in 2003. These test results will serve as a valuable benchmark for progress, underscoring the need for science and technology programs in elementary school.

Far too many students are missing out on these valuable early enrichment opportunities. One indicator of this is the county’s disappointing ranking in students per computer. The national average is five students per computer, and the state average is 6.7 students per computer. Orange County averages 7.8 students per computer. It is one of the only areas where Orange County’s statistics compare unfavorably to statewide numbers. This is unacceptable in a county with the 11th largest gross national product in the nation, driven in part by high-technology companies.

As a community, we must act immediately to send a message that Orange County will not accept anything less than excellence in the classroom, and this includes making science and technology priorities. We must create opportunities for family involvement at school and encourage support at home. Orange County educational institutions at all levels must work together to build a strong foundation as students progress from kindergarten through college. Businesses must play a role as well, working with non-profit agencies and foundations to provide seed capital, expertise and support.

Having established sound relationships based on a shared vision, the business and education communities can provide greater access to opportunities that prepare students for the workplace, through mentoring, internships and other exposure to real-world environments. This circle of support will give students a foundation on which they can excel and compete effectively with their international peers. Although we are encouraged by Orange County’s reputation for educational excellence within the state, we must consider the broader national and international picture. As the following test results and data show, Orange County, the State of California and the United States compare unfavorably in key areas.

CALIFORNIA BOASTS WORLD-CLASS SCIENCE AND TECHNOLOGY GRADUATE PROGRAMS, YET LESS THAN 50 PERCENT OF PROGRAM GRADUATES RECEIVED THEIR K-12 EDUCATION IN THE STATE.
National Perspective
Many Americans were stunned by the results of the Third International Mathematics and Science Study (TIMSS). These results, shown in the following charts, indicated that the performance level of U.S. students in these two subjects actually drops sharply as they progress through grade levels compared to other nations.

State Averages
The National Center for Education Statistics released the results of its 2000 National Assessment of Education Progress (NAEP), including state averages for math and science testing among 4th and 8th graders. The accompanying NAEP chart shows that California’s students scored well below the national average in both subjects.

<table>
<thead>
<tr>
<th>State</th>
<th>Grade 4</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wisconsin*</td>
<td>162</td>
<td></td>
</tr>
<tr>
<td>Massachusetts</td>
<td>162</td>
<td>Florida</td>
</tr>
<tr>
<td>Maine*</td>
<td>161</td>
<td>Delaware</td>
</tr>
<tr>
<td>North Dakota</td>
<td>160</td>
<td>Colorado</td>
</tr>
<tr>
<td>Montana*</td>
<td>160</td>
<td>Alaska</td>
</tr>
<tr>
<td>Iowa*</td>
<td>159</td>
<td>Washington</td>
</tr>
<tr>
<td>Vermont*</td>
<td>158</td>
<td>Wisconsin^</td>
</tr>
<tr>
<td>Wyoming</td>
<td>157</td>
<td>Montana^</td>
</tr>
<tr>
<td>Minnesota*</td>
<td>156</td>
<td>Minnesota^</td>
</tr>
<tr>
<td>Vermont^</td>
<td>156</td>
<td></td>
</tr>
<tr>
<td>New York^</td>
<td>155</td>
<td></td>
</tr>
<tr>
<td>Maryland</td>
<td>154</td>
<td>Maine</td>
</tr>
<tr>
<td>North Carolina</td>
<td>153</td>
<td></td>
</tr>
<tr>
<td>Idaho*</td>
<td>152</td>
<td></td>
</tr>
<tr>
<td>Oklahoma</td>
<td>152</td>
<td></td>
</tr>
<tr>
<td>Kentucky</td>
<td>151</td>
<td></td>
</tr>
<tr>
<td>Illinois*</td>
<td>150</td>
<td></td>
</tr>
<tr>
<td>West Virginia</td>
<td>150</td>
<td>Missouri</td>
</tr>
<tr>
<td>Oregon^</td>
<td>150</td>
<td></td>
</tr>
<tr>
<td>Nebraska</td>
<td>149</td>
<td></td>
</tr>
<tr>
<td>New York*</td>
<td>148</td>
<td></td>
</tr>
<tr>
<td>Virginia</td>
<td>147</td>
<td></td>
</tr>
<tr>
<td>North Carolina</td>
<td>146</td>
<td></td>
</tr>
<tr>
<td>Rhode Island</td>
<td>146</td>
<td></td>
</tr>
<tr>
<td>West Virginia</td>
<td>145</td>
<td></td>
</tr>
<tr>
<td>California</td>
<td>131</td>
<td></td>
</tr>
</tbody>
</table>

**GRADE 4**

* Indicates that the jurisdiction did not meet one or more of the guidelines for school participation.

~ Indicates that the jurisdiction did not meet the minimum guidelines for participation.

NOTE: Comparative performance results may be affected by variations in exclusion rates for students with disabilities and limited-English proficient students in the NAEP sample.


---

<table>
<thead>
<tr>
<th>State</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texas</td>
<td>147</td>
<td></td>
</tr>
<tr>
<td>Tennessee</td>
<td>147</td>
<td></td>
</tr>
<tr>
<td>Maryland</td>
<td>146</td>
<td></td>
</tr>
<tr>
<td>Arkansas</td>
<td>144</td>
<td></td>
</tr>
<tr>
<td>Georgia</td>
<td>143</td>
<td></td>
</tr>
<tr>
<td>Alabama</td>
<td>143</td>
<td></td>
</tr>
<tr>
<td>Nevada</td>
<td>142</td>
<td></td>
</tr>
<tr>
<td>South Carolina</td>
<td>141</td>
<td></td>
</tr>
<tr>
<td>Arizona</td>
<td>141</td>
<td></td>
</tr>
<tr>
<td>Louisiana</td>
<td>132</td>
<td></td>
</tr>
<tr>
<td>New Mexico</td>
<td>138</td>
<td></td>
</tr>
<tr>
<td>Hawaii</td>
<td>138</td>
<td></td>
</tr>
<tr>
<td>Mississippi</td>
<td>133</td>
<td></td>
</tr>
<tr>
<td>California</td>
<td>131</td>
<td></td>
</tr>
</tbody>
</table>

**GRADE 5**

* Significantly different from 2000 if only one jurisdiction or the nation is being examined.

** Significantly different from 2000 when examining only one jurisdiction and when using a multiple-comparison procedure based on all jurisdictions that participated both years. (See Technical Notes on the NAEP Web site)

^ Indicates that the jurisdiction did not meet one or more of the guidelines for school participation.

~ Indicates that the jurisdiction did not meet the minimum guidelines for participation.

NOTE: Comparative performance results may be affected by variations in exclusion rates for students with disabilities and limited-English proficient students in the NAEP sample.

The accompanying SAT9 results indicate how Orange County students are performing compared to their peers in other counties and within the state. As of the 2001-2002 school year, students are tested for science knowledge only in grades 9, 10 and 11. Beginning in 2003, students in grade 5 will be tested for science as mandated by the state.

### Statewide Stanford 9 Test Results

<table>
<thead>
<tr>
<th>County</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>San Diego</strong></td>
<td><strong>45%</strong></td>
<td><strong>49%</strong></td>
<td><strong>49%</strong></td>
</tr>
<tr>
<td><strong>San Bernardino</strong></td>
<td><strong>53%</strong></td>
<td><strong>51%</strong></td>
<td><strong>51%</strong></td>
</tr>
<tr>
<td><strong>San Luis Obispo</strong></td>
<td><strong>59%</strong></td>
<td><strong>58%</strong></td>
<td><strong>58%</strong></td>
</tr>
<tr>
<td><strong>Santa Barbara</strong></td>
<td><strong>48%</strong></td>
<td><strong>45%</strong></td>
<td><strong>45%</strong></td>
</tr>
<tr>
<td><strong>Santa Clara</strong></td>
<td><strong>55%</strong></td>
<td><strong>56%</strong></td>
<td><strong>56%</strong></td>
</tr>
<tr>
<td><strong>San Francisco</strong></td>
<td><strong>49%</strong></td>
<td><strong>46%</strong></td>
<td><strong>46%</strong></td>
</tr>
<tr>
<td><strong>San Joaquin</strong></td>
<td><strong>33%</strong></td>
<td><strong>41%</strong></td>
<td><strong>40%</strong></td>
</tr>
<tr>
<td><strong>San Mateo</strong></td>
<td><strong>56%</strong></td>
<td><strong>53%</strong></td>
<td><strong>53%</strong></td>
</tr>
<tr>
<td><strong>Santa Cruz</strong></td>
<td><strong>51%</strong></td>
<td><strong>55%</strong></td>
<td><strong>55%</strong></td>
</tr>
<tr>
<td><strong>Shasta</strong></td>
<td><strong>48%</strong></td>
<td><strong>47%</strong></td>
<td><strong>47%</strong></td>
</tr>
<tr>
<td><strong>Sierra</strong></td>
<td><strong>37%</strong></td>
<td><strong>33%</strong></td>
<td><strong>31%</strong></td>
</tr>
<tr>
<td><strong>Siskiyou</strong></td>
<td><strong>53%</strong></td>
<td><strong>53%</strong></td>
<td><strong>53%</strong></td>
</tr>
<tr>
<td><strong>Solano</strong></td>
<td><strong>45%</strong></td>
<td><strong>49%</strong></td>
<td><strong>42%</strong></td>
</tr>
<tr>
<td><strong>Sonoma</strong></td>
<td><strong>55%</strong></td>
<td><strong>59%</strong></td>
<td><strong>56%</strong></td>
</tr>
<tr>
<td><strong>Stanislaus</strong></td>
<td><strong>46%</strong></td>
<td><strong>45%</strong></td>
<td><strong>40%</strong></td>
</tr>
<tr>
<td><strong>Sutter</strong></td>
<td><strong>47%</strong></td>
<td><strong>42%</strong></td>
<td><strong>45%</strong></td>
</tr>
<tr>
<td><strong>Tulare</strong></td>
<td><strong>33%</strong></td>
<td><strong>37%</strong></td>
<td><strong>37%</strong></td>
</tr>
<tr>
<td><strong>Trinity</strong></td>
<td><strong>50%</strong></td>
<td><strong>50%</strong></td>
<td><strong>50%</strong></td>
</tr>
<tr>
<td><strong>Tuolumne</strong></td>
<td><strong>52%</strong></td>
<td><strong>57%</strong></td>
<td><strong>51%</strong></td>
</tr>
<tr>
<td><strong>Ventura</strong></td>
<td><strong>51%</strong></td>
<td><strong>55%</strong></td>
<td><strong>50%</strong></td>
</tr>
<tr>
<td><strong>Yolo</strong></td>
<td><strong>54%</strong></td>
<td><strong>49%</strong></td>
<td><strong>50%</strong></td>
</tr>
<tr>
<td><strong>Yuba</strong></td>
<td><strong>40%</strong></td>
<td><strong>40%</strong></td>
<td><strong>34%</strong></td>
</tr>
</tbody>
</table>

### A Closer Look at Orange County

The following demographic data provides a broader understanding of education in Orange County, as compared to the state and nation.

**ORANGE COUNTY’S STUDENT POPULATION COMPRISES 8 PERCENT OF ALL THE STUDENTS IN THE STATE.**

<table>
<thead>
<tr>
<th>Category</th>
<th>US</th>
<th>CA</th>
<th>OC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average teacher salary</td>
<td>$41,724</td>
<td>$47,680</td>
<td>$46,105</td>
</tr>
<tr>
<td>Expenditures per student</td>
<td>$7,146</td>
<td>$6,232</td>
<td>$6,314</td>
</tr>
<tr>
<td>Student/teacher ratio</td>
<td>16.5</td>
<td>20.7</td>
<td>21.4</td>
</tr>
<tr>
<td>Children in poverty</td>
<td>16.9%</td>
<td>20.3%</td>
<td>19.1%</td>
</tr>
<tr>
<td>Elementary school size</td>
<td>484</td>
<td>633</td>
<td>754</td>
</tr>
<tr>
<td>High school size</td>
<td>786</td>
<td>1,441</td>
<td>1,419</td>
</tr>
<tr>
<td>School with AP classes</td>
<td>57%</td>
<td>74%</td>
<td>91%</td>
</tr>
</tbody>
</table>

*Includes public schools only
California Department of Education, Orange County Department of Education

---


American Electronics Association, CyberEducation 2002, Orange County Department of Education, College Board

California Youth Authority

State Level Test Results: 41% 46% 42% 51% 45% 48%

---
EXCELLENCE IN
ORANGE COUNTY EDUCATION

“The vision of Project Tomorrow is one shared by all of us at the Orange County Department of Education. Our students are incredibly fortunate to be growing up in such a dynamic region, where education is a priority, not just in the schools but also in our communities. Although Orange County shines among Southern Californian education systems, we still face many challenges. I am confident that by working together, we can make the most of these opportunities for improvement. If we continue to build partnerships among schools, businesses and other organizations, as well as among educators, students and families, Orange County will be one of the nation’s premier education capitals.”

Bill Habermehl
County Superintendent
Orange County Department of Education

In more narrow comparisons between Orange County and other Southern Californian counties, Orange County schools excel in several areas. Orange County students benefit from low dropout rates, safe school environments and favorable test scores.

Orange County schools also receive a high level of honors and awards.

- The U.S. Department of Education has named more than 50 schools in Orange County as National Blue Ribbon Schools.
- More than 70 schools are designated as California Distinguished Schools by the California Department of Education.
- The California School Boards Association recognized 12 Orange County schools for innovative programs that demonstrate excellence in education in 2000-2001.
VISION FOR EXCELLENCE

Systemic change is not possible without centralized, unflagging leadership. Project Tomorrow fills this role by serving as a catalyst in three strategic, closely interrelated areas. Working committees oversee each area: Projects and Programs, Professional Development and Community Involvement. Each committee has developed strategies that serve as a framework for Project Tomorrow’s operations.

EDUCATION ENVIRONMENTS – PROJECTS AND PROGRAMS

The goal of the Projects and Programs Committee is to foster educational environments that inspire academic excellence and result in high achievement for all students. Project Tomorrow supports this goal by developing programs that contribute to six fundamental principles.

**Visionary Leadership**
District and school administrators strive to:
- Create an environment of excellence and remove all barriers to success
- Support excellence by providing flexibility in school day scheduling and smaller class sizes
- Understand that cultural shifts are embraced from the bottom up and supported from the top down

**Quality Curriculum**
Partners in the Vision for Excellence are committed to the following beliefs:
- Thematic instruction ties subjects together around a single topic to deepen understanding
- Real-world, project-based learning provides a context for greater understanding
- Curriculum should teach students how to think, not just to memorize
- Science should serve a cornerstone for integrating math and language arts

**After-School Enrichment**
- School communities and their partners collaborate to provide high-quality, after-school programs that augment curriculum and inspire students to pursue interests

**Access to Resources**
- District and school administrators help teachers achieve their goals by ensuring access to required resources, including materials, supplies and professional development

**Accountability**
Student successes are evaluated through:
- Percentage of graduating students’ eligibility for college admission
- Standardized state and districts testing
- Student portfolios that exhibit knowledge, creativity and skills in problem-solving and teamwork
- Assessments that demonstrate abilities gained through academic achievement
- Attitude surveys that indicate how students perceive themselves and their education

**Educational Innovation**
Participants in the Vision for Excellence:
- Provide opportunities for innovation, such as pilot programs, academies, magnet schools and charter schools
- Benchmark “best practices” and disseminate related information and data from the county, state, nation and world
- Understand that educational innovation requires a three- to seven-year commitment to the process
STRONG LEADERS AND TEACHERS – PROFESSIONAL DEVELOPMENT

The goal of the Professional Development Committee is to stimulate changes in policies and work environments so that Orange County schools can attract and retain visionary educational leaders. There are three primary groups of objectives that contribute to this goal.

Innovation and Empowerment
District and school administrators strive to:
• Mentor and support new teachers during their first five years
• Develop supportive personnel policies and provide resources for teachers pursuing National Board Certification
• Provide opportunities for informal collaboration as well as formal professional development
• Evaluate student results and benchmark “best practices”

Compensation and Careers
Partners in the Vision for Excellence strive to:
• Investigate the feasibility of flexible, market-driven compensation that reflects educational level, demonstrated knowledge and skills, responsibilities and performance

Accountability
Schools use accountability systems that:
• Ensure every student has an effective teacher and that those teachers found to be ineffective are removed from the classroom
• Utilize effective, constructive peer-assistance review processes
• Track trends in student results

PARTNERSHIPS AND SUPPORT – COMMUNITY INVOLVEMENT

The Community Involvement Committee speaks to the heart of Project Tomorrow’s mission: support from and partnerships within the community are essential to quality education. The goal of the Community Involvement Committee is to inform and involve the community so that it values education and collaborates actively to foster excellence in education. There are six primary groups of objectives relating to this goal.

K-16 Partnerships
Schools and districts work together with colleges and universities to:
• Strengthen the supply pipeline for new teachers and principals
• Provide a cohesive professional development program for existing educators
• Develop an integrated K-16 curriculum plan
• Provide mutual support for innovative curriculum and after-school programs
• Coordinate access to people, expertise and facilities

Business and Non-Profit Communities Support Innovation
• Businesses, non-profits and foundations demonstrate their commitment to education by providing seed capital and expertise to incubate and foster replication of innovative programs and projects

Role Model Relationships
• Partners in the Vision for Excellence facilitate relationships among educators, businesses, agencies and organizations so students and educators have contact with role models through mentoring, job shadowing, internships and other real-world opportunities

Family Participation
• Partners in the Vision for Excellence provide opportunities for parents to learn about and participate in their children’s education and schools

Leverage Community Resources
• Partners in the Vision for Excellence build relationships that influence public policy and funding

Community Pride
Partners in the Vision for Excellence:
• Stimulate a burgeoning sense of pride in Orange County as a world-class capital for education
• Celebrate successful programs and partnerships
• Communicate the value of quality science education to the community
• Commend outstanding educators and administrators for their vital contributions
This report contains many compelling statements and statistics about why Project Tomorrow’s vision is essential to the future of Orange County. Although these facts and figures motivate us to continue with our programs, witnessing the phenomenal work underway already is even more inspiring. So many students, families, teachers and schools are experiencing the benefits of an increased emphasis on science education. As Project Tomorrow’s programs build, so does its network of supporters.

<table>
<thead>
<tr>
<th>K-12</th>
<th>Programs</th>
<th>Total in OC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>32,396</td>
<td>494,178</td>
</tr>
<tr>
<td>Teachers</td>
<td>1,465</td>
<td>23,115</td>
</tr>
<tr>
<td>Parents</td>
<td>5,000</td>
<td>380,000</td>
</tr>
</tbody>
</table>

Project Tomorrow’s investment of $3,074,809 since 1997 in Orange County education attests to our commitment. As the figures indicate, Project Tomorrow’s vision is progressing annually, in the form of greater funding. This money is going directly to the programs and projects that will help transform the county into a world-class center for K-12 education.
PROJECTS AND PROGRAMS

To date, our investment in K-12 Renaissance Projects has surpassed $1 million. The goal of these programs is for students to benefit from a coordinated, sustained effort to enhance their science education from their kindergarten year through their senior year of high school.

One such program is ScienceWorks, a consortium of school districts. Spearheaded by the Westminster School District and Westminster High School in the Huntington Beach Union High School District, ScienceWorks is striving to improve student performance through a combination of program components. These include inquiry-based science curriculum, materials resource center, professional development, integrated assessment and community involvement. The Trabuco Hills K-12 Cluster project in the Saddleback Unified School District is another example of a multifaceted program. Specific program components include a summer science institute, high school docent elective, senior career seminar, family science nights and school chapters of Future Scientists and Engineers of America.

Project Tomorrow is addressing a more specific need to instigate demand for quality science education in low decile schools. The Academic Excellence through Science program is underway at Pio Pico Elementary in the Santa Ana Unified School District. Working with Project Tomorrow, the dedicated staff at Pio Pico is using science as a cornerstone for academic excellence and infusing language acquisition strategies into the science curriculum. They also are working to involve the community in their science education efforts.

To encourage creative approaches to K-12 science education, Project Tomorrow has planned several initiatives specifically focused on innovation. The first of these is the extremely successful K-12 collaborative program in the Placentia-Yorba Linda Unified School District. Spearheaded by Esperanza High, the program is helping to better prepare graduating seniors for higher education and employment in the area of technology. Program components include inquiry-based science curriculum, instruction in critical thinking and the use of IMMEX, a software-based assessment tool developed at UCLA. Project Tomorrow’s goal is to build on this success and support five new innovation initiatives over the next five years.

100 percent of the K-6 teachers were teaching inquiry-based science by June 2002 as a result of ScienceWorks.

<table>
<thead>
<tr>
<th></th>
<th>Project</th>
<th>District*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>Teachers</td>
<td>610</td>
<td>610</td>
</tr>
<tr>
<td>Students</td>
<td>12,600</td>
<td>12,600</td>
</tr>
</tbody>
</table>

*Includes Westminster School District (WSD) and Westminster High School (HBUHSD)

More than 30 active volunteer parents are committed to bringing science to the classroom at Pio Pico Elementary.

<table>
<thead>
<tr>
<th></th>
<th>Project</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools</td>
<td>1</td>
<td>51</td>
</tr>
<tr>
<td>Teachers</td>
<td>46</td>
<td>2,877</td>
</tr>
<tr>
<td>Students</td>
<td>978</td>
<td>60,643</td>
</tr>
</tbody>
</table>

In March 2002, touring Egyptian educators selected Esperanza High as one of only six exemplary school programs to visit. They considered its IMMEX program best practice on information technology U.S. education.
The single most-important component of quality science instruction is a highly motivated, appropriately educated teacher. Orange County schools must be able to attract and retain these teachers. This is why Project Tomorrow focuses on identifying, promoting and partially subsidizing professional development opportunities for Orange County educators.

Project Tomorrow is committed to supporting teachers who seek National Board Certification. Through a collaborative effort with the Orange County Department of Education, Project Tomorrow provides investment capital to support the development of a countywide support network and assists teachers through the certification process.

At the school-site level, Project Tomorrow is providing seed capital to South Lake Middle School in Irvine, which has implemented an Educator Preparation Program. This innovative program teams new teachers with master teachers, providing opportunities to work together on a daily basis. Master teachers and exemplary student teachers are recruited from partnerships the district has built with local colleges and universities.

In partnership with the business community, Project Tomorrow has coordinated several Educator Awareness Days for math and science teachers. These events are hosted by Orange County businesses at their sites, so they can showcase their operations and explain how science and math are applied in their industries. Teachers then can take these “real-life” applications back to the classroom to better prepare their students for higher education and careers.

Scholarships and loans are another component of Project Tomorrow’s professional development opportunities. Project Tomorrow offers a loan forgiveness program to Orange County teachers pursuing a Masters of Curriculum and Instruction in Science Education. Additionally, scholarships are provided to local Summer Science Institutes.

### NATIONAL BOARD CERTIFIED TEACHERS

<table>
<thead>
<tr>
<th>Year</th>
<th>US</th>
<th>CA</th>
<th>OC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996</td>
<td>243</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>1997</td>
<td>402</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>1998</td>
<td>924</td>
<td>59</td>
<td>1</td>
</tr>
<tr>
<td>1999</td>
<td>2970</td>
<td>217</td>
<td>14</td>
</tr>
<tr>
<td>2000</td>
<td>4728</td>
<td>440</td>
<td>21</td>
</tr>
<tr>
<td>2001</td>
<td>6503</td>
<td>516</td>
<td>18</td>
</tr>
</tbody>
</table>

National Board for Professional Teaching Standards; The Center for the Future of Teaching & Learning; Orange County Department of Education
Widespread community support is essential to the success of Project Tomorrow’s vision. Several initiatives are building public awareness about the need for quality science education and fostering involvement in programs and projects.

Community Science Nights bring students and their families together with educators to share in science education through exciting learning activities. Project Tomorrow, in collaboration with Beckman@Science, has held five of these remarkably successful events thus far. For many parents attending the events, it provides insight into the value of hands-on science education in their children’s lives. They witness firsthand how these experiences stimulate their children’s critical-thinking and problem-solving skills.

Project Tomorrow’s Vision For Excellence Awards recognizes five teachers and one principal who embody the Vision For Excellence through leadership, innovative education and collaboration within the community. The annual award ceremony also brings together many of the county’s business leaders and educators to celebrate progress toward reaching the Vision for Excellence.

Project Tomorrow’s Web site serves as an online link for those involved in science education in Orange County and beyond. This dynamic tool provides access to resources and enables schools to share their stories. Additionally, it provides information about Project Tomorrow’s philosophy, programs and projects.

This 2002 Community Report also supports the goal of the Community Involvement Committee. It documents the current state of science education in Orange County, including success stories that are underway. Most importantly, it gives us a baseline from which we can work collaboratively to make our education system the best it can be.
Thank you for being a part of our vision for education in Orange County. As we approach our seventh year of building partnerships, we are more committed than ever to our original goals for the county’s schools and their partners. The 2002 Community Report serves as a benchmark for future achievement, but it also celebrates current examples of excellence in education.

Thanks to the generosity of our many donors, we are seeing the powerful results of Project Tomorrow’s successful partnerships within the community. More educators are learning innovative ways to bring the excitement of science into the classroom. More students are experiencing quality science education and loving it. And dozens of businesses and other organizations across the county are involved in partnerships that are strengthening schools, empowering teachers and enlightening students.

The evolution of education in Orange County is underway, and you can play a role that will make a difference for this generation and many more. In the business world, we meet the challenges of rapid growth and change by constantly striving to be the best at what we do. To succeed, we must offer the best products and services. We must develop new technologies, devise new strategies and never stop learning. We must celebrate success, become all the wiser from failures and never stop reaching higher. This unwavering standard of excellence can work in our schools as well, with your support.

Our hope is that this report will inspire each of you not only to stay involved, but also to increase your level of commitment to Project Tomorrow’s vision. It can become a reality, but only if we continue to build the kind of partnerships where every member asks, “What else can I do to make a difference?”

Thank you again for supporting excellence in education. Your investment of resources, time and ideas will make a difference in so many students’ lives and in the future of Orange County.
COMMUNITY UPDATE

TO OUR COMMUNITY

California’s schools are under tremendous financial pressure. Here in Orange County, very few of our nearly 30 school districts have avoided severe budget cuts that are scheduled to take effect during the coming year. Local science programs are being eliminated or scaled back, even though inquiry-based science curriculum continues to be an increasingly important ingredient for teaching our children critical thinking skills and preparing them for a world of growing technical complexity. Meanwhile, 5th grade students are preparing to be tested in science for the first time as part of California’s annual standardized achievement assessments in May 2003.

Project Tomorrow is not a legislative action body, but we fully support the efforts of others in the community who advocate a series of important K-12 funding reforms:

- Local Control: Give local decision-makers the responsibility and authority for setting policy and allocating resources
- Full funding for state and federally mandated programs: Remove from local school districts the financial burden for programs the federal government mandates but only partially funds
- Increase unrestricted state funds: Increase the level of unrestricted funding that school districts receive so local governing boards can allocate it most effectively based on local educational priorities

Project Tomorrow’s members and partners believe these reforms will lead to better overall K-12 educational quality, while empowering local decision-makers to fund richer and more effective science programs. We encourage the community to get involved. Here’s how you can help:

- Write or call your assembly members, state senators and U.S. congressional representatives, urging them to support science education issues
- Stay informed about science education, resources and events by visiting Project Tomorrow’s Web site at www.tomorrow.org and joining our online community
- Know what is expected of our students by reviewing California’s science standards at www.cde.ca.gov/board/pdf/science.pdf
- Encourage your school and district to make a commitment to quality science education, including science-oriented enrichment opportunities
- Contribute time, resources and funding for new and existing science activities within your district and community

We urge you to act on your commitment today and serve as a leading advocate of quality science education. Together, we can make a difference.

Respectfully,
Board of Directors
Project Tomorrow
ACKNOWLEDGEMENTS

Project Tomorrow is extremely grateful and fortunate to have the support of so many outstanding leaders in the business and education communities. As our board members, they provide the guidance and inspiration that will transform Project Tomorrow’s vision into reality for thousands of Orange County students and educators.

BOARD LIST

Jill Bolton Disneyland Resort
Caryl Collins Consultant
Andrew Coulson M.I.N.D. Institute
Judy Cunningham South Lake Middle School, Irvine
Theresa A. Daem, Ed.D. Laguna Beach Unified School District
Kevin C. Daly, Ph.D. Quantum Storage Solutions Group
H.K. Desai QLogic Corporation
Patricia Dever Experian
Katie Fliegler Trabuco Hills High School, Mission Viejo
Paul Folino Emulex Corporation
Dan Gee Ocean Institute
Vivian Goldschmidt Consultant
Bill Habermehl Orange County Department of Education
Amin I. Khalifa Beckman Coulter, Inc.
Richard M. Lodyga Savanna High School, Anaheim
Susan Mas Charter Development Alliance
George Miller, Ph.D. University of California, Irvine
Kathy Moffat Charter Development Alliance
Clifford L. Pike University of California, Irvine
James “Walkie” Ray Sanderson-J. Ray Development
Christine G. Rodriguez Rockwell Collins, Inc.
Henry Samueli, Ph.D. Broadcom Corporation
Valerie K. Schurman The Boeing Company
Celeste Signorino Conexant Systems, Inc.
Joel Slutzky Odetics, Inc.
Laurie Thompson CAPSI - Caltech
Mary Townsend Orange County Department of Education
John Tu Kingston Technology Company
Janice Turner Consultant
Peter R. Villegas Washington Mutual, Inc.
Marvin Winkler SSP Solutions, Inc.
Thomas C. K. Yuen SRS Labs, Inc.

DONOR LIST

EINSTEIN (Above $250,000)
Dr. Henry and Susan Samueli

DAVINCI ($75,000–249,999)
The Boeing Company
Conexant Systems, Inc.
Rockwell Collins, Inc.
The Samueli Family Foundation

EDISON ($50,000–74,999)
Beckman Coulter, Inc.
Paul Folino
John Tu
The Walt Disney Company Foundation
Washington Mutual, Inc.

CURRIE ($25,000–49,999)
Emulex Corporation
Experian
QLogic Corporation
Joel and Judy Slutzky

GALILEO ($10,000–24,999)
Ernst & Young, LLP
Microsemi Corporation
PacificLife Foundation
Tom and Misa Yuen

NEWTON ($1,000–9,999)
The Allergan Foundation
The C and J Turner Trust
Disneyland Resort
First American Corporation Foundation
Lincoln Mercury
Nationwide Health Properties
PacifiCare Health Systems, Inc.
Ralph’s Food 4 Less Foundation
James “Walkie” Ray
Silicon Valley Bank Foundation