

PHILIP MORRIS COMPANIES INC. STRATEGIC GIVING PROGRAM IN EDUCATION

For more than 50 years, Philip Morris Companies Inc. has been committed to the principles of equal opportunity and respect for diversity. These principles guide the company's strategic giving program in education as it continues to make a significant investment in education reform. Philip Morris's education effort is focused on the critical role of educators, with a particular interest in teacher education reform, new approaches to teacher training, creative teaching and increasing the representation of students of color in the teaching profession. Major initiatives have included the following "signature grants:"

The Philip Morris Minority Teacher Scholarship Program, funded through the Foundation for Independent Higher Education (FIHE), encourages liberal arts students of color to pursue public school teaching careers for at least two years upon graduation from college.

The Philip Morris Leadership Program, established in collaboration with John Goodlad's Institute for Educational Inquiry in Seattle, provides up to 20 mid-career teacher education professionals with leadership training, enabling them to become catalysts for reform in their communities.

The Philip Morris Teacher Education Reform Project at Milwaukee's Alverno College, allows the college to expand its successful, outcomes based, teacher-education program to four new sites.

Perfecting Educational Practice: The Georgia Model, a statewide teacher education reform initiative at four institutions coordinated by the American Association of Colleges for Teacher Education, will enhance the capacity of Georgia's teacher preparation programs to respond to critical education issues.

Teach for America, with a major challenge grant from Philip Morris, continues to recruit and train quality teachers for our nation's most under-resourced public school districts.

In addition to these grants, Philip Morris supports scores of pilot projects nationwide, each of which explores innovative approaches to education reform. For example, our grants support in-service training for the current teacher force, efforts to promote gender equity in the classroom and the development of new teaching methods relevant to today's diverse student population. Some examples of our support include:

- * A grant to the Institute for the Recruitment of Teachers to support students of color pursuing graduate degrees for teaching in a variety of disciplines.
- * A scholarship grant to the American Indian College Fund to support students at American Indian Tribal Colleges who are studying to become teachers.
- * A grant to the Washington Center for a two-week intensive academic seminar in Washington, DC, on multi-cultural education for 100 students planning to become teachers.

Another goal of our education program is to promote campus tolerance and celebrate diversity at colleges and universities throughout the United States. In 1993, Philip Morris launched a request-for-proposals titled "Establishing Common Ground" to address incidents of bias and intolerance on campuses of American colleges and universities. Grants were given to eleven schools to help them remain safe havens for individual difference and reaffirm their commitment to the academic values of collegiality and community. Grant-winning programs include:

- * The development of a multi-disciplinary course in which students produce original videos on tolerance.
- * The formation of a campus theater group to address local issues of tolerance.
- * A community service placement program that integrates volunteer work with a study of social sciences from an urban perspective.
- * An initiative to recruit Native American Faculty and address Native American cultural issues, including the creation of a new center for Native Studies.
- * The establishment of a grant fund to support new initiatives proposed by faculty, students and staff to address issues of intolerance and diversity.

Philip Morris Companies Inc. has six principal operating companies: Kraft Foods, Inc.; Kraft Foods International; Miller Brewing Company; Philip Morris Capital Corporation; Philip Morris International Inc.; and Philip Morris U.S.A.

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TO: Ms. A. T. Dowling and M. L. Bodden

DATE: August 15, 1990

FROM: Richard A. Brown

RAB

SUBJECT: Teach For America - L.A. Video Shoot

The video shoot for Teach for America went very smoothly. The film crew was given access to all the classrooms and buildings they requested and they were pleased with the footage. The crew got shots of both corps members in their morning classes and in their afternoon workshop classes. The crew was also able to shoot Wendy Kopp in her office which was located in a dormitory on the University of Southern California campus. I thanked Ms. Kopp for letting us shoot the video and informed her that we would like to interview her for the video when she returned to New York. I also let her know that Teach For America would be able to utilize the footage for its own promotional use.

The Teach For America's Training Institute will be ending next week and the two corps members that we followed will be heading to their respective teaching destinations. They are aware that we will be filming them again in September when school starts.

Our two corps members:

Mr. James Downing
Hometown: Seattle
School Destination: Rural North Carolina

Ms. Lorena Craighead
Hometown: Detroit
School Destination: New York City

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Note for Dennis, Darienne

From: Dennis, Darienne
Date: Thu, Dec 5, 1996 6:09 PM
Subject: TEACH FOR AMERICA
To: Bodine, Margot
Cc: Temple, Richmond

Margot

The Contributions Dept. has recieved a letter of thanks from Teach For America, an organization PM supports. In the letter, they mention the fact of "...Philip Morris' wish that we take steps to publicize the role of the company's support..." And they are concerned, "mindful" of the national debate regarding tobacco products.

Can we speak about how Contributions should best reply to this letter, keeping in mind PM USA's strong stance AGAINST youth smoking? I'd like to discuss further with you.

Many thanks

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curricula (developed by Moses) that translate the abstract language of algebraic equations into understandable, concrete activities. Moses also employs his leadership lessons from the civil rights movement. "You can't make change on a large issue just by advocating from the top," he says. "It has to be a demand from the bottom. That means building grass-roots networks pushing that demand forward." It means working within the community, he says, with families and students and schools.

A listener. Another way to put it is that Moses is always listening to the community.

HE LISTENS LONG AND HARD, THEN SPEAKS, IN A GENTLE VOICE THAT HITS ITS TARGET ALL THE MORE POWERFULLY FOR BEING SO UNDERSTATED.

"I got into the habit of listening as a youngster," Moses says, explaining that he would tag around with his father and "hear him talk about events of the day from the point of view of the little guy." Later, in Mississippi, civil rights leader Ella Baker set another example. "I don't know how many meetings I sat through with her not saying anything, not

contravening," he says. She taught him the importance of "creating a space where someone else can step in and lead," he says. "There had to be a real laying down of the groundwork," a sense of participation that allowed people to direct the movement themselves.

And then, after Moses has listened long and hard and intently, he speaks, in a

gently modulated voice that hits its target all the more powerfully for being so understated. In that regard, "Bob is like an alligator," says Timothy Jenkins, past president of the University of the District of Columbia and a longtime civil rights activist. "He might seem passive, but he's incisive. What he says is considered—and people listen."

Just the way they have been listening for 40 years and counting—and perhaps years beyond counting, as his algebra lessons grow exponentially from student to student, generation to generation, and from equations to equality. ●

WENDY KOPP | SOCIAL ENTREPRENEUR

Heeding a Teaching Moment

By Elizabeth Weiss Green

Wendy Kopp is not one to be deterred by a little word like "No." Not even by the reaction she got from one of her Princeton University professors in 1989 when she proposed starting a sort of Peace Corps for teachers—a program that would recruit fellow Ivy Leaguers to teach for two years in the nation's toughest schools. "My dear Ms. Kopp," responded Marvin Bressler, by his own account, "you are quite evidently deranged."

Maybe so. But Teach for America, as Kopp's program came to be known, is now one of the most respected initiatives in American education. This June, 10 percent of the graduating class of Yale University applied to the program, which accepts only about 1 of every 8 applicants. According to a 2005 survey by an independent research firm, 75 percent of principals who were surveyed consider TFA



JEAN-CHRISTIAN BOURCART

members more effective than other beginning teachers, and a 2004 study of test scores found that TFA teachers' students showed higher math score gains than their peers.

Those are impressive numbers considering that just 10 years ago, it was far from certain that Teach for

America would last another day. Believing that only dramatic efforts could produce acceptable results, Kopp had moved forward with her plans before she found the money to finance them. At first, the strategy worked: Union Carbide, Mobil, and other corporations stepped in with funding. But as TFA's novelty wore off and start-up grants expired, the money flow

slowed. And then, with killer timing, came the Article.

Setbacks. Published in a prominent educational journal, then Columbia University Prof. Linda Darling-Hammond declared TFA to be "bad for the children . . . [and] bad for teaching"; she cited a lack

of training and support. The article didn't take long to reach benefactors' desks. Soon, Kopp was facing a \$1.2 million deficit and a dire choice: cut back or cut out. Characteristically, she chose the first. "She doesn't let obstacles that would deter a lot of people get in her way," says Jerry Hauser, a former TFA staffer. "She just keeps fighting."

Kopp answered worried benefactors' phone calls by pointing out the article's inaccuracies and countering with a study of her own. She laid off 60 employees and cut the budget by a quarter. "It was incredibly, incredibly stressful," she says.

Stressful, but instructive: No longer would dreams run ahead of money. Now, the staff designs a careful long-term plan every five years. United Negro College Fund CEO Michael Lomax, a TFA board member, says Teach for America is one of the best-run nonprofits he's seen. "We're learning so much from Wendy," he says.

Kopp has never been a schoolteacher, but she does have much to teach. "She's not charismatic necessarily," says Hauser. "But she leads by getting things done." ●