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Buy Me! Buy Me!

**THE FOURTH ANNUAL REPORT ON
TRENDS IN SCHOOLHOUSE COMMERCIALISM**

YEAR 2000-2001

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*This report was written with the research assistance of Sharon Lake, who spent countless hours conducting database searches, creating graphs, and tracking down information on companies and groups engaged in schoolhouse commercializing activities.

“Buy Me! Buy Me!” is available on the CERU web site at: <http://www.schoolcommercialism.org/>

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INTRODUCTION

On June 18, 2001, the morning of their high school graduation in Haddonfield, New Jersey, Chris Barrett and Luke McCabe pulled on a pair of brightly colored T-shirts, climbed into a waiting limousine, and sped off for New York City to pitch themselves on national television. It was the only way they said they could afford to go to college.

Chris and Luke appeared on the *NBC Today Show* to announce they had become the first college students in the United States to be commercially sponsored. "We were looking at our dream schools and discovered prices were so high we couldn't afford it on our own," said Luke. "We'd have to find another way."¹

For nearly a year, the two ambitious, blond high school seniors marketed themselves on their website, ChrisandLuke.com, unabashedly promising to do just about anything to serve as "spokesguys" for a corporation willing to come up with the money to them to college. Luke announced he might be persuaded to get a tattoo with a corporate logo. He and Chris posed in front of bowls of breakfast food with a sign reading: "Sponsor us. We will eat your cereal even if we're not hungry!"² And, in a move that epitomizes the continuing encroachment of commercialization in education, the two published a picture of themselves with golf clubs on the Internet beneath a caption that read: "Tiger has sponsors for playing golf ... We need sponsors to go to college!"³

Potential sponsors flocked to the duo. In the end, Chris and Luke signed an exclusive contract with First USA, a subsidiary of Bank One Corporation, the largest issuer of Visa credit cards in the world. First USA committed to pay one year's tuition for each of the students with a possibility of extending the deal. The company also agreed to pay expenses for promotional activities. Chris enrolled at Pepperdine University, where tuition, room and board for out-of-state students is \$31,370. Luke chose the University of Southern California, where out-of-state tuition is \$31,714.⁴

While careful to advocate financial responsibility in its promotion of Chris and Luke, First USA remains one of the world leaders in issuing credit cards to college students, who often perceive credit cards as easy money. The Nellie Mae Annual Credit Card Analysis⁵ issued in early 2001 showed, for example, that one in three college students has four or more credit cards and that average credit card debt among students soared nearly 50 percent from \$1,879 to \$2,749 since 1998.⁶

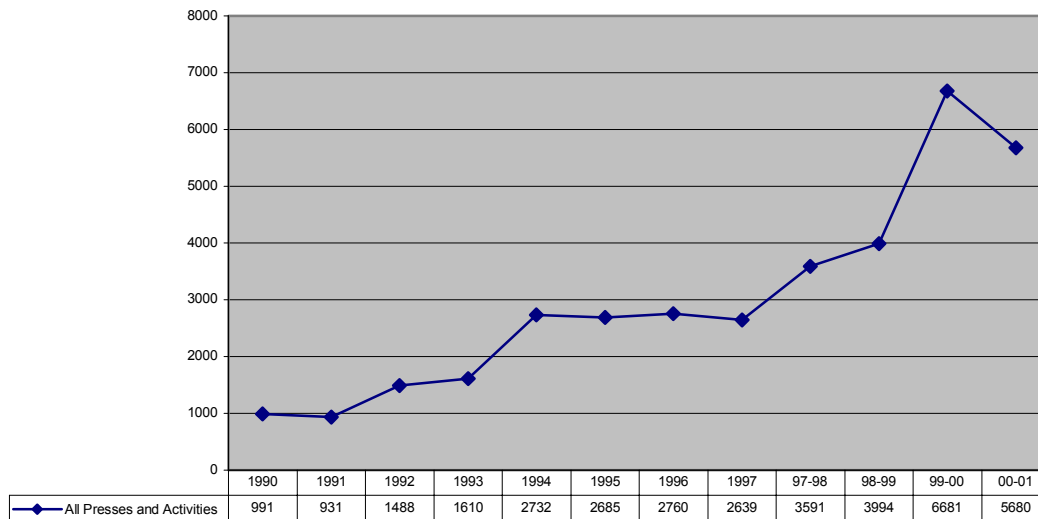
Chris and Luke's marriage to First USA was treated in the media and within marketing circles as a heart-warming example of the ingenuity and entrepreneurial hustle that makes America great. The morning after graduation, Chris and Luke did 30 consecutive interviews in five hours with television shows across the nation. They were featured in *USA Today* and *Teen Newsweek*. According to their publicists, the pair reached 50 million listeners, viewers and, readers during their first two days as "America's First Corporate-Sponsored College Students."⁷

But for all the hoopla, Chris and Luke became "spokesguys" for a darker side of the entrepreneurial spirit in America as well – the commercialism of schools and the purposeful targeting of students to capture them as cradle-to-grave consumers. Years of aggressive commercialism appear to be creating what one marketer calls a generation of "consumer cadets" who are most susceptible and impressionable in the comfortable surroundings of school.⁸

"We've gotten to the point where students don't mind being used," said Andrew Hagelshaw, executive director of the Center for Commercial Free Public Education. "They don't see anything wrong with using themselves to advertise for their sponsors."⁹ Chris and Luke hardly are the first "consumer cadets," but they do represent an important turning point. They symbolize the increasing normalization and acceptance of

commercialization in virtually every area of life. Evidence of increasing normalization emerges in this year's report. For the first time in a decade, media coverage of commercializing activity declined in the year 2000-2001.

Figure 1: Combined Total Citations, All Types of Commercializing Activity, By Year



Two Explanations

The decline suggests two hypothesis: the first is that advertising, marketing and other commercializing activities are becoming more widely accepted and, thus, less newsworthy; the second is that anti-commercializing movements are beginning to have a noticeable impact. In either case, Chris and Luke are "spokesguys" for a complex economic, ethical, and pedagogical issue that continues to challenge students, parents, administrators, and policy makers. Cash-strapped school administrators accept, sometimes solicit, and increasingly defend commercializing activities as means of making up budget shortfalls and financing everything from computers and musical instruments to art supplies and staff training. Those need-based decisions alter the schoolhouse environment and influence how students are taught and the ethical priorities they see supported.

Carol Green, president of Toronto-based Children's Creative Marketing, was the target of anti-commercialism protests five years ago. Now, she says, she rarely hears a complaint. Increasingly, she says, parents and educators are opening to the idea of corporate presence in schools – in part because school funding has declined and in part because corporations are doing a better job promoting their position. "Resistance is easing up as both sides begin to understand each other a little better," she says.¹⁰

A decline in media coverage also could indicate the growing effectiveness of anti-commercializing efforts. The number of news reports could be down because the amount of commercializing activity is down. "The tide is turning," says Gary Ruskin, director of Commercial Alert of Portland, Oregon. "Parents are getting really mad; they understand the effects on children's health and their values and their school time and their education and they want this stuff to stop."¹¹

Abundant anecdotal evidence exists supporting each hypothesis – that commercialism in schools has become an accepted norm or that it is on the decline. The methodology employed in this, and three previous reports on trends in schoolhouse commercialism, leaves open both possibilities. The Commercialism in Education Research Unit (CERU) at Arizona State University analyzed the number of articles published in eight categories of commercializing activity in schools. Each of the eight categories was then broken down by type of media coverage – popular press, education press, business publications, and advertising/marketing literature. Media citations were compiled from extensive Lexis/Nexis searches conducted between July 1, 2000, and June 30, 2001, designed to gauge the approximate prevalence and impact of each type of commercializing activity in schools [See appendix]. Every article that mentioned one of the eight categories was counted as one citation, regardless of the number of times that category was mentioned in the article. An article mentioned in more than one category was counted once in each relevant category. This methodology is consistent with tracking techniques used in the first three annual reports on trends in schoolhouse commercialism prepared by CERU's predecessor, the Center for the Analysis of Commercialism in Education (CACE) at the University of Wisconsin-Milwaukee.

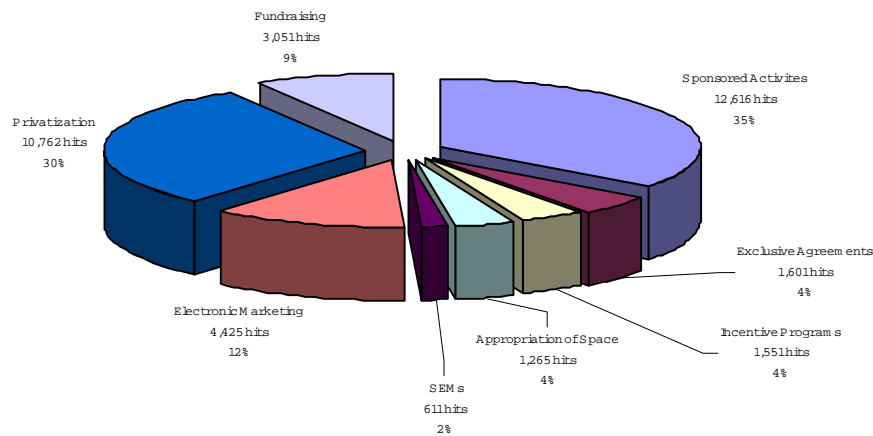
Lexis/Nexis, while a powerful search tool, has limitations. Quantitative calculations of “media hits” are helpful in highlighting trends, which then must be analyzed qualitatively. Each article must be read and a determination made by CERU researchers about content relevance. While the qualitative process leaves room for differing opinions about relevance, the use of consistent qualitative standards on consistent categories, examined for a reasonably prolonged period, has produced what appear to be a series of clear trends. This year's report, for example, found, for the first time, declines in citations related to several categories of school commercialism – as well as in the overall number of citations. Despite those declines, the long-term trend from January 1990 through June 30, 2001, continues to reflect a steady rise in media citations relating to schoolhouse commercialism.

The eight categories of school commercialism tracked by CERU are:

- 1) **Sponsorship of Programs and Activities.** Corporations paying for or subsidizing school events and/or one-time activities in return for the right to associate their name with the events and activities. This also may include school contests.
- 2) **Exclusive Agreements.** Agreements between schools and corporations that give corporations the exclusive right to sell and promote their goods and/or services in the school or school district. In return the district or school receives a percentage of the profits derived from the arrangement. Exclusive agreements may also entail granting a corporation the right to be the sole supplier of a product or service and thus associate its products with activities such as high school basketball programs.
- 3) **Incentive Programs.** Corporate programs that provide awards, goods, or services to a school or school district when its students, parents, or staff engage in a specified activity or demonstrate particular behaviors. The scope of this category's definition was reduced in this year's report because revenue-generating programs such as Campbell's Labels for Education are now included in the new fundraising category.
- 4) **Appropriation of Space.** The allocation of school space such as scoreboards, rooftops, bulletin boards, walls, and textbooks on which corporations may place corporate logos and/or advertising messages.
- 5) **Sponsored Educational Materials.** Materials supplied by corporations and/or trade associations that claim to have an instructional content.
- 6) **Electronic Marketing.** The provision of electronic programming and/or equipment in return for the right to advertise to students and/or their families and community members in school or when they contact the school or district.
- 7) **Privatization.** Management of schools or school programs by private for-profit corporations or other non-public entities.

8) **Fundraising.** The fundraising category incorporates some elements formerly included in the Incentive Programs category, as described above, such as collecting particular product labels or cash register receipts from particular stores. Any activity conducted or program participated in to raise money for school operations or extracurricular programs is considered fundraising. The results of database searches relevant to each of the eight categories are discussed below. Also listed are the

Total Hits for all Eight Categories of Commercialization and Four Presses Combined 1990-2001

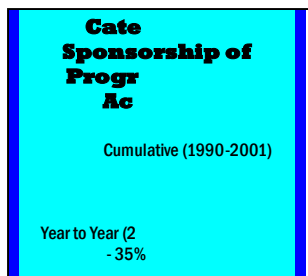


Category	Percent Change			1990-2001	
	1999-2000 to 2000-2001				
Privatization	↑	29		4,160	↑
Exclusive Agreements	↑	03		1,432	↑
Educational Materials	↓	(-48)		938	↑
Appropriation of Space	↑	38		782	↑
Incentive Programs	↔	0		231	↑
Sponsorship of Programs	↓	(-35)		125	↑
Electronic Marketing	↓	(-39)		46	↑
Fundraising *	↓	(-34)		n/a	
	Near-term change			Long-term change	

percent changes in the number of media hits, both for the past year and cumulatively since 1990.

* CERU only began tracking fundraising in 1999-2001

Sponsorship of Programs and Activities



Sponsored programs and activities have dominated media coverage of School commercialism for more than a decade. This category is far and away the largest, accounting for 12,616 media hits since 1990 – nearly 2,000 more than the next nearest category, privatization. However, this year, for the first time, media coverage of sponsored programs and activities registered a decline – a significant decline of nearly 35 percent – compared to 1999-2000. The number of media hits in this category this year was the lowest (752) since 1995, indicating, perhaps, a shift in corporate commercial strategy. Two indicators of that shift were the sharp rise in appropriation of space issues that paralleled the decline in sponsored programs (see category 4) and the emergence of corporate involvement in such areas as naming rights for student athletic conferences.

If universities follow the lead of a group of central Arizona high schools, the Big Ten some day could be known as the Boston Chicken Conference; schools in the Southeastern Conference might be competing in the Subaru Region, and Stanford could send its scholar-athletes to defend their Pac-Bell Championship instead of a PAC 10 crown.

“I can’t see a downside to it,” said Mike Kinnison, an executive of Wells Fargo after his bank announced it paid \$12,000 for naming rights to a new division 4A high school athletic conference in central Arizona. “The publicity alone, I don’t know how much that would cost. It’s a pretty good deal. I hope this is the first of more to come.” Kinnison said his bank plans to host tailgate parties and T-shirt nights at Wells Fargo Region games this fall.¹²

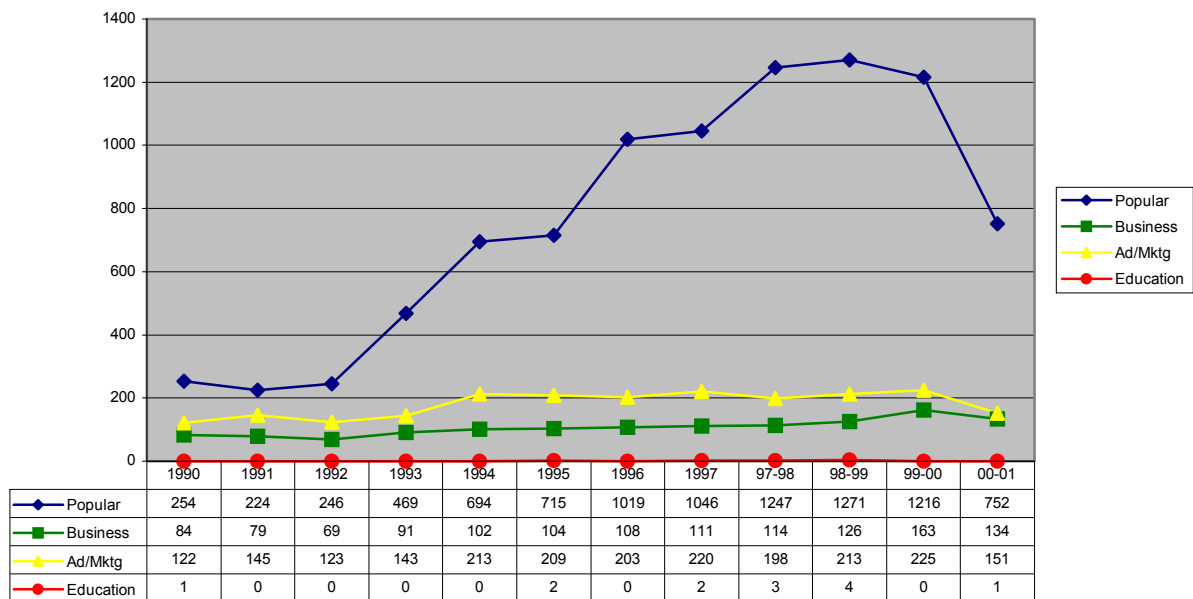
Corporate sponsorship of school programs and activities, particularly promotions tied to student athletics, continues to be a key school-related commercializing activity across the nation. CERU defines the sponsorship of programs and activities as corporations paying for, or subsidizing school events or activities in return for the right to associate company names with events and activities. Sponsorship offers a corporation or businesses the opportunity to associate its name with a good cause, to increase brand recognition among important market segments, and, sometimes, to get its products into schools. National Merit Scholarships are underwritten by corporations. So, too, are a wide range of local scholarships. Unfortunately, corporations often tie their largess to specific marketing objectives and use classrooms, playgrounds, or athletic fields to tap captive, impressionable audiences.

In California, some high schools rich in athletic talent have come to be known simply as “shoe schools” because Nike, Rebook, Adidas, and others are lining up to give away products in hopes of courting future superstars. “The shoe companies are using the high school programs to increase their visibility, and that has created an uneven playing field,” says Dean Crawley, a retired commissioner of the California Interscholastic Federation. “I would say there are probably 8-10 core schools that are sponsored by shoe companies like Nike in California. So to make things fair, they should create a

league for those schools and call it a ‘Shoe Division’.”¹³ Athletic Director Jim Perry of La Quinta (California) High School says shoes are even playing a role in school choice. “Open enrolment and shoe companies allow parents to shop their kids around for exposure and benefits, and that makes me sick.”¹⁴

The “Shoe Wars” and corporate names for school-centered organizations are two ways students are exposed to company sponsorships. A far more sweeping program aims to put corporate-style branding on a variety of products to raise money for K-12 schools in California. America’s Schools, a partnership between the private marketing firm International School Licensing Corp. and several California school boards, allows corporations to license the star-shaped America’s Schools logo and place it on products much the same as the Olympic rings are printed on everything from sweatshirts to soda cans. Participating school districts and county offices receive a percentage of sales from any branded products.¹⁵

Graph 1: Sponsored Programs and Activities



Other programs are crafted to target specific student audiences in hopes of courting future consumers or employees. GTECH Corp., the world’s leading supplier of online lottery systems and services, sends engineers to a local charter school in Providence, Rhode Island, each week to encourage help 6th to 9th graders build robots from Lego blocks.¹⁶ Raytheon Corp., the aviation and defense contractor, operates similar math and science programs in Florida, Texas, Kansas, Massachusetts and several other states.¹⁷ Lucent Technologies funds the “Girls SET for Life” program designed to encourage middle-school girls in Massachusetts to become interested in science, engineering, and technology.¹⁸

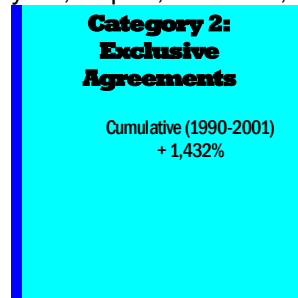
Corporate sponsorships paid for everything from \$15,000 electronic scoreboards to seat cushions and game-day programs across the nation in 2000-2001. In Tennessee, the state football championship was re-named the BlueCross Bowl and Coca-Cola decals were plastered on either side of the half-court line at Kingsport’s Sullivan South High School.¹⁹ In Wyoming, the Fremont County annual boys and girls county basketball tournament is now known as the Riverton Tire and Oil-Cooper Tire Fremont County Shootout.²⁰ “High school kids used to have old, traditional bake sales and car

washes to make money for their teams,” said John Gillis, assistant director of the National Federation of State High School Associations. “That’s not cutting it any more. They are going after the dollars.”²¹

An article in a North Carolina business publication just before Christmas last year neatly summarized the wide range of commercial sponsorships many schools are willing to accept – and even solicit. “Want to put your brand on the band room?” the article began. “The Charlotte-Mecklenburg school board is mulling letting corporate sponsors – for a fee, of course – put their names on classrooms, libraries and other choice venues.”²²

Exclusive Agreements

Beginning in 1996, the issue of exclusive agreements between corporations and schools attracted widespread media interest. Overall, since 1990, media coverage of exclusive agreements has grown faster than any other category of commercialism except privatization. This was one of only three categories that continued to grow last year, in part, no doubt, because of media coverage about a growing backlash against exclusive agreements.

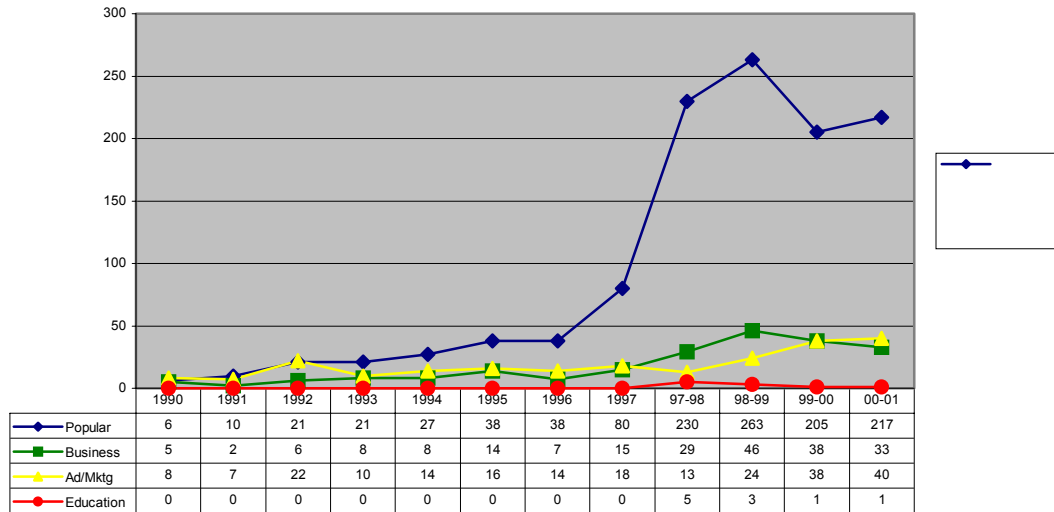


Earlier this year, Coca-Cola announced a change of corporate strategy in dealing with schools across the nation. The beverage conglomerate backed away from the exclusive “pouring rights” contracts it has pursued the past several years with districts and individual schools and announced, instead, it would allow competing drinks such as juice, water, and vitamin-rich products into school vending machines where the company is a supplier.

Executives also told the media they were urging local bottlers to let schools limit sales of soft drinks during lunch and to remove corporate branding from the fronts of vending machines – replacing the Coke logo with “noncommercial signage” such as pictures of school mascots, plain glass doors, or posters of young people engaged in energetic activities.²³ The change came after years of growing criticism about the inroads made into schools by Coca-Cola and other soda companies. One month before Coke’s announcement, the U.S. Agriculture Department criticized schools that raised money selling sodas and snacks on campus for sending mixed messages about nutrition. The department asked Congress for authority to regulate what foods and beverages can be sold in schools. That request was a clear warning to Coca-Cola and other soda producers given the USDA is on record reporting that soft drinks have negative nutritional value and even one can per day contributes to teen obesity.²⁴ “I can understand why school districts go in search of extra resources,” said Jaime L. Capelo Jr., a state representative in Texas who introduced a measure to limit junk food in schools. “But it’s shameful when they obtain additional resources through contracts with soda companies with little or no regard to the health of their students.”²⁵

Coca-Cola officials ignored the nutrition issue in their policy announcement. “We just think there’s a more productive way of providing resources to schools and

Graph 2: Exclusive Agreements



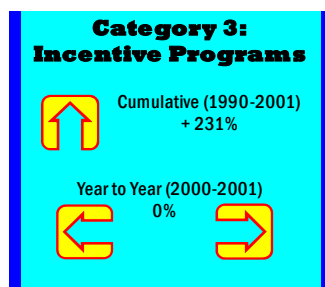
making the appropriate beverages available,” said Jeffrey Dunn, president of Coca-Cola Americas.²⁶

Company representatives also downplayed the importance of in-school sales, saying the school market amounted to less than 1 percent of overall sales. But marketing strategies before and after the announcement raised questions about corporate sincerity. Coke’s statement that it would stock machines with more non-carbonated beverages came only weeks after it formed a joint venture with Procter & Gamble, a leading producer of Sunny Delight juice drinks.²⁷ And in the weeks immediately preceding the announcement, Coke conducted a massive campaign throughout the Alaskan bush, sending planes to remote villages and enticing high school students with “soda pep rallies.”²⁸

Despite the much-publicized policy shift, Coca-Cola officials were quoted in the media early this summer as saying they would continue to sign exclusive contracts if local school boards wanted them. More than a few school boards apparently did. In Maryland, school administrators and organizations like the National Association of Secondary School Principals joined forces with local bottlers, vending machine lobbyists and the commercial television company Channel One to defeat a bill aimed at limiting commercialism in Maryland public schools.²⁹

Publicity about Coke’s professed policy shift was a key reason press coverage of “exclusive agreements” grew 3 percent in 2000-2001 compared to 1999-2000. Overall, since 1990, media citations of “exclusive agreements’ have soared, mainly because of interest by the popular press. Education journals mostly have ignored the issue, producing fewer than a dozen stories in the last 12 years.

Incentive Programs



Media stories related to incentive programs have increased 231 percent since 1990, accounting for 4 percent of all coverage of commercialism during that period – roughly the same percentage of coverage as the media devoted to both appropriation of space and

exclusive agreements. While the number of stories remained virtually unchanged last year, incentive programs grew increasingly creative and often attracted both prominent coverage and excited student interest.

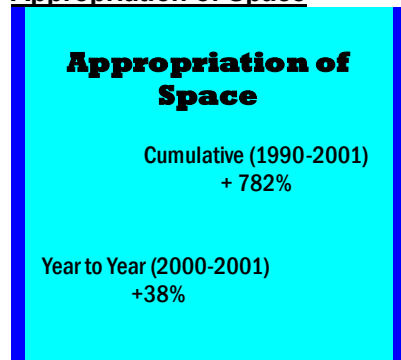
Principal Jan Britz of Simi Valley (California) High school became a hit with her students – not to mention a leading soup manufacturer – last April when she waded into a tub of specially cooked noodle soup during an assembly and sang a rendition of the alternative pop hit “Pretty Fly (for a white Guy)” by the group The Offspring.³⁰

The stunt was one of several a local radio station required Southern California high school students to pull off as part of a competition to win an all-expenses paid, invitation-only prom at Six Flags Magic Mountain. Among other things, students also had to write down in order every artist and band played on the radio station between 6 a.m. and 10 p.m. on a weekday, and get on television holding a sign that included the names of the radio station, their school, a rock group, and two local disk jockeys.

Corporate incentive programs have become part of the educational landscape in recent years. They involve any process in which corporations provide awards, goods, or services to students, schools or school districts in return for specific activities or behavior.

Reading incentive programs are common. One of the best known is the Pizza Hut Book It! program. Last year, U.S. Education Secretary Richard Riley teamed up with Pizza Hut representatives on a four-day back-to-school bus tour. The “Success Express” made stops at 15 cities in seven states promoting reading – and pizzas.³¹ The high-profile tie between commercial activity and senior education leaders raises serious questions about corporate interests in schools.

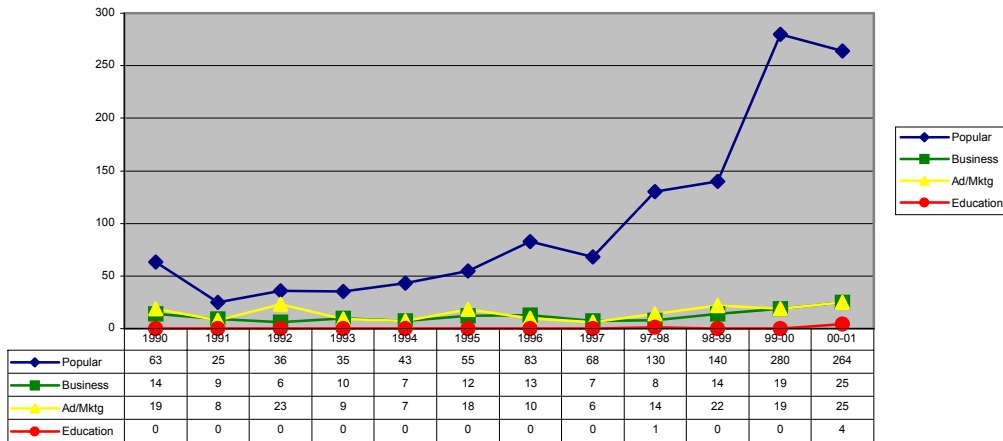
Appropriation of Space



No single category studied experienced a greater year-to-year jump in media attention in 2000-2001 than did appropriation of space. CERU defines appropriation of space as any allocation of school space on which corporations place corporate logos or advertising messages. The category includes use of school facilities for commercial activities and advertisements placed on scoreboards, rooftops, bulletin boards, walls, and textbooks. Overall, this category has accounted for 4 percent of media coverage on commercialism in education since 1990. The sharp increase in coverage during the

past year highlighted several national trends in appropriation of space.

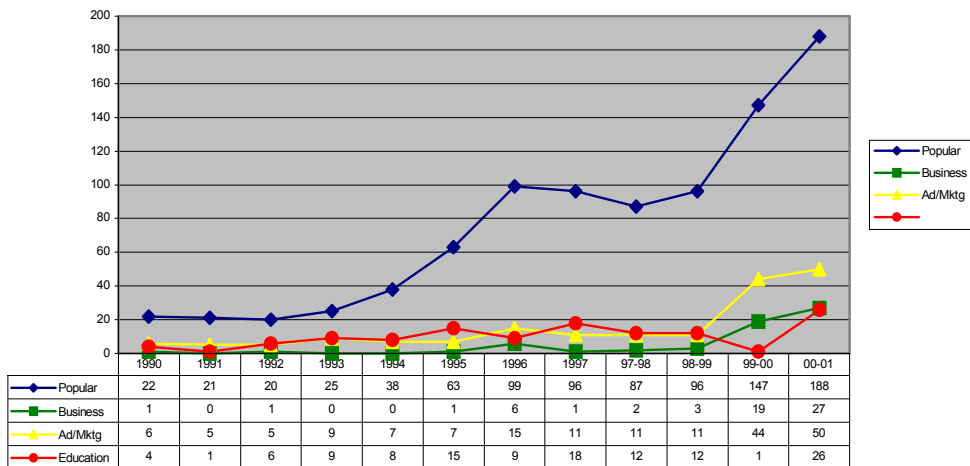
Graph 3: Incentive Programs



Most of the advertising is on food dispensers and on posters around the school, so it is easy to ignore if you don't care about what they say," says Adam Sherman, a 16-year-old junior at a high school in Yamhill, Oregon. "However, this recent year our student organizer was so packed with advertising that it is impossible for you to avoid all of them. It is on every page and for about three pages straight. This was the most useless organizational tool I have ever seen. You couldn't even find the calendar without going through 50 ads. However, if these ads are profiting our schools then it is fine with me. Unfortunately, schools get such a small fraction of the profit that I believe that it is not worth it."³²

In the past year, the appropriation of space issue drew increased attention in education publications. According to figures compiled by CERU, education journals and publications produced more stories dealing with appropriation of space in 2000-2001 than during the three previous years combined. Overall, media coverage of the category rose 38 percent in 2000-2001. An area of concern was the increasing use of student newspapers by the entertainment industry to advertise violent R-rated films. The Federal Trade Commission criticized the entertainment industry for the practice in a follow-up study last year on the 1999 Columbine High school shootings.³³

Graph 4: Appropriation of Space



One emerging area of space appropriation is on school websites. The Jordan Board of Education in Utah, which already beams Channel One commercial television into its classrooms, announced last March it was considering placing banner ads and links to Internet retail and education services on school web sites. Board members said they hoped the “e-advertising” tactic would create “a cash cow for student programs.”³⁴ On April 24, the board approved the proposal, laying out guidelines that allow “appropriate fundraising efforts in the form of e-advertising and e-commerce links on schools, district, and foundation web sites or any other Internet communications.”³⁵

Probably the most-controversial appropriation of space was a program by Philip Morris to give away 13 million textbook covers in a number of states last year. The brightly colored covers were distributed by Cover Concepts of New York and carried the Philip Morris name along with a picture of a young snowboarder beneath the words: “Don’t Wipe Out. Think. Don’t Smoke.”³⁶ A history teacher in Mesa, Arizona, passed out the covers as part of his lesson on tobacco’s role throughout U.S. history and asked his students if they knew about subliminal advertising. Several students immediately pointed to the snowboard and said it resembled a lighted cigarette. Teacher Mike Evans helped his students coordinate a press conference and Mesa school administrators recalled the covers.³⁷ Similar controversies surrounding the Philip Morris give-aways emerged in other states, including California, Rhode Island, and Utah.³⁸

Sponsored Educational Materials

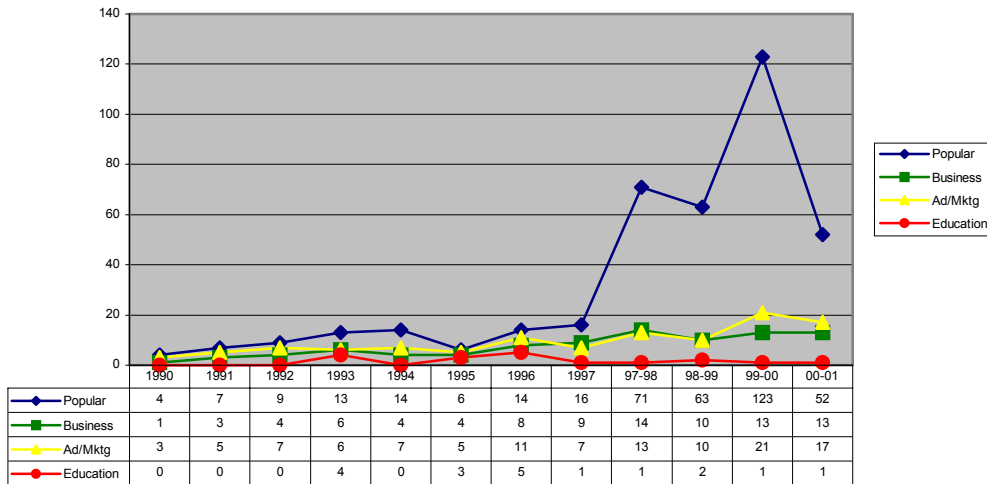
Category 5: Sponsored Educational Materials

Media coverage of sponsored educational materials declined sharply in 2000-2001 and the category still only accounts for about 2 percent of all stories dealing with commercialism. Despite a 48 percent decline in media citations during the past year, this category, like all others, has shown a steady increase in attention since 1990. Overall since 1990, coverage of sponsored educational materials increased 938 percent – the third-fastest growth rate of all eight categories.

Sponsored education materials are items billed as having education content that are supplied to schools by corporations or trade associations. One prominent example from 2000-2001 was in Stockton, California, where several corporate sponsors teamed up to produce a 27-minute educational video and workbook for distributions to preschool, kindergarten, and first-grade students. The video, entitled “Sally Says ... Your Manners are Always Showing,” was funded by the Food4Less grocery chain and Brower Durable Transmissions of Stockton. A local Food4Less store and Brower’s offices appeared in the video to illustrate settings where children were instructed the use good manners. The companies’ names also appeared in the accompanying workbook. Cable giant AT&T Broadband broadcast the program on local cable access channels and videos were distributed to local Head Start classes and the Stockton and Lodi Unified School Districts.³⁹

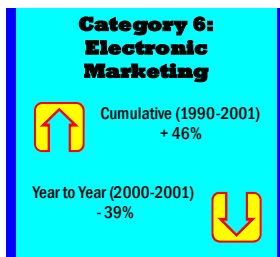
The Associated General Contractors of America targeted 10-year-olds last year in a bid to enhance students’ images of construction careers. The trade organization passed out “Build up!” kits stuffed with pipe cleaners, modeling clay, and rulers to help “bring alive” construction work. The kits included 25 one-hour lesson plans for teachers, a video about bridge building, and a book on high-rise structures.⁴⁰

Graph 5: Sponsored Educational Materials



Another leading corporate sponsor of educational materials is the cereal company Kellogg's, which has been involved in schools since the 1920s, and links its efforts to good health and fun learning for students. "Kellogg's has historically provided information to schools with respect to the importance of breakfast," says spokeswoman Celeste Clark. "Our use of ... Reading contests and book covers and coloring books are a fun and entertaining way to teach kids."⁴¹

Electronic Marketing



Electronic marketing ranks third behind privatization and sponsored programs in the number of media hits since 1990. The category accounts for 12 percent of the overall coverage of commercialism and has grown by 46 percent since 1990. Last year, coverage of electronic marketing dropped 39 percent – the second largest drop in any category. However, there is more than little anecdotal evidence to indicate electronic marketing tactics in education are about to explode.

In the fall of 1990, John Chambers, CEO of Cisco Systems, proclaimed the future. "Education over the Internet is going to be so big, it's going to make e-mail usage look like a rounding error." His prediction was based on solid numbers: 53 million students, 50 million parents, 3.1 million teachers, and 15,000 school districts.⁴²

The rush has been on for years by corporations to tap the education market, where administrators and school boards are constantly struggling to meet an array of infrastructure needs, including televisions, computers, local area networks, Internet connections, and multimedia projectors. CERU defines the electronic marketing category of commercialism as "the provision of electronic programming or equipment in return for the right to advertise to students or their family and community members in school or when they contact the school or district."

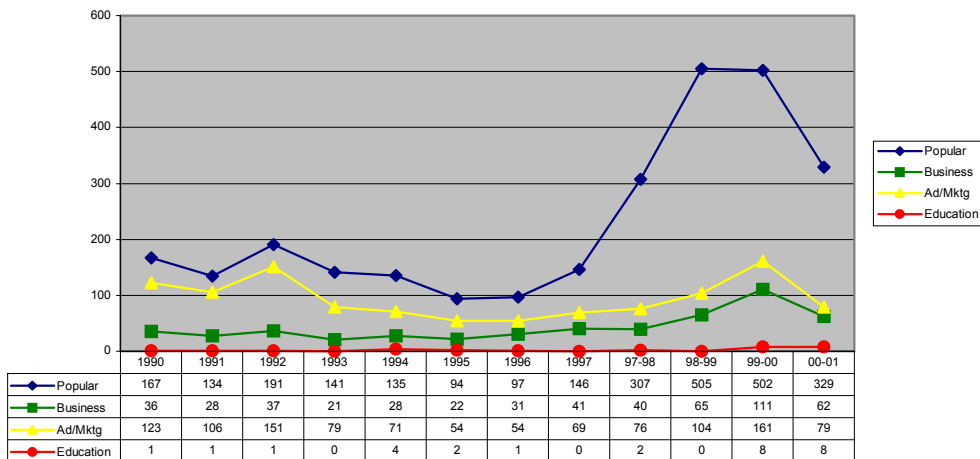
Channel One, the commercial television venture that pioneered electronic marketing, remains a leader in the field with access to more than 8 million teenagers in 12,000 elementary and high school across the nation. In March, Channel One signed a multiyear programming deal with the National Basketball Association that allows the television company to cover all major events of the NBA and WNBA and to feature

players from both leagues as co-hosts on its programming.⁴³ Morgan Wandell, executive vice president of programming for Channel One, said the deal would make news and programming “more relevant and interesting to America’s teens.”⁴⁴

Another commercial television venture, DirecTV, announced in May it would give educational programming to up to 50,000 K-12 schools and outfit 2,000 schools in low-income areas with satellite dishes and other equipment needed to access the programming. Gina Magee, senior manager of public relations for DirecTV, said the company started the initiative, called “DirecTV Goes to School,” for philanthropic reasons and did not expect it to be a direct revenue source. However, most of the 65 channels in DirecTV’s school choice package include commercial advertising.⁴⁵

A leading commercial effort in electronic marketing has been in the computer field, where a number of corporations provided equipment in return for the rights to target students with advertising. Two key players in the arena, ZapMe! and N2H2, were dealt setbacks in 2000-2001. N2H2 agreed to remove banner advertisements from computers used by 47,000 students in Seattle after a citizens’ movement criticized the practice. N2H2 had provided the school district with a free filtering service, to prevent students from accessing “inappropriate” websites, in return for the ads.⁴⁶


Graph 6: Electronic Marketing




ZapMe! suffered an even greater setback. The company, which led the way in providing computers in return for access to a captive student market, changed its name to rStar and announced it was getting out of the education business.⁴⁷ Consumer advocate Ralph Nader once described ZapMe! as a “corporate predator” for its strategy of bombarding school computers with advertisements and collecting on-line profiles from students.⁴⁸

Privatization

**Category 7:
Privatization**

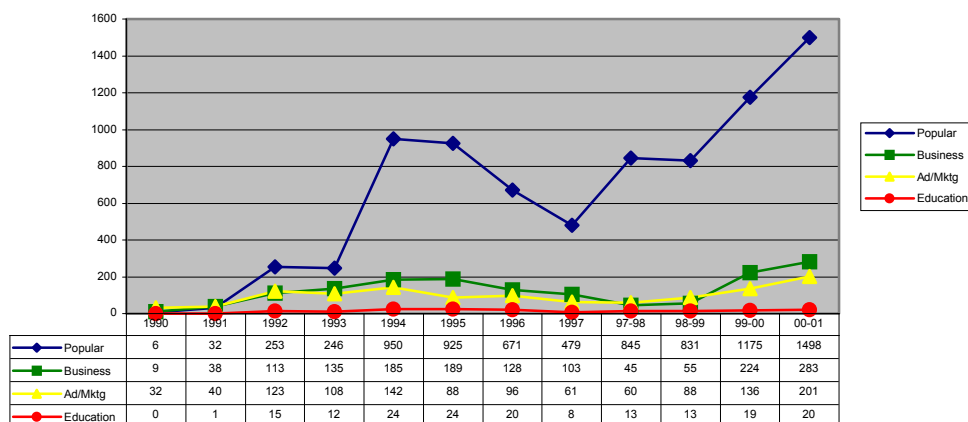
 Cumulative (1990-2001)
+ 4,160%

Year to Year (2000-2001)
+ 29% 

Management of public schools, especially charter schools, by private, for-profit corporations or other non-public entities, emerged this year as the category with the highest number of media citations. Overall, the category has grown 4,160 percent since 1990 with steady gains in all four areas of the media examined – popular press, education journals, the business media, and

advertising/marketing publications.

Graph 7: Privatization



On May 2, 2001, Indiana became the 37th state, along with the District of Columbia, to pass a charter school law.⁴⁹ Charter school legislation often is the legal framework used by for-profit education management firms to conduct business. Since the first charter schools began operating eight years ago, 2,073 have opened – mostly in Arizona, Michigan, California, Florida, and Texas. Private companies now run two entire school districts in Pennsylvania and Michigan. The nation's largest for-profit education management corporation, Edison Schools, operates 113 public schools with more than 57,000 students and is scheduled take over another 17 schools in Las Vegas and Miami in the next few years.⁵⁰ Edison, however, continues to struggle. Last year, Edison and the Sherman, Texas, school district mutually agreed to allow their five-year contract to expire at the end of June because of financial and student achievement issues. A similar debate in San Francisco was complicated by additional allegations against Edison of racist policies and violations of the state education code. The allegations came in March after a month-long investigation by the San Francisco Board of Education, which gave Edison 90 days to make improvements, then voted in June to sever its contract with Edison.⁵¹ In a compromise move, the school was allowed to stay open under a new contract with the California Board of Education. Don Fisher, founder of The Gap stores and member of the state education board who donated millions to Edison Schools, abstained on the vote.⁵² Edison also was defeated by an overwhelming public vote in its bid to take over five public schools in New York City last March.⁵³ Despite Edison's troubles, the company continues to expand. In June, a new school management company, LearnNow, merged with Edison.⁵⁴

Meanwhile, other for-private education groups are struggling. Advantage Schools Inc., which had trouble with finances and satisfying parents at 14 charter schools in five states, laid off half the 80 workers at its Boston headquarters in June⁵⁵ and was taken over in early July by Mosaica Education, Inc. Before the takeover, Mosaica ran 11 schools and planned to add five in 2001-2002.⁵⁶

A recurring point of contention with for-profit school firms is how to assess performance. Edison touted its academic success in a series of press releases last year. Critics,

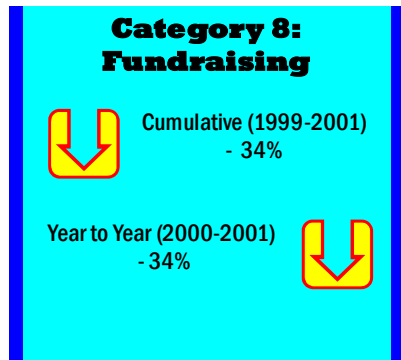
however, contended the Edison results were based on internal data framed to make Edison look good.⁵⁷

Fundraising

This category was added to the trends report in 1999-2000. Fundraising incorporates some elements formerly included in the incentive programs category, such as collecting specific product labels or cash register receipts from particular stores or companies. CERU considers any program or activity conducted to raise money for school operations or extracurricular activity to be fundraising.

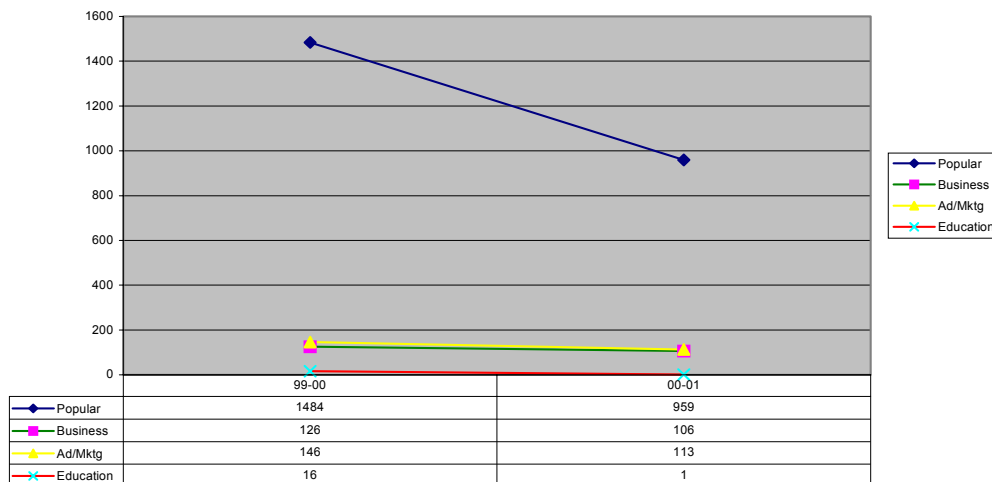
School fundraising used to mean bake sales or car washes, kids going door-to-door with candy bars, or shaking coffee cans for coins on street corners. These days, fundraising has become big business. In upscale La Canada Flintridge, California, the latest fundraiser was a ballroom gala packed with more than 600 donors swaying to and fro in tuxedos and formal gowns. Local congressman, Democrat Adam Schiff of Burbank, attended along with the town's former mayor. An evening of dinner, dancing, three auctions, and a new car raffle netted \$200,000 for local public schools.⁵⁸

But fundraising often underscores inequity. In nearby Inglewood, California, an urban district filled with low-income students, an education foundation launched several years ago has been largely inactive and ineffective. Local PTA groups brought in about \$60,000 all year – less than a third of what the one-night gala raised in La Canada Flintridge.⁵⁹



On the corporate level, a number of companies were eager to sponsor fundraising activities and competitions that link their products with school-age consumers. Campbell's Soup Company convinced more than 4,000 students to enter a contest last year to come up with new lyrics for its 70-year-old M'm! M'm! Good! jingle. The contest was part of the company's Campbell's Labels For Education campaign, which has been running

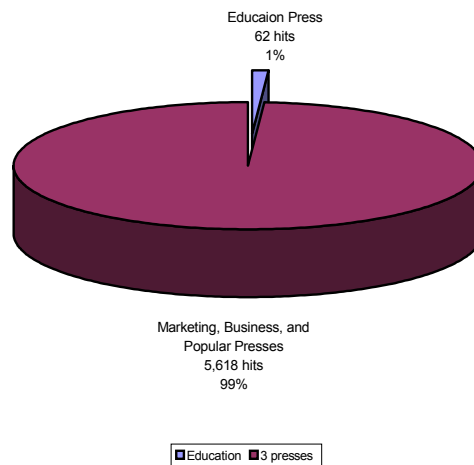
Graph 8: Fundraising



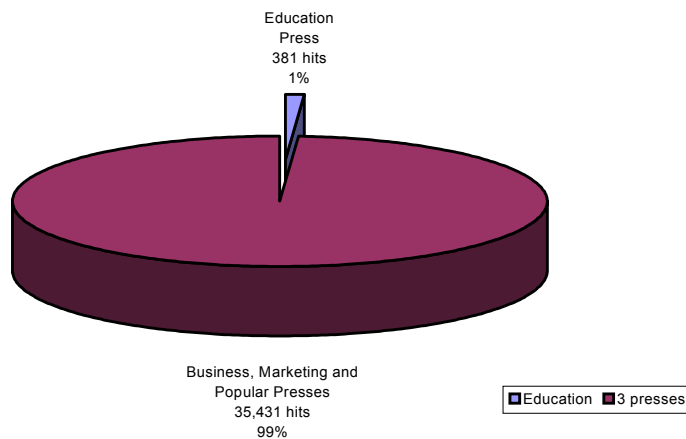
since 1973. Eight-year-old Teri Lauren Crouch received \$10,000 in musical instruments and other merchandise for her school, North Salem (Indiana) Elementary.⁶⁰ Campbell's bills its efforts as a "fantastic opportunity for schools to further learning during times of tight budgets."⁶¹ But Jacqueline Latter, spokesperson for the Ontario Education Alliance

in Canada argues the goal of corporations such as Campbell's is the promote public recognition, which is nothing more than a euphemism for "creating marketing loyalty in very young consumers."⁶²

**Total Hits in Education Press versus Three Other Presses
2000-2001**



**Total Hits for Education Press
versus
Three other presses
1990-2001**



Silence from the Teachers’ Lounge and Principal’s Office

Of particular note again this year was the lack of interest in commercialism shown by the educational media. With the exception of a sharp increase in articles on appropriation of space in 2000-2001 and mild ongoing interest in privatization, educational journals largely have ignored school commercialism. The education press produced only 381 of more than 35,000 relevant articles on school commercialism studied by CERU and its predecessor, CACE, during the past 12 years. In 2000-2001, the education press generated just 62 stories on commercialism issues compared to 5,618 in the other three types of media examined – the popular press, business publications, and marketing and advertising media.

Not only has the education press been silent, but professional education associations and administrators are becoming more overt in their support of commercializing activities in schools. "We cannot afford to turn our back on any potential funding source that's legitimate," says Ron McWhirt, superintendent of schools in Charleston County,

South Carolina.⁶³ The question, of course, becomes what is legitimate? "Suppose Joe Camel wanted to give us a new gym floor," asked Gary Novosielski, a school board member in Bergen County, New Jersey. "Would we accept it?"⁶⁴

This year's report underscores the need for a serious, systematic look at the impact commercialism is having on the nature of teaching and learning in schools as well as on the ability of American schools to achieve high levels of academic performance.

Legislation

The continued growth of commercializing activities in schools and a parallel backlash in many areas has resulted in an ongoing political battle on both the federal and state level. The results of that battle are mixed.

As of May 2001, 37 states and the District of Columbia had passed charter school laws, which allow for-profit education management firms to conduct business.⁶⁵ However, according to *The Record* of Bergen County, New Jersey, only five states – California, Florida, Illinois, Maine, and New York – have some sort of legislation specifically limiting advertising and commercial activity in public school buildings.⁶⁶ On a broader scale, beyond restrictions dealing specifically with activities inside school buildings, *The Record* noted that 19 states have laws dealing with some aspect of school-related advertising. Many of those laws are considered ineffective since, in the vast majority of cases, the restrictions apply only to certain narrowly defined areas of advertising activities.⁶⁷

In March 2001, the Maryland Senate voted to kill a measure that would have banned advertising in public schools and prohibited school officials from entering exclusive contracts to promote the sale of nutritionally empty snacks and sodas.⁶⁸ Several other states, however, have proposed, or are proposing, anti-junk food laws for schools. State lawmaker Virgil Bernero of Lansing, Michigan, introduced legislation in March that would ban soft drinks from elementary and middle schools because too many children are choosing pop over milk. "Kids are substituting pop for milk – and that has devastating health consequences. They're dismissed after quality health education programs to lunchrooms that are filled with junk. We're abdicating our responsibility. We should be teaching our kids good health habits while we have them six hours a day."⁶⁹

Across the country, in California, the Los Angeles Unified School District unanimously adopted a motion May 8, 2001, ordering a nutritional analysis of school food. A month later, on June 6, the California Senate passed a bill that would limit fat and sugar in school food by 2004.⁷⁰ The bill also bans sales of carbonated drinks on school grounds and apparently would limit sales of snack foods such as candy bars and chips sold by students to raise funds for athletics, dances, and other extracurricular activities. "If we can't sell (snacks), it will threaten all after-school programs, complained Robert Kladifko, principal of Reseda High School in Los Angeles.⁷¹

The U.S. Department of Agriculture, which administers the federal school lunch program, asked Congress in March for similar legal authority to regulate the foods and beverages sold in schools.⁷² Current law bars schools from selling unhealthy drinks and snacks during meals, but some schools skirt the regulations by giving away soft drinks during meals. In early April, Senator Patrick Leahy of Vermont introduced "The Better Nutrition for School Children Act of 2001," which was designed to tighten the Agriculture Department's authority in school lunch programs. The Leahy bill would prohibit sodas and other unhealthy snacks from being sold or given to students in school during meals, and would allow the Agriculture Secretary to ban or limit soda and candy sales or donations before lunch.⁷³

Another bill before Congress, introduced by Senator Christopher Todd of Connecticut and Richard Shelby of Alabama, deals with the growing influence of marketers in schools. The Student Privacy Protection Act would require school districts to obtain parental permission before allowing children to give any information to marketers.⁷⁴ That bill has drawn the ire of Magazine Publishers of America, which is concerned the

privacy provisions could cause schools to discontinue agreements with publishers who target student audiences.⁷⁵

Implications: Little Cash Cows or the Focus of Caring Education?

The “brand-to-brand” combat and cradle-to-grave marketing campaign that increasingly characterizes U.S. culture now permeates classrooms and school life to such a degree that many students, administrators, and parents accept it as natural and unavoidable. Evidence presented in this report shows that while commercial activity declined, for the first time, in several categories this year, the overall trend continues to climb dramatically. Since 1990, commercializing activity in schools has risen 473 percent. “The effort of trying to market to children while they’re in school and trying to promote products to children while they’re in school is increasing,” says California Congressman George Miller, who requested the General Accounting Office study of school commercialism last year. “This is an emerging, but fast-growing effort because young people have an awful lot of money to spend.”⁷⁶

Despite the continued overall growth of commercialism in schools, four of the eight categories of commercializing activity monitored in the annual report showed a decline in media citations for the first time in 2000-2001. Those categories were: sponsored programs, sponsored educational material, electronic marketing, and fundraising. With regard to the fundraising category, it should be noted that CERU has only been tracking these activities since 1999-2000. It is, therefore, too early to draw any conclusions about a trend in this area.

While it is too early to determine whether the 2000-2001 figures represent a general downward trend or only a temporary pause in several categories, they do suggest two possible theories.

One is that a growing resistance to school commercialism is beginning to take effect and the numbers reflect the impact of that resistance. The citizens’ movements that forced the termination of Edison Schools’ contracts with several school boards are a sign of that resistance. So, too, were legislative initiatives such as the attempt to pass an anti-commercialism bill to shield schools in Maryland from commercializing activities and the USDA’s efforts to convince Congress to impose greater control over nutrition in schools.

Another possible explanation is that schools are becoming so highly commercialized that corporate ventures onto school grounds may no longer be news. The basic device CERU uses to plot commercializing trends is public visibility. When commercializing activities in schools become commonplace, those efforts tend to lose their news value. They become the norm. And the norm is not news.

Perhaps, the reduction in citations in several categories reflect a little of both – inroads by opponents and an acceptance of the norm.

Growing Opposition?

Examples abound of a growing backlash against commercialism in schools on many levels.

In late June 2001, a commission studying college athletics issued sweeping recommendations, which, among other things, called for commercial logos to be removed from team uniforms and penalties against college teams that failed to graduate 50 percent of their players. The Knight Foundation Commission on Intercollegiate Athletics concluded that a “disgraceful environment” exists in college sports. “Sports as big business is suitable for the marketplace and has proved to be a profitable way to tap into the national psyche,” the report said. “Sports as big business for college and universities, however, is in direct conflict with nearly every value that should matter for higher education. In the year 2001, the big business of big-time sports all but swamps those values, making a mockery of those professing to uphold them.”⁷⁷

Resistance also is growing to commercialism among more-impressionable younger students. During her successful campaign for the U.S. Senate in the Fall of 2000, Hillary Rodham Clinton decried the growth of commercializing activities in schools. “Too

many companies simply see our children as little cash cows that they can exploit," she said. "They are advertising to children who have not yet even reached kindergarten. They are trying to get these children to be influenced in what they want to buy and own."⁷⁸

Clinton's comments came in the wake of a report by the Government Accounting Office that criticized both the rise in commercializing activity in schools and the willingness of educators to sell their students to corporations. "In-school marketing has become a growing industry," the report said. "Some marketing professionals are increasingly targeting children in schools, companies are becoming known for their success in negotiating contracts between school districts and beverage companies, and both educators and corporate managers are attending conferences to learn how to increase revenue from in-school marketing for their schools and companies."⁷⁹

Becoming the Norm?

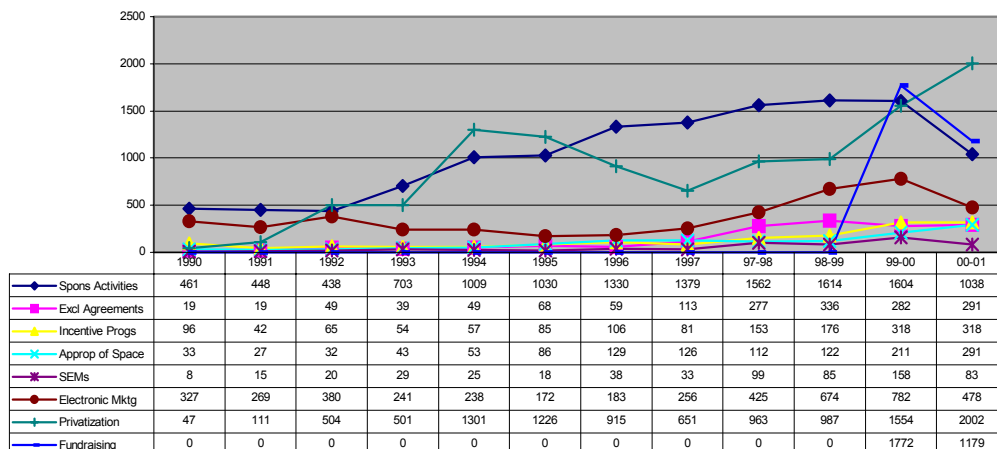
Numerous examples also exist to support the notion that commercialism is becoming the accepted norm – or, at least, a welcome trend. In an editorial that ran under the headline "Sweetening the School Budget," a pro-business group in North Carolina lauded a local school board decision to sign an exclusive soft drink contract. "We at the North Durham Institute for Free Enterprise are excited to see that area school systems are finally beginning to augment their incomes with corporate sponsorship," the editorial read. "Unimaginative educators have for too long harbored a prejudice against teaching the benefits of healthy greed. We believe privatization can only improve public education, directly by monetary profit and indirectly by teaching kids lifelong lessons in sales, marketing and the bottom line."⁸⁰

Chris and Luke, the two enterprising students from New Jersey who sold themselves to First USA, are "spokesguys" for that sentiment. For them, and countless others, commercialism in schools is more than the norm – it is a welcome reality; a resource to be tapped by those who absorb the sales and marketing strategies that increasingly invade the schoolhouse. Many of today's students, and far too many educational professionals, see nothing wrong with turning themselves and their schools into billboards for corporations. Although the idea that schools should be sanctuaries protecting students from Madison Avenue appears to be losing credence among many – others have mobilized to attempt to stem the tide of commercialism in schools. At this point it is too early to predict an outcome in the battle over marketing in schools - the evidence suggests either side may win.

Future Trends

The downturn in media coverage of commercializing activity, whether a product of normalization or opposition, could prove significant if sustained. Particularly worth following in future reports will be the category of electronic marketing, which dropped in 2000-2001, but which clearly is an area of vast potential that intrigues both marketers and school administrators. The demise of ZapMe! may prove merely to be a minor setback if new, more-sophisticated methods of electronic marketing emerge. The New York City Board of Education approved a plan in 2000 to create its own Internet service and a website to carry corporate advertising.⁸¹ And the state of Florida endorsed an online shopping site to benefit schools in 1999 when then-Education Commissioner Tom Gallagher launched the Florida Education Shopping Mall. More than 350 businesses offered to give a percentage of online purchases to a consortium of education foundations.⁸²

Overall Trend, By Commercializing Activity, All Presses, 1990 to 2000-2001



During recent years, e-marketers and dot-com entrepreneurs have stumbled and struggled to find ways to make money in an economic downturn. Few believe the setbacks are permanent. As e-commerce becomes more sophisticated and successful, marketers almost certainly will return in greater numbers to concentrate on courting students – inside the classroom and out. Their efforts will be worth watching along with the other areas of schoolhouse commercialism that continue to grow – privatization, exclusive agreements, and appropriation of space.

APPENDIX

Sources, Search Strategies, and Search Terms

Sources

Popular Press Citations: To compile this data, the Lexis-Nexis “News” Library “All News” File was used. According to the Lexis-Nexis Directory of Online Services, the “News” Library contains a wide selection of “newspapers, magazines, journals, newsletters, wire services and broadcast transcripts.”

Business Press Citations: To obtain the business press citations, the Lexis-Nexis “Business and Finance” Library “All News” File was used. The Business and Finance Library contains a wide variety of sources that provide business and finance news including business journals and investments and merger acquisition news sources. (Lexis-Nexis Directory of Online Services)

Advertising/Marketing Press Citations: The Lexis-Nexis “Market” Library “All News” File was used to compile this data. This library includes “an extensive variety of publications covering advertising, marketing, market research, public relations, sales and selling, promotions, consumer attitudes and behaviors, demographics, product announcements and reviews.” (Lexis-Nexis Directory of Online Services).

Education Press Citations: To compile this data, the H.W. Wilson Education Index was used. Education Index, according to the vendor description on the company’s web site, indexes more than 400 English-language periodicals and yearbooks, covering all levels and aspects of education.”

Search Strategies

In the development of the search terms used in this report, a number of different words and phrases were tested for their value in identifying relevant citations. The terms used to retrieve the citations described in this report are groups of words broad enough to include the various permutations of an idea (such as in Search 2, “exclusive sale*” or “exclusive deal*” or “exclusive agreement*,” etc.) but narrow enough not to pull up irrelevant citations.

An example of the evolution of one set of search terms, those for Sponsored Educational Materials (Search 5), will illustrate the process. At first, the following set was used:

sponsored lesson or sponsored material* or sponsored curricul! or sponsored teaching aid

After reviewing the initial citations, the list was expanded to include a few other common variations of the terms, such as adding an asterisk to “sponsored lesson*” (the asterisk indicating that any variations on the word ending should be counted, i.e., “lesson” or “lessons”) and adding the phrase “sponsored education* material*.” It was also noted that Education Index has a subject heading for “sponsored teaching aids,” but not “sponsored teaching aid,” so an asterisk was added to that phrase, to get “aid” and “aids,” thereby increasing the number of relevant citations found.

In conducting searches for the 1999-2000 report in the Lexis-Nexis databases, it was discovered that previous researchers made an error in the use of a wild card operator, the asterisk. In previous years’ searches, it was assumed that, when used in place of letters in a search term, the asterisk represented any number of letters. For example, a search term such as “advertis*” was assumed to return all words beginning with

“advertis” including “advertisement,” “advertising,” etc. However, in Lexis-Nexis databases, the asterisk may only represent a single letter (meaning that in the example just mentioned only the word “advertise” is possible but not advertisement); to represent more than one letter, an exclamation point must be used. Test searches were conducted to determine how significant this error was to the results, and it was decided that the results were not substantially changed. The searches most affected were Exclusive Agreements and Sponsored Educational Materials; in both cases, the ultimate result of the error was to understate slightly the prevalence of the activity in schools. The error was corrected in the 1999-2000 search terms and has not been repeated.

The names of some of the major producers of sponsored educational materials, such as Scholastic and Lifetime Learning Systems, were searched. However, depending on how the search was phrased, their inclusion either led to a greater number of irrelevant citations (such as mentions of Scholastic’s other products), or to a restriction of citations to only those that featured mentions of both sponsored educational materials and one of the companies’ names. For this reason it was decided not to include the company names in the searches.

Because the arena of schoolhouse commercialism is rapidly expanding, many additions to the search terms used in the first CACE trends report (published in 1998) were considered for the present report. Those additions that were considered include recently founded companies involved in one of the areas of schoolhouse commercialism, updated names for existing companies, new marketing programs aimed at schools, and additional categories of activity.

Search Terms

In the first annual report on schoolhouse commercializing trends (published in 1998), the calendar year (1 January through 31 December) was used. In 1999, the time period covered by the annual report was shifted to a 1 July through 30 June year to allow for the data in the report to be as current as possible at the start of the school year.

Terms for Popular, Business, and Advertising/Marketing Presses

Search 1-2001

((corporate sponsor!) or (school business relationship) or (sponsor! school activit! or sponsor! school program* or sponsor! school event*) or (School Properties Inc) and (primary or elementary or grammar or intermediate or junior or middle or secondary or high w/1 school*)) and date(aft 6/30/2000 and bef 7/1/2001)

Search 2-2001

(DD Marketing) or (exclusive sale* or exclusive contract* or exclusive deal* or exclusive agreement* or exclusive partner! or exclusive pour! right or exclusive soft drink agreement* or exclusive sneaker agreement* or exclusive sport* apparel agreement*) and (primary or elementary or grammar or intermediate or junior or middle or secondary or high w/1 school*) and date(aft 6/30/2000 and bef 7/1/2001)

Search 3-2001

(incentive program*) or (Pizza Hut and Book It!) and (primary or elementary or grammar or intermediate or junior or middle or secondary or high w/1 school*) and date(aft 6/30/2000 and bef 7/1/2001)

Search 4-2001

(CAPS(Cover w/1 Concepts) or CAPS(School Marketing Partners) or CAPS(Planet Report) or (advertis! w/3 (primary or elementary or grammar or intermediate or junior or

middle or secondary or high w/1 school*) and not (position* or job* or vacanc!)) and date(aft 6/30/2000 and bef 7/1/2001))

Search 5-2001

(sponsor! education! material*) or (sponsor! teaching aid*) or (corporate sponsor! material*) or (sponsor! curricul!) or (education kit*) and (school* or classroom*) and date (aft 6/30/2000 and bef 7/1/2001)

Search 6-2001

(Channel One) or (Star Broadcasting) or (Family Education Network) or (ZapMe) or (Youth News Network) or (YNN) and (primary or elementary or grammar or intermediate or junior or middle or secondary or high w/1 school*) and date(aft 6/30/2000 and bef 7/1/2001)

Search 7-2001

CAPS((Advantage Schools) or (Beacon Education! Management) or (Charter Schools Administrative Services) or (Charter Schools USA) or (Crawford First Education) or (Designs for Learning) or (Edison Schools) or (Edison Project) or (Excel Education Centers) or (Helicon Associates) or (Leona Group) or (Mosaica Education) or (National Heritage Academies) or (SABIS Educational Systems) or (Tesseract Group) or (White Hat Management)) and date(aft 6/30/2000 and bef 7/1/2001)

Search 8-2001

(Apples for the Students) or (Campbell's Labels for Education) or (Box Tops for Education) or ((grocery or supermarket or food store or cash register receipt and redeem*) and (primary or elementary or grammar or intermediate or junior or middle or secondary or high w/1 school*)) or (school* fundrais!) and date(aft 6/30/2000 and bef 7/1/2001)

Terms for the Education Press

To search the H.W. Wilson Education Index, the following terms were used. The terms vary somewhat from those used in the other three presses because Education Index searches on a set standard Library of Congress of subject headings. In addition, due to the fact that the database is already limited to articles on the topic of education, the use of limiters such as "educational" or "school" is often not necessary.

Furthermore, the Education Index only permits searches with calendar-year date restrictions. To determine which articles were published in the 2000-2001 school year, searches for the full 2000 and 2001 calendar years were conducted and then the citations were sorted manually into the 1 July 2000 – 30 June 2001 time period.

Search 1: Sponsored Activities

((School Properties Inc) or (corporate sponsored) or (corporate sponsorship)) not (college* or universit*)) and (py=xxxx)

Search 2: Exclusive Agreements

((sneaker* or Reebok or Nike or Adidas or athletic wear or athletic apparel or sports wear or sports apparel) and school*) not (college* or universit*)) and (py=xxxx)

and

((Coca Cola Company) or (PepsiCo Inc) or (business and sports) or (beverage industry) and not (college* or universit*)) and (py=xxxx)

Search 3: Incentive Programs

((incentive program*) or (Pizza Hut and Book It!)) and (py=xxxx)

Search 4: Appropriation of Space

((Cover Concepts) or (School Marketing Partners) or (Planet Report) or (advertis* and school*) not (Channel One)) and (py=xxxx)
and
(propaganda and school*) and (py=xxxx)

Search 5: Sponsored Educational Materials

((sponsored education* material* or sponsored teaching aid*) or (sponsored lesson* or sponsored curricular*)) and (py=xxxx)

Search 6: Electronic Marketing

((Channel One or YNN or Youth News Network or Family Education Network or ZapMe or Star Broadcasting)) and (py=xxxx)

Search 7: Privatization

((Advantage Schools) or (Beacon Education Management) or (Charter Schools Administrative Services) or (Charter Schools USA) or (Crawford First Education) or (Designs for Learning) or (Edison Schools) or (Edison Project) or (Excel Education Center) or (Helicon Associates) or (Leona Group) or (Mosaica Education) or (National Heritage Academies) or (SABIS Educational Systems) or (Tesseract Group) or (White Hat Management)) and (py=xxxx)

Search 8: Fundraising

((Apples for the Students) or (Campbell's Labels for Education) or (Box Tops for Education) or (grocery or supermarket or food store or cash register receipt and redeem*) or (School* fundrais!)) and (py=xxxx)
and
(money raising campaign*) and (py=xxxx)

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- ³ <http://www.chrisandluke.com/sponsor17.html>
- ⁴ Jayne Keedle, "This College Education is Brought to You By ..." Teen Newsweek [Online] available from www.msnbc.com/news/589518.asp
- ⁵ Nellie Mae was founded in 1982 as the New England Education Loan Marketing Corporation. In 1999, the company became a wholly owned subsidiary of USA Education, Inc., which owns and conducts business through the federally chartered GSE--the Student Loan Marketing Association--and state-chartered non-GSE subsidiaries. Today, Nellie Mae is among the nation's top 15 education loan originators.
- ⁶ "Study Shows Student Credit Card Debt Rising. Nellie Mae Annual Credit Card Analysis Shows Increase In Student Cardholders And Average Debt." *PRNewswire*, 13 February 2001. [Online] available from <http://www.prnewswire.com/cgi-bin/stories.pl?ACCT=105&STORY=/www/story/02-13-2001/0001426743>
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