



Greater Waco Community Education Summit Program

Wednesday, November 19, 2008

Brazos Foyer

Evening Reception

Music by the Robinson High School Band

6:00pm

Brazos South

Banquet Program

Dinner

Music by the Waco High School Orchestra

Program

Color Guard, A.J. Moore High School

National Anthem, Meredith Moore, Student, Waco High School

Pledge of Allegiance, Meredith Dibrell, Midway High School Student

6:15-8:30pm

Invocation - Gaylon Foreman, Pastor, Carver Park Baptist Church

Welcome - Virginia DuPuy, Mayor, City of Waco

Greater Waco Community Education Summit, Ashley Allison,
Executive Director, Waco Foundation

Keynote: "U.S. Business and Education: Can it Meet the 21st Century
Challenge?" Ron Lehman, Former Commissioner,
Texas Workforce Commission

MAC Grant Student - Ricardo Felix

"How to Listen to Children," Trevor Romain, The Trevor Romain Company

Closing - Virginia DuPuy, Mayor, City of Waco

Thursday, November 20, 2008

Brazos South

Continental Breakfast

Music by the Rapoport Academy Public School Jazz Ensemble

8:15am

Opening General Session

Color Guard, University High School JROTC

National Anthem, Caleb Overstreet, student, Midway High School

Pledge of Allegiance

8:30-10:00am

Welcome, Virginia DuPuy, Mayor, City of Waco

Greater Waco Community Education Summit, Ashley Allison,
Executive Director, Waco Foundation

"What a Strong Education Commitment Means to a Community,"
Glenn Robinson, Chief Executive Officer, Hillcrest Health System

Break

10:00-10:15am





Thursday cont.

Stakeholder Group Sessions		10:15-11:45am
Business	Texas 1	
Education	McLennan 1	
Extra-Curricular	Cameron	
Faith-Based	Ranger Room 1 & 2	
Government/Policy	McLennan 2	
Healthcare	Texas 2	
Media	Decordova	
Non-Profit	Texas 3	
Parents	Ranger 3	
Scholarship Providers	Ranger Room 4 & 5	
Students	McLennan 3	

Brazos South

Luncheon		Noon-1:30pm
Music by the Midway Band Ensemble		
"Pockets of Excellence," Bill Nesbitt, Chairman and CEO, Central National Bank		
Pockets of Excellence Showcase, Elizabeth Brient Smith, Executive Director, Cooper Foundation		

Afternoon Stakeholder Group Sessions		1:45-4:00pm
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Thursday Evening

Brazos Foyer

Evening Reception		5:00-6:00pm
Music by the A.J. Moore Steel Drum Band		

Brazos South

Evening Mini-Summit (Boxed Dinners Available)		5:30-8:30pm
Welcome - Virginia DuPuy, Mayor, City of Waco		
Greater Waco Community Education Summit		
Ashley Allison, Executive Director, Waco Foundation		
Evening Stakeholder Group Sessions		

Friday, November 21, 2008

Brazos South










Continental Breakfast		8:30am-11:30am
Music by the Rapoport Academy Public School Choirs, Ashley Henderson, Music Teacher		
Program		
Stakeholder Panel Reports - Stakeholder Leaders, Ashley Thornton, Facilitator		
"Our Future Depends on What We Do Today," David Lacy, President and CEO, Community Bank and Trust		

Closing Remarks

The Year Ahead, Leah Jackson, Associate Dean, Baylor Law School
 Ken Hampton, Senior Vice President, Community Development,
 Greater Waco Chamber
 Virginia DuPuy, Mayor, City of Waco

Closing Prayer - Dr. Jimmy D. Hunter, Pastor, Toliver Chapel Baptist Church

Our Call to Action

-  *Ensure enriched learning environments from birth to five*
-  *Ensure reading at grade level by third grade*
-  *Ensure student mastery of math concepts from early grades into high school*
-  *Ensure students' early exposure to a range of post-secondary education options*
-  *Ensure students stay in school and graduate fully prepared for post-secondary success*
-  *Ensure parents and students make academic and financial plans that provide for post-secondary options*
-  *Ensure money is no barrier to student post secondary success*
-  *Ensure students reach their post secondary goals, and*
-  *Identify benchmarks for community progress to guide decisions in reaching these goals*



The Mission of the Greater Waco Education Summit is to develop an understanding that the entire community shares responsibility for educating every citizen.

We believe that developing a community expectation of higher education for all students will maximize our quality of life and enhance our economic future. We will engage the education, business, parent, student, and community leadership to create, lead, and implement a plan of action for ensuring all students' educational achievement.

To that end, we make the following assumptions:

1. The most valuable and cost-effective time to invest in education is between birth and the age of five.
2. Reading on grade level by Grade 3 is critical to future education success.
3. Mastering mathematics fundamentals through Algebra I is a minimal requirement for high school graduation and post-secondary success.
4. All students must be prepared for post-secondary success by the time of their graduation from high school.
5. All youth must graduate from high school, overcoming challenges that discourage academic engagement.
6. Parents and students should be aware of available high school-to-post-secondary paths and financial aid options.
7. Financial resources should not be a barrier to post-secondary success.
8. The Community should understand the region's secondary and post-secondary success rates and develop support programs to encourage the highest rates of successful completion.

Assumption 1 Ages 0-4

The most valuable and cost-effective time to invest in education is between birth and the age of five.




Community Goal: All children reach age five with experiences they need to develop learning readiness and social skills critical to success in school and in life itself.

Research shows that most human brain development occurs in the years between birth and age three, making this the most cost-effective time to invest in each child's future ability and education.¹ Children who participate at age four in a full-day pre-kindergarten experience, that includes school readiness, come to the first grade ready to learn.²

Because the area of early childhood encompasses so many sectors and has such a great potential effect on post secondary success, the Waco Foundation recently commissioned an audit of early childhood development and its financing, to be conducted by the Texas Early Childhood Consortium. The report on the study, which will be shared with the public, is meant to provide a picture of current programs and services and pinpoint priority needs.

However, more coordination of effort, increased services access, and knowledge of the available programs is essential to ensuring that all children reach age five with the experiences they need to develop learning readiness and social skills critical to success in school and in life itself.

Examples of what we can do:

-  Increase the knowledge of all residents concerning issues of child development and proper infant and child healthcare
-  Seek improved and increased services for children and child care
-  Support strong existing programs for children; create sustainable new ones

Critical Statistics: 85% of a child's brain development occurs before the child reaches 3 years of age. Children who participate in quality early child development in early years test higher through age 21.

Footnotes: 1 - The Abecedarian Project by Craig and Sharon Ramey. One of the most widely-known and respected longitudinal studies, it showed that children who received a quality early childhood experience had reading and math scores higher in primary grades through high school, completed more years of education, and were more likely to attend a 4-year college than a control group of students.

2 - Bush School of Government: Cost Analysis of the Benefits of Universal Accessible Full Day Pre-K in Texas, 2006.

Assumption 2 Ages 5-8




Reading on grade level by Grade 3 is critical to future education success.

Community Goal: All children will read at grade level or above by the 3rd grade.

Widely-based education research supports the assertion that being able to read on grade level by the third grade is particularly critical. When reading remediation is needed in later grades, students have more difficulty learning and comprehending important course content, thus negatively impacting overall learning.

Although it is distressing that some of our children cannot read on grade level, statistics show that McLennan County is making good progress. There are many examples of intensive reading programs within our schools. Studies show that when children practice reading aloud to adults or better readers for 30 minutes five days a week (using texts at or slightly above their ability levels), their comprehension, fluency, and word recognition improve.¹

Examples of what we can do:

-  Increase the knowledge of all residents concerning the importance of reading readiness development
-  Support a variety of reading programs throughout the community
-  Concentrate efforts on reading readiness and reading from birth through 3rd grade

Critical Statistics: 89% of Texas students pass the TAKS (Texas Assessment of Knowledge and Skills) for 3rd grade reading. McLennan County ISDs scored between 76% and 99%.²

Footnotes: 1- Effectiveness of Supplemental Reading Instruction for Second Grade English Language Learners with Reading Difficulties, Sylvia Linan-Thompson, Sharon Vaughn, Peggy Hickman-Davis, and Kamiar Kouzekanani, The Elementary School Journal, Vol. 103, No. 3 (Jan., 2003) pp. 221-238.

Preventing Reading Difficulties in Young Children, Catherine E. Snow, M. Susan Burns, and Peg Griffin, Editors, Chapter 4 - Predictors of Success and Failure in Reading, National Research Council, Commission on Behavioral and Social Sciences and Education, Committee on the Prevention of Reading Difficulties in Young Children, National Academy Press, Washington, DC, 1998.

2 - AEIS Indicator System, 2007 for all public school districts in McLennan County.

Assumption 3 **Ages 9-14**

Mastering mathematics fundamentals through Algebra I is a minimal requirement for high school graduation and post-secondary success.




Community Goal: All children will be proficient in math through Algebra I by their graduation from high school.

At a minimum, students must master math fundamentals (whole numbers, fractions, decimals, and percentages), pre-Algebra, and Algebra I to graduate from high school and succeed in post-secondary education. At this level, students will have a wide array of career options available to them. Many career choices will require higher levels of mathematics mastery.¹

A strong grounding in high school mathematics through Algebra II and higher correlates powerfully with access to post-secondary education, graduation from college, and earning wages in the top quartile of income from employment.² The National Science Board indicates the growth of jobs in the mathematics-intensive science and engineering workforce is outpacing overall job growth by 3 to 1.

Nationally, there have been positive trends in math scores for grades 4 and 8 (grades tested), but proficiency decreases by grade 12.

Examples of what we can do:

-  Increase the knowledge of all residents concerning the relationship of mathematics proficiency to post-secondary learning and career choices
-  Increase math instruction tutoring in after-school programs
-  Develop out-of-school programs that combine the use of mathematics with other activities, such as sports

Critical Statistics: 86% of Texas students pass the TAKS (Texas Assessment of Knowledge and Skills) for 4th grade mathematics McLennan County ISDs scored between 75% and 99%

77% of Texas students pass the TAKS (Texas Assessment of Knowledge and Skills) for 7th grade mathematics McLennan County ISDs scored between 53% and 99%

61% of Texas students pass the TAKS (Texas Assessment of Knowledge and Skills) for 9th grade mathematics McLennan County ISDs scored between 51% and 97%³

Footnotes: 1- The recommended skills needed are cited from several sources including *The Standards and Curriculum Focal Points of the National Council of Teachers of Mathematics* at www.nctm.org, which advise that the skills needed for post-secondary success include math mastery of whole numbers, fractions, decimals, percents, pre-Algebra and Algebra I.

2 - National Education Agency, National Math Advisory Panel, 2008.

3 - Texas AEIS Indicator System, 2007.

Assumption 4 Ages 14-18




All students must be prepared for post-secondary success by the time of their graduation from high school.

Community Goal: All students will be prepared for post-secondary education while in high school.

The majority of jobs available today and into the future require more than a high school diploma, but less than a four-year college degree. As the need for a skilled workforce increases, the need for education beyond high school increases. Students must have the education to advance to post-secondary education without the delay caused by the need to remediate skills not learned in high school. Students must also have the ability to reenter post-secondary education whenever there is a need to gain further skills. This is referred to as equipping students to be "lifelong" learners.

One's education level is directly tied to one's ability to earn greater levels of income and to enjoy a rewarding career. There are many wonderful jobs requiring post-secondary certifications, one-year programs, two-year Associate degrees, and four-year bachelor degrees. Being prepared to smoothly enter a post-secondary experience is vital to both individuals and the ultimate economic vitality of the community.¹

Examples of what we can do:

-  Increase the knowledge of all residents to the entry-level requirements of area jobs
-  Support the addition of programs and services, in area education institutions, businesses and the community, that prepare students for rewarding careers
-  Increase the number of opportunities for students to research and experience jobs that may be in their future

Critical Statistics: 29% of the 2,206 local high school graduates (2007) attended McLennan Community College during the fall 2007 semester

46% of the above students enrolled in at least one developmental course

72% of the those students enrolled in development math

52% of those students enrolled in developmental reading

24% of those students enrolled in developmental writing ²

Area school districts' students taking the SAT ranged from 41.1% to 100% and students passing ranged from 11.5 to 45.2%. The Texas average passing rate is 27.1%

Footnotes: 1 - U.S. Department of Education, College Preparation Checklist indicates that participation in AP classes, taking "hard" classes correlates to scoring well on SAT and ACT scoring.

2 - Performance Report on 2007 High School Graduates Attending MCC; McLennan County Community College, Office of Institutional Research, Planning and Information Technology, September 2008.

Assumption 5
Ages 14-18

All youth must graduate from high school, overcoming challenges that discourage academic engagement.




Community Goal: All students must be supported and encouraged to stay in school through successful high school graduation.

Nearly one in three high school students in the nation will drop out of school before graduation. Whereas a high school dropout earns an average of \$449 per week and has an average unemployment rate of 8.3%, a college graduate has an average earning of \$1,105 per week and a 2.3% average unemployment rate.¹ There are currently over 6 million high school drop-outs in the nation.

A national study of students reported many of the reasons for dropping out of school, including being bored, not seeing the relevance of classroom learning and career aspirations, lack of motivation, and personal-related causes. Many faced growing academic deficits from grade-to-grade that discouraged them.

Certainly, addressing Assumptions 1 through 4 would impact this issue, but assistance must be given to those in the vulnerable years of grades 8 through 12, in which the dropping out occurs.

Examples of what we can do:

-  Increase the knowledge of all residents concerning the graduation rates of area students
-  Increase the knowledge of all residents to the individual and community economic impact of low graduation rates
-  Support drop-out prevention programs and develop new ones

Critical Statistics: Methods of reporting high school graduation rates vary greatly.

Graduate rates range from 67% to 100% among McLennan County districts.²

Footnotes: 1 - U.S. Bureau of Labor Statistics, July 2008.

2 - Texas AEIS Indicator System.

Assumption 6 Ages 14-18

Parents and students should be aware of available high school-to-post-secondary paths and financial aid options.




Community Goal: All parents and youth will know about, plan for, and seek access to post-secondary options and to financial aid if needed.

Parents of high school students should be equipped with the knowledge that post-secondary options are available for their children. They need to be aware of the choices and opportunities that lay the groundwork for success in school and beyond.

Choices include the knowledge of the academic preparation needed for career options so that parents can assist with guiding their children in selection of academic courses. Opportunities include being aware of community activities and resources that reinforce learning and academic success.

Parents and students should be aware of local opportunities for assistance with post-secondary education. Services are readily available, both in schools and in various organizations to assist with access to tuition and other support while attending school.

Examples of what we can do:

-  Increase the knowledge of parents and students about post-secondary programs and available career options
-  Increase the knowledge of parents and students about local, state, and national financial aid options
-  Support career counseling programs and services and develop new ones as needed

Critical Statistics: A national survey of parents indicates 70% of people believe that the cost of a college education is beyond the income of the average family and 47% believe that many people do not have the opportunity to attend college.¹ Because there are so many local resources to help with post-secondary education, specific information about local perceptions should be gathered. There are plans to formally survey local parent knowledge and attitudes following the Summit to establish a baseline of current awareness.

Footnotes: 1 - *Measuring Up 2000: Losing Ground - Public Concerns about the Price of College*. The National Center for Public Policy in Higher Education. State Profiles.

Assumption 7 **Ages 18 and Above**

Financial resources should not be a barrier to post-secondary success.

Community Goal: The Community will ensure that scholarship opportunities are known and supported.




Many students begin a post-secondary experience, but drop out before completing a certificate or degree or other credential needed for a well-paying job. Often, students and/or their parents run out of money to support continued education.

The local MAC Scholarship Program assists over 1000 families in McLennan County in applying for federal financial aid. As a result, over \$2.5M is received each year to support low-income students in attending post-secondary institutions. In addition, MAC will pay tuition and fees for any low-income student, who does not receive full federal Pell Grants, to attend McLennan Community College or Texas State Technical College, providing about \$160,000 each year. Also, several local donors provide \$5,000 scholarships for every MAC student who makes a 3.0 grade point average, to assist them toward completion of a bachelor's degree.

The national Pell Grant program assists students of low-income families with grants of up to \$4,735 annually. Those dollars, which can be applied to both tuition and living expenses, and make attendance at McLennan Community College and Texas State Technical College within reach of all students.

There are numerous scholarship programs available to Waco area families. Money may still be a barrier to some, but the community must first ensure that scholarship information is widely known and resources accessed.

Examples of what we can do:

-  Increase the knowledge of parents and students about scholarship opportunities available from local, state, and national sources
-  Develop a gap-analysis of financial barriers to post-secondary enrollment and identify programs and services that address them
-  Establish or realign programs and services to remove financial barriers to post-secondary enrollment

Critical Statistics: State rates of affordability indicate that the poorest families in Texas must pay 10% of their income to support tuition at the lowest-priced colleges.¹ Although no official study about local affordability information has been identified, it is suspected that because of the MAC program, the figure is lower in McLennan County. There are plans to formally analyze local affordability information to ensure there are sufficient resources for local low-income families to attend and complete post-secondary education.

Footnotes: 1 - Measuring Up 2000: The State-by-State Report Card for Higher Education. Texas State Profile. The National Center for Public Policy in Higher Education.

Assumption 8 Ages 18 and Above

The Community should understand the region's secondary and post-secondary success rates and develop support programs to encourage the highest rates of successful completion.




Community Goal: All youth will complete post-secondary education leading to a chosen career opportunity.

There are many statistics available concerning the rates of area high school graduates attending post-secondary education and how well they do once entering higher education. There are additional statistics concerning how many stay in school to attain requisite certificates, degrees, or other credentials or leave too early.

Higher rates of completion of post-secondary education assist both the individual and the community. Just as a good career and solid living wage helps the worker to provide for her or his family and enjoy a higher quality of life, the community itself prospers when businesses can hire well-qualified workers. Good jobs, good wages, prosperous businesses...these are the ingredients of a strong and vibrant community.

When the community understands the issues around post-secondary success and how to both strengthen available programs and services and remove barriers from those who would enroll in them, everyone - the whole community - benefits greatly.

Examples of what we can do:

-  Increase the knowledge of all residents about the enrollment of high school graduates in post-secondary education programs
-  Increase the knowledge of all residents about the success rates (satisfactory completion) of students who enroll in post-secondary education programs
-  Increase the knowledge of all residents about the economic impact on the community of a well-educated workforce

Critical Statistics: In Texas, in 1998, tracking a cohort of 1992 public school 7th-grade students, 57.9 students graduated from high school; 44.7% enrolled in higher education; and 13.4% completed a degree or certificate by year 2004. ¹

Speaker Bios



Virginia DuPuy is serving her third term as mayor of the City of Waco, having been first elected on May 7, 2005, followed by reelections on May 13, 2006 and May 10, 2008. Prior to serving as mayor, she was elected to the city council on May 15, 2004, as the council representative for district III. She is the president and CEO of DuPuy Oxygen, a family-owned gas and welding supply distributor.

DuPuy has been active in many community organizations, including the YMCA Board, the Texas State Technical College Foundation Board, the Greater Waco Chamber of Commerce Board of Directors, Baylor Waco Foundation Board, Waco Foundation Board, Cooper Foundation Board, McLennan Community College Foundation Board, Heart of Texas Workforce Development Board, and the Waco Business League.

DuPuy received both her bachelor of arts and master of arts degrees from Baylor University. She is married to Leslie Carr DuPuy, Jr. They have two sons and four grandchildren. She enjoys playing with her grandchildren, reading, music, writing, teaching, and skating.



Ron Lehman began his IBM career in 1967 as a member of the start-up teams for two IBM plants in Austin, Texas. He's held leadership and management positions in manufacturing, personnel, finance, engineering, customer engineering, management development, and technical education in Austin and New York. In 1983, he was appointed engineering and manufacturing technical education manager for IBM North America, where he was responsible for technical education for more than 70,000 engineers, managers, and manufacturing staff at thirty-one IBM plants and labs and customer and supplier locations.

In 1989, as part of the IBM chairman's reinventing education initiatives, Lehman became executive-on-loan to the Austin community to help create a world-class education system. In July 1998, he was appointed the Commissioner Representing Employers at the Texas Workforce Commission. In 2003, as Commissioner Representing Employers, he met with over 8,000 employers per year to listen to their business and workforce challenges. He was executive sponsor for the implementation of the WorkInTexas.com job matching system that which now has over 260,000 employer subscribers, and has resulted in the hiring of over 1.5 million workers. He put in place new workforce system measurements that save saving employers hundreds of millions of dollars per year and helped workers earn millions more in wages each year.

Recently he assumed his duties as executive vice-president of the Kuder Corporation, the leading supplier of research-based academic and career planning solutions for students, adults, and companies. Lehman will help companies adopt "Connect to Business" solutions that will help business play a more effective role in student and workforce development and the creation of a more predictable talent supply chain.

Lehman holds a bachelor's degree in management from St. Edward's University, and is a graduate of The President's Class Advanced Business Institute Harvard University and the Systems Approach to Education Corporate Learning Institute Vanderbilt University.



Speaker Bios



Ricardo Felix was born in Hereford, Texas. He grew up in Temple and moved to Waco during his freshman year of high school. After graduating from Waco High in 2003, Felix qualified to participate in the MAC Scholarship Program, a program designed to assist McLennan County students with tuition and fees at McLennan Community College (MCC) or Texas State Technical College (TSTC). After completing an associate's degree at MCC, he received 3rd- and 4th-year MAC scholarships, which are available to all MAC students who have a 3.0 or higher after their first two years.

Felix is a student at Baylor University where he is majoring in international studies with a business minor. He plans to graduate in May of 2009. Upon graduation, he plans to attend law school with a focus in immigration law.

In addition to pursuing his degree, Felix works part time, is a youth leader in his church, and volunteers with the RUTH Project, a local nonprofit organization that provides legal and social services to the immigrant community. He has inspired his four siblings to follow his footsteps in pursuing post-secondary education.



Trevor Romain is an award-winning author and illustrator of a series of self-help books for children and is a much sought-after motivational speaker. A native of South Africa, he has traveled to schools and hospitals worldwide, delivering stand-up comedy with self-help messages to tens of thousands of school children. The United Nations also has enlisted Trevor's help in developing educational materials for children living in armed conflict areas.

Romain's rapport with kids is stunning to watch. He has an almost mystical connection with children. He uses humor to make them laugh uproariously, while teaching them to face life's most difficult trials with courage and optimism.



David Lacy is the president and CEO of Community Bank and Trust. He has been very active in many local civic groups over the past 30 years, serving as the 2007 chairman of the Waco Chamber of Commerce.

Lacy is a life long Wacoan and a third-generation graduate of Waco ISD from Richfield High School in 1975. In May, 2009, his daughter, Carter, will be the fourth generation to attend Waco public schools when she graduates from Waco High.

He has been married to Nancy Derrick for 22 years. Nancy is also a graduate of Richfield High School.

Speaker Bios



Glenn Robinson has been the chief executive officer of Hillcrest Health System since September 2007. He came to Hillcrest from Spartanburg, South Carolina, where he served as CEO of Mary Black Health System. Prior to that he held CEO positions at Nacogdoches Medical Center in Nacogdoches, Texas; Shelby Regional Medical Center in Center, Texas; Sharpstown General Hospital in Houston, Texas; and East Moreland Hospital in Portland, Oregon, as well as management positions at other hospitals in Texas and Alabama.

He was named to Tenet Healthcare's CEO Circle of Excellence in 2000 and 2002 and is the recipient of an achievement award from the U.S. Department of Health and Human Services. He is a current member of the American College of Healthcare Executives, the Texas Hospital Association's Council on Policy Development, and the VHA Texas Finance/Audit Committee.

Robinson serves on the boards of director of Hannah's Hope Ministries, Pine Cove Christian Camps, Community Hospital Corporation, VHA Texas, Waco's Adopt-A-School Advisory Board, Greater Waco Chamber of Commerce, Waco-McLennan County United Way, and Community Health Action Partners (CHAPS). He also serves as a member of the Waco Rotary Club, Greater Waco Chamber of Commerce's Healthcare Committee, Executive Board of Bear Force One, and Waco Business League.

He is a graduate of the University of Alabama with a bachelor of science in communications and Trinity University in San Antonio, Texas, with a master of science in health care administration. He has more than twenty years of experience in hospital and healthcare management. Robinson and his wife, Rhonda, have three children: Josh, Jacob, and Sarah Kathryn.



Bill Nesbitt has been the chairman and CEO of Central National Bank since 1987. His banking career began in 1971 when he became a loan officer at Citizens Bank. In 1980, he was named president of Citizens and, in 1984, chairman and CEO of Republic Bank Waco.

He serves as a director of the Meadows Foundation in Dallas, director of the Cooper Foundation and director of the Rapoport Foundations. He is formerly president of the Waco Chamber of Commerce and Waco Business League.

A graduate of Gatesville High School in 1963, Nesbitt attended Baylor University, assisted by a scholarship provided by the Citizen's National Bank of Waco. He earned a bachelor of business administration in 1967 and a juris doctor degree in 1970 from Baylor Law School. He served in the United States Army Reserve from 1968 through 1974.

Nesbitt is a member of the First Presbyterian Church in Waco. He and his wife Dwana Nesbitt have six children and six grandchildren.

Thank you to following individuals who contributed to this first Greater Waco Education Summit

Walter Abercrombie, Co-Leader, Media
 Jackie Adler, Scholarship
 Shiraz Ali, Faith-Based
 Cheryl Allen, Stakeholder Leader - Non-Profit
 Ashley Allison, Summit Planning Team/Mayor's Education Committee
 Doc Anderson, Government
 Crystal Anthony, Government
 Kip Averitt, Government
 Joset Ayres, Parents
 Roger Baker, Health
 Scott Baker, Marketing
 Bambi Barron, Health
 Piers Bateman, Facilitator
 Matthew Bell, Students
 Anthony Billings, Business
 Jeff Biniok
 Cheryl Boggess, Education
 David Bond, Facilitator
 Larry Browning, Education
 Stacy Buterbaugh
 Mary Jane Castillo
 Mike Chapman, Education
 Pat Chisolm, Government
 Jill Clark
 Jill Clements, Health
 Julie Coantser, Parents
 Janet Combs, Registration
 Pat Combs, Registration/Printing
 Bob Cox, Faith-Based
 Aubrey Curry, Program/Signs/Badges Design & Layout
 Star de la Cruz, Media
 Nika Davis, Video
 Vidal DeLeon, Business
 Russell Devorsky, Government
 Meredith Dibrell, Singer
 Jimmy Dorrell, Video
 Christine Dossey, Registration
 William Dube, Scholarship
 Carol Dugat, Media
 Jim Dunnam, Government
 Mayor Virginia DuPuy, Summit Planning Team/Mayor's Education Committee
 Steve Durand, Parents
 Lesa Duron, Extra-Curricular
 Kelly DuShane, Education
 Gretchen Eichenberg, Marketing
 Jon Engelhardt, Education
 Louis Englander, Business
 Ronald Epps, Education
 Mito Espinoza, Mayor's Education Committee
 Karen Fall, Students
 Bryan Fonville, Students
 Gaylon Foreman, Faith-Based
 Andrea Foster, Education
 Gordon Fuller, Faith-Based
 Belinda Gaudet, Media
 Roland Goertz, Stakeholder Leader - Healthcare
 Jonathon Gomez, Students
 John Goodman, Extra Curricular
 Kelly Graves, Scholarship
 Ken Hampton, Summit Planning Team/Mayor's Education Committee
 Don Hancock, Mayor's Education Committee
 Ann Harder, Video
 Harry Hareluk, Scholarship/Original Education Committee
 Darci Harris, Business
 Liz Harris, Mayor's Education Committee/Extra-Curricular
 Kevin Harrison, Stakeholder Chair - Faith-Based
 1st Sgt James Hart, Color Guard
 Alex Henderson, Faith-Based
 Ashley Henderson
 Jack Henderson, Extra-Curricular
 Megan Henderson, Stakeholder Chair - Government & Policy
 Sherry Henson, Students
 Cynthia Hernandez, Stakeholder Chair - Education
 Roland Hernandez, Education
 Jim Heston
 Richard Hinckley, Summit Planning Team/Mayor's Education Committee
 Gay Lynn Hooks, Business
 Tyler Horner, Summit Planning Team
 Duane Hoxworth, Faith-Based
 Jimmy Hunter, Faith-Based
 Carliss Hyde, Education
 Leah Jackson, Summit Planning Team
 Lisa Jaynes, Non-Profit
 Frank Jennings, Facilitator
 Jason Jennings, Health
 Jacki Jensen, Scholarship
 George Johnson, Business
 Patsy Jones, Education
 Kent Keahey, Business
 Carol Kemp, Mayor's Education Committee
 Kurt Krakowian, Government
 David Lacy, Speaker/Stakeholder Leader - Business
 Chris Lazaro, Students
 Alice Lively, Government
 Joani Livingston, Media
 Linda Locke, Badges/Registration
 Jewel Lockridge, Mayor's Education Committee
 Karmen Logan, Faith-Based
 Jocelyn Long, Registration
 Alfredo Loreda, Education
 Erica Lujan, Students
 Jerry Maize, Government
 Traci Marlin



Allan Marshall, Stakeholder
 Leader - Students
 Lance Martin, Video
 Christina Martinez
 Phil Martinez
 Sophie Martinez, Government
 Ashley McClure, Stakeholder
 Leader - Extra-Curricular
 Doug McDurham, Stakeholder
 Leader - Parents/Mayor's
 Education Committee
 Robin McDurham, Parents
 Christina Mendiola, Convention
 Center
 Kay Metz, Mayor's Education
 Committee
 Adam Miles, Government
 John Minnix, Government
 1st Sgt. Leonard Montelongo,
 Color Guard
 Meredith Moore, singer
 Walter Moore, Non-Profit
 Brandon Moseley, Summit
 Planning Team/Mayor's
 Education Committee
 Wannika Muhammed, Parents
 Agustin Navarra, Interpreter
 Alexis Neumann, Mayor's
 Education Committee
 Bill Nesbitt, Speaker
 Joe Nesbitt, Business
 Jan Nimmo, Mayor's Education
 Committee

Kris Olson, Mayor's Education
 Committee
 Larry Ordener
 Joe Ortiz
 Jan Osburn
 Autumn Outlaw, Students
 Caleb Overstreet, Midway High
 School Student
 Vicky Parker
 Lynn Parks, Scholarship
 Jim Patton, Non-Profit
 Kristi Patton, Mayor's Education
 Committee
 Ramiro Pena, Faith-Based
 Larry Perez, Government
 Bernard Rapoport, Video
 Gaylene Reed
 Randy Riggs
 Shaun Rochon, Extra Curricular
 Alice Rodriguez, Mayor's
 Education Committee
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