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High schools in this country, designed for a different era, fail to prepare the majority of students for college or for work. We have got to redesign high schools. Successful schools incorporate the new three Rs: Rigor, Relevance, and Relationships. Rigor means that all students are given a challenging curriculum that prepares them for college or work. Relevance means that all students have courses and projects that clearly relate to their lives and goals. Relationships means having real relationships with the adults in their school, adults in their life who will help look after them, who know and care for them. The Gates Foundation has invested nearly \$1 billion to promote the redesign of American high schools. We are supporting more than 1,500 high schools across the nation. There are two ways business leaders can help change the momentum for our schools. First, demand that all students in and around the District of Columbia graduate from high school ready for college, work, and citizenship. Second, work with the DC school system to design a strategy for transforming your high schools. Let's redesign our high schools, and let's make it happen.

Vernon Jordan, President of The Economic Club of Washington

Ladies and gentlemen, welcome to the final event of this, our 19th season. Melinda Gates is co-founder of The Bill & Melinda Gates Foundation. The Foundation seeks to bring advances in health and learning to people, especially to the neediest among us.

With assets of more than \$27 billion, the Gates Foundation works with local, national, and international partners and foundation grantees in four distinct areas: education, global health, access to digital information via public libraries, and support for at-risk families in Oregon and Washington.

Mrs. Gates is a graduate of Duke University and received her MBA from Duke's Fuqua School of Business. After joining Microsoft Corporation in 1987, she distinguished herself in business as a leader in the development of many of Microsoft's multimedia products. In 1996, she retired from her position as Microsoft's General Manager of Information Products to focus her energies on the nonprofit world.

A former member of Duke's Board of Trustees, she currently serves on the board of directors of the Washington Post Company and drugstore.com.

Ladies and gentlemen, it is a great pleasure to welcome to the Economic Club of Washington, Melinda Gates.

Melinda French Gates

Thanks for that kind introduction, Vernon, and for inviting me to be here tonight. It is really a pleasure to be here in Washington, DC. I am here tonight to talk about The Foundation and to help you understand a little bit more about how we work at The Foundation. But, more important than that, I am hoping to show you how we work at The Foundation with some very specific examples and with the state of America's high schools. That is a problem we are very specifically focused on today with The Foundation, because we believe it is one of the most urgent problems in the United States and that our Country faces.

I know it is an issue that resonates with most of the business leaders in the room. I know most of you are very concerned about the high schools, particularly here in the DC area. It is going to take a lot of creativity and ingenuity from the business community to change America's high schools. Earlier this year, in fact, a couple of months ago, my husband, Bill, gave a speech about education to the National Governors Association. We were both very encouraged after that speech to hear how much the Governors planned to take on the U.S. education system, as well as how committed CEOs are to this cause.

One of the questions we most frequently get asked is, why are Bill and I so interested in America's high schools? The only way for you to understand why that is, is to really understand where our core values come from and what our guiding principles are for The Foundation. Bill and I fundamentally believe that a life lived on this planet is no more or less valuable based on where you are born. So whether you are born in Zimbabwe or Mozambique or Washington, DC, or Seattle, Washington, or India, your chance for a healthy, productive life ought to be the same as for anybody else on the planet. So we feel at The Foundation that we really have the opportunity to help advance equity around the world. If we are going to focus on equity, we know that we have to take a look at some of the very most intractable problems both here in America and outside the United States.

We know that making progress on those problems requires a major expenditure of time, effort, and money. I can already tell you we are putting in a lot of all three. Some of the problems we are working on will not be solved in Bill's or my lifetime. But, it is our dream that we can take some of these problems and get them on the right path and get them moving on the right track. We also know that improving equity means finding

solutions that are going to continue to work even after our grantmaking has ended. We want to find resourceful partners who will stay with these issues for a very long time, because the problems we are talking about working on take partners on the ground, partners who are already working, partners who are committed to working and governments to move these problems along. We are not naïve in thinking that even with the size of our Foundation that we can change these problems ourselves. There is no way. We have to use our funding as catalytic funding to make sure that others come along. That is exactly what we are trying to do. We are looking for strategic entry points where a dollar of funding or an hour of effort can make the very largest impact.

These principles of advancing equity by making high-impact investments have led us to work in two main areas. In the developing world, we work on health, because there are millions and millions of people who die every year from diseases we do not even think about inside the United States. When Bill and I first started looking at health statistics around the world, we were just blown away by the number of children around the globe who died from diarrhea. Something we don't want to talk about over dinner, something we don't think about much in the U.S. Or the 27 million children who die every year because they don't get the basic life saving vaccines that you and our parents and our grandparents take for granted. Twenty-seven million children don't get the technology that we have in the U.S. today. So we focus outside the U.S. on vaccines for childhood diseases. We focus on AIDS, malaria, and tuberculosis, because again, inside the United States, you can live with AIDS if you have antiretroviral drugs. People here have access to those. In the developing world, you don't have a chance until we get a vaccine for AIDS. Same thing for malaria, we don't talk about it much here, unless you

are traveling to Africa and you take the malarial medicines. We need vaccines for malaria and tuberculosis. We focus a lot on health in the developing world. You can't even begin to focus on education in the developing world until you have a basic health information structure.

Here in the United States, though, the most intractable problem is education. That is what we are choosing to spend the bulk of our resources on in the United States. What most people don't realize is the extent of the crisis that is facing America's high school systems today. We all have an image in our head of what high school is. I am here to tell you that it is not working anymore. The way our high schools worked 50 years ago, 40 years ago, 30 years ago does not work in our society today. High schools that we have in this country were designed for a different era. They are failing to prepare the majority of students for college or for work. Worse than that, they are perpetrating some of the worst divisions in America. Our high schools are deepening the divide between those students who have access to a high-quality education and the students who don't. That divide is only getting worse, and if we let our high schools keep going the way they are going, we are all in it doing the same thing to ourselves in terms of creating the division.

So, as Bill and I have learned more and more about public education in this country, we have come to a very painful conclusion: America's high schools are literally obsolete. By obsolete, I don't just mean that our high schools are broken, flawed, or under-funded, although, I could spend a lot of time arguing all three of those points. By obsolete I mean that our high schools, even when they are working today exactly as they were designed to work, cannot teach our students what they need to know today to get ready for a job. They are just flawed. I realize that obsolete is a strong word and it

always provokes a strong reaction, particularly in the media. But, I have also learned that it can sound harsh, so I want to explain it a bit more. Because when people hear it used to describe America's high schools they sometimes think, is it fair to blame our high schools for failing? Or aren't there a lot of other problems that need to be addressed, too?

First, let me be clear. High schools are a critical part of our education system. But, they are not the only part. We totally understand that you have to have a child ready basically at the elementary, the middle school, and the high school levels. People would even argue the pre-elementary level. But, if you are going to get them ready, you need to work at all parts of the system. The reason we are choosing high schools is because the U.S. has gotten behind the elementary and middle schools. So we are starting to see progress there. It is the high schools that have had very little focus on in the past 20 years. So, there is some progress being made leading kids up to high school, but then we are ultimately letting them fail in the high school system.

This isn't an issue about blaming anyone. That is not our intent. Our nation has great teachers and principals. If you go out to the American high school system, it is unbelievable, some of the teachers you run into and the principals. I am so in awe when I meet some of these great people, but they are working in an institutional system that is outdated. So, even if you have the greatest teacher, if they are in an outdated system, they cannot perform at the level they are capable of. Our high schools were built for the Industrial Age, not for the Information Age. Fifty years ago, we mistakenly thought that only select students could do really serious academic work. So, young people were literally separated into different tracks. We had two tracks for students, some who learned with their heads and some who learned with their hands. It might have made

some sense then, but I can tell you it makes absolutely no sense today in our information economy. It is a social and economic disaster for the United States if we continue on with the American high school system that we have today.

How bad is it? Today only one-third of all of our students who graduate from high school are ready to do college work or ready to go out to citizenship, one third. Most of the other two-thirds are low-income and minority students who will never graduate or take courses that will get them ready for college or a family wage job. In other words, we have a two-tier system in our American high schools today.

The best-educated students in America today are still the very best-educated students in the world. That is something we should absolutely be proud of. But, only a fraction of our students are getting the very best education, a very small fraction. In district after district, DC, Virginia, Maryland, around the country, let's face it, wealthy white students are taking courses like Algebra II, courses a lot of you and I probably took in high school. But, low-income students are taught rudimentary addition and subtraction. The first time I went out to high schools, and I asked what are they learning if they are not learning algebra or pre-calculus or trigonometry? I don't get what rudimentary math is for high school students. So, I asked if I could see the course catalog, and they showed me something that kept getting listed over and over again called consumer math. Consumer math is when you teach students how to read the label on the back of a can so they can read them when they go to the grocery store. That is considered a high school level math class for some of our high school students today in the United States.

The first group I described, who take Algebra II, go on to college and careers. The second group will struggle to make a living wage in the United States. High school graduates who do not go on to college earn an average of \$25 thousand per year, for a family of five, which is very close to the poverty line. Asian and Hispanic students earn less than their white counterparts and blacks students still less, 14% less. High school dropouts do even worse. Only 40% of them have jobs. They are four times more likely to get arrested. One in four turns to welfare or other forms of government assistance. To me, this is just morally wrong, for the simple reason that all Americans deserve to all have an equal chance at education. We are letting all Americans down by not educating all of our high school students equally. They are not being given the chance to live up to their potential.

The failure of our high schools is also an economic disaster for us. Our economy increasingly depends on a skilled workforce that only a rigorous education can provide. In almost every line of work today, from hi-tech to manufacturing, employees need to be able to use computers effectively, communicate clearly, and handle higher-level science and math. You all know this from the businesses that you run. Employers here in DC need these skills in their jobs. This city was built on information and analysis, yet we are not graduating high school students who can do that kind of work. Most students are not getting those skills in high school, not anywhere close to it. High school reading scores in the U.S. have dropped very steadily over the past decade. In science and math, the story is even worse. American fourth graders, on the other hand, are among the best in the world in science and math. But by the time they get to eighth grade, they slip to the middle of the pack compared with their cohorts in other parts of the world. In twelfth

grade, our students in science and math are near the very bottom. That is what our high school system is doing. We are also cheating ourselves by letting high schools languish. Studies show that by spending more on education, we can reduce poverty and of course economic inequality.

Increasing our nation's average education level by just 1 year could increase our economic growth by as much as 15%. It is something we all need to focus on. Everyone agrees that the failure of our high schools is tragic. But, I think the saddest thing in some ways is that we act as though it can't be helped. That is the thing that got Bill and me most passionate when we were looking at this quite some time ago, and then saying to ourselves that we are going to do something about this. We can't stand around as American citizens and as American business leaders and say, "We've got this failing high school system" and just keep talking about it and not doing something about it. We have got to act. So we feel that it can be helped.

We designed these high schools. We, all of us, sitting in this room, we are part of it. We have got to redesign them. It is that simple. If you are running a business and your product is obsolete, what do you do? You redesign it. That is what we have got to do with the U.S. high school system. To make this new design work, first we have to do away with the old underlying design. The idea behind the old underlying design was that you could train an adequate workforce by basically sending one-third of your workforce onto college. The others basically couldn't do college work. The idea behind a new design is that every single student can do this work, and we should set out a system that allows them to do this work. The good news is that when you do challenge students in this way, when you do redesign a school, we are already seeing results. The students

want good schools and when you put rigorous work in front of them, you better believe they will meet the challenge, and it is really quite impressive. I am not just talking about the kids who start school at the top tier of the school.

It is really enlightening and encouraging that we are seeing a mounting body of evidence that the new design works. There are terrific schools around the country that are preparing all their students for college and work. I would like to tell you about three of them here in the DC school district because I think having some examples in your own backyard will give you some hope of what we are seeing.

The first one is Bell Multicultural High School. Bell is a magnet school for young people who are learning English as a second language. Its students come from 50 different native countries, and 90% of them are from low-income homes. Yet Bell has a 97% attendance rate and 70% of its graduates go on to college. These students are succeeding because they get the individual attention that they need. They need to sharpen their communication skills as they start to focus on a career. They also learn by doing. The school's work-based learning program starts in the tenth grade and includes a senior internship in their last year of school.

I have not been to Bell Multicultural. But, I have been to one very similar school in South Seattle. It used to be considered the dumping ground in Seattle. This one particular school was closed and then reopened under this new redesign with the same idea, that you could give kids internships and get them on a path. When you go and talk to those students, they talk about these internships where they go out in the community, and for the first time they can see in their mind's eye where they might go. By trying different internships, they say, "Oh my gosh, I might want to be an architect," or "Oh I

might want to be a bio-marine specialist,” or “I might want to be a lawyer.” And when they see where they can go and they see a possibility for their future, you better believe they are motivated to go back to their high school later in the day and learn the math and the science and the reading that they need to get there.

Another great example in the DC area that I have been to and that I was incredibly excited to see was the Maya Angelou Public Charter School. This is a charter school that actively recruits at-risk students on purpose. Half of these students have either failed a grade or are under the jurisdiction of a court when they enroll in Maya Angelou Public Charter School. At the school, these students get the personalized attention they need, including daily one-on-one tutoring. They also attend school year round in a real student work place environment, going out again and doing internships. The most encouraging thing about this school is the tutoring the students are getting after school. Volunteers are coming in to do tutoring in the evening between 3:00 pm and 7:30 pm. They are preparing meals and serving dinner to these kids, and all the tutoring is done by volunteers from the business community. So, these kids have a place of support in the afternoon and the structure they need, and they don't become latch key kids after school. The results are amazing: 70% of the school's graduates go on to 2- and 4-year colleges. That is a solid statistic for any public school, but it is particularly powerful when you consider that these students represent groups that rarely graduate from high school, much less go onto college.

The last example I want to talk about in the DC school district is called Caesar Chavez. This is a public charter high school that was set up in an old Laundromat. Every single kid in the school will tell you that he or she is going to college and has a plan for

going to college. When you talk to the seniors, many will tell you they didn't want to come. They weren't planning to come to this school, but somebody got them thinking about it, an aunt or uncle or brother, and signed them up or got them to come see the school and they agreed that they would go. But, once they got into the school, the adults who support and surround them and the other kids are all taking about going to college and are all doing these great things, and the kids just became engaged in the learning environment. One of the seniors I sat next to said, "Yeah, I am headed to Columbia next year." He continued, "When I started at this school, I knew how to read and everything but I didn't read very many important things. But, you know what I just finished reading in my junior year? I just finished reading *Don Quixote* in Spanish." This was not a Hispanic student. I was just absolutely blown away by these kids.

Although there are a few of these great examples such as Maya Angelou, Caesar Chavez, and Bell, they aren't enough to answer the crisis. We have to make sure that entire school systems around the District and at the state level work for all students. The examples that I gave you have three key factors that I want to highlight about schools and school systems that really work in redesigned schools.

In our experience, grade schools and districts have three things in common. You all remember your three Rs when you went to school: reading, writing, and arithmetic. But, successful schools incorporate the new version of the three Rs, basic building blocks for redesigning new schools: Rigor, Relevance, and Relationships. Let me describe each of these to you.

Rigor means making sure that all students are given a challenging curriculum that prepares them for college or work. It means giving them great course work.

Relevance means making sure that students have courses and projects that clearly relate to their lives and goals. Some of the examples of internships that I gave you earlier are really motivating to students.

Relationships means having real relationships with the adults in their school. It is not something they have in a large high school. They get it only in a small high school, from an adult in their life who will help look after them, who knows and cares for them.

I saw one of these in the middle of the Boston housing projects, a fantastic high school, Boston Mission High School. When you talk to the students in that school, they are all students who came from a large high school to join this Boston Mission School. The thing that blew me away was that four adults knew my name. Nobody in any previous high school knew my name, nobody. One student said, “My math teacher, he gave me his cell phone number. Can you imagine that! I would never use it unless I really needed it.” But the fact that they have these trusting adults in their lives made a complete difference. So it really is those three R’s that we are seeing in the redesign of high school. I am not just talking about smaller classes. We need more small, intimate learning communities where teachers and staff can help students achieve at a higher level and make sure that the students don’t fall through the cracks. These smaller school students are more motivated, they feel safer, and they graduate and attend college in much higher numbers. That is just a fact.

Our Foundation has invested nearly \$1 billion behind these three new Rs to promote the redesign of American high schools. We are supporting more than 1,500 high schools across the nation. Half of them are large high schools that we are helping break down and redesign into smaller learning communities, because we believe in small high

schools. The other half are brand-new high schools that we are opening under the small redesigned model. Already 450 of these schools are new and operating as of last fall. We know that this kind of challenge and change is not easy. But there are two ways business leaders like you can help change the momentum for our schools.

First you need to demand, really demand, that all students in and around the District of Columbia graduate from high school ready for college, work, and citizenship. That needs to become a given in DC. As you know too well from your business, you rely on an education system that works for everyone. You need employees who can think critically, have math skills, and can write well. I ask the business leaders here to become the top advocates for the belief that every child should take courses that prepare him or her for college. That should be a fundamental premise of the DC high school system, because every child can succeed. We are seeing it time and time again, if you support them and give them the right chance. The cities and states that have committed to getting all students ready for college have already made great progress. But every community needs to make the same commitment, if we are going to make this change across the U.S.

Number two, you need to work with the DC school system to design a strategy for transforming your high schools. We are already seeing high schools, as in Boston, where the business leaders committed more than 10 years ago to transforming the high schools. They have done it. Their schools were some of the worst in the nation. They have redesigned many of them and now they are coming up to be some of the top high schools across the nation. Because again, they have very small learning communities. how they have redesigned their high schools. As a result, Boston has one of the greatest and highest graduation rates now across the country.

So, here in DC, the business community got involved by supporting the DC College Access Program, which is already helping 6,000 local students apply to colleges, get scholarships and other financial aid, and to stay in school so they can get a degree. That is fantastic! But, if we can focus more on these two steps that I just outlined, we can set higher standards for everyone. Involving businesses in the efforts to turn the high schools around is going to be critical. It will go a long way toward ensuring that all students will have a chance to make the very most of their lives. On the other hand, if we keep the system as it is, millions of children will never get a chance to fulfill their promise, either because of their zip code or because of the color of their skin, or because of the income of their parents. That is offensive to our values and is an insult to who we are as Americans. Every student can graduate ready for college, every single one. Every single student should have the chance. Let's redesign our high schools and let's make it happen. I know we are committed, and we hope you are, too.

Questions and Answers

Vernon Jordan: The Gates Foundation has an unprecedented ability to devote enormous resources to one or more critical issues. How do you know whether The Foundation's money is being well spent? How do you measure outcomes?

Melinda Gates: One of the first things Bill and I said to ourselves when we started The Foundation is that measuring outcomes is one of the trickiest things about philanthropy. Of course, you know that in business you have very measurable outcomes all the time. You know who your customers are, how well your product is selling, how well you are

doing at innovation. So, one of the things we did when we started The Foundation was that we absolutely wanted to have some sort of outcomes that we could measure for our programs that needed to be built into everything that we did. Otherwise how do you know that your money is being spent well? So, we do it in different ways for different programs, from health to education. I'll describe it briefly for education. All the schools that I mentioned to you earlier in the speech, Maya Angelou, Bell Multicultural, etc., the Seattle schools that I mentioned, the Boston one, these 1,500 that we are involved in, we get all the results every year. We know how the students S.A.T. scores compare year to year. We know not only what graduation rates are, but which ones are actually changing. We decided we wanted to change how that was measured. We didn't want to measure just who was graduating from high schools, we wanted to know who started in the high school, how many students graduated, and what happened to the students in between. So we get all of those numbers for the various high schools that we are involved in. We think it is very important to have an outside organization that is helping you measure things. In the case of education, we have a group set up at the University of Washington that is completely outside of us. They have no ties to what the results would be. It is part of the School of Public Education there. They help us measure our programs and go out and look at outcomes. Then they report back to us about every 18 months on what they are seeing in the education landscape and how our programs are or are not making a difference. You don't always like the results, but that is the great thing about outcomes, that you really need to know what is going on, so we have these outside groups that help us do the measurement.

Vernon Jordan: Most of the 50 states have adopted more rigorous assessments of student learning and now are requiring students to pass these tests in order to graduate from high school. Isn't there a risk that, by requiring kids to pass these tests we will unintentionally cause more students to drop out of school?

Melinda Gates: We just don't think so. You have to have the tests because you have to have tests for measurability. The other side of that coin is that, if you teach to the test, you are making a big mistake. If we have American high schools where the whole point is to teach the student how to take that test or how to narrowly pass a test, then we are making a fundamental mistake. But, if we change and redefine the American high school system so kids are doing rigorous work, they are going to be motivated and they are going to pass those tests. So, I don't think you are changing the dropout rate by putting measurability in place. I think you have to have high schools where kids want to go. We are seeing these kids who are very motivated to be in school because of what they are doing there, because of the opportunity of an internship, or the opportunity of going to college, or a job later. So, once they see that light at the end of the tunnel, they are not de-motivated by a test, they do the rigorous test because they want to, because they know where they are going. The testing is just part of it and part of what they do.

Vernon Jordan: How have you been able to bypass the bureaucracies in the cities where you work?

Melinda Gates: It's interesting. Any these intractable problems are going to have bureaucracy involved in them. That is part of the nature of it. The cities that we are choosing to work in, we really are investing in the people, in the partnerships in those cities. So in some sense we are already looking for cities where they are getting going on these problems, where they have got a plan and they are starting to move and we are part of the catalyst to help that move. So, in a lot of the cases, it is up to the cities themselves to move through the bureaucracy. That is not our job to come in and do that. So, we are actually looking for the cities to start their plans and to get going, and then we come in and be that helper, that catalyst for change. Sometimes they are having trouble with other issues such as getting the right amount of funding, or getting a charter school up and running. So we will come in and help in that sort of sense.

Vernon Jordan: What are your views on government intervention programs such as No Child Left Behind?

Melinda Gates: No Child Left Behind has been tricky for a lot of the schools because they haven't gotten the funding they need to put the programs in place they need for the kids. That has been a very tough issue for the nation. But, the sense of having measurability in the high schools, which is the premise behind No Child Left Behind, is absolutely the right one. Congress has to fix the funding problem that goes along with that. But we have to have some measurability. It is not the only way to measure high schools, but it is one way to measure them. We are looking forward to there being additional ways to measuring high schools in the future, too, not just the rules of No

Child Left Behind. But, we do think that is a start on the right path. So we are certainly for it.

Vernon Jordan: Can you comment on the role of teachers' unions in the failures of American high schools?

Melinda Gates: The unions are tough, and different cities have different sets of issues with the unions. I think the fundamental thing to realize is that the teachers are the ones who are going to make this thing a success. The American high school system is going to fail or succeed because of the teachers. So, we have to have a way of working with those labor unions to make sure that they have accountability. They have to have a way that they can take productive teachers and make sure those move forward, and the unproductive ones to not succeed in the system. That is where the rub is. But, again, as you know from business, that you have got to have a way of measuring the successful teachers or not. In a sense, the real discussion is how do you make sure that these high schools work for kids. It's going to mean just making sure that those teachers work in the right way. I think some cities are having more success with their labor unions, but it is going to take a lot of work to make a lot of those issues work out.

Vernon Jordan: What do you think of vouchers?

Melinda Gates: The Foundation is for choice. So, we definitely have taken a position to help open a lot of charter schools. We are not funding voucher programs, not because we

are fundamentally against them, but because we think the real answer is let's have choice in the public school system. So we really are supporting choice by having a variety of these different redesigned schools. We think charter schools are the way to do that.

Vernon Jordan: What help can your Foundation provide to Washington, DC, schools beyond what you have already done?

Melinda Gates: Let me talk about the things that we have done so far. We have been very involved in the redesign of Bell Multicultural. We have also been involved, it is not just Maya Angelou, but there is a group called Friends Forever that opened Maya Angelou and they are opening three other schools, charter schools, in the D.C. area where they will support 150 students on each of those campuses. We are already working on after-school, youth-at-risk program here in the DC area. And, of course, we have been very supportive of DC Cap. We have given \$2 million dollars to that effort. We are already involved in the DC school district. You have a new school superintendent, which I think we are all excited about. As his plans come forward, I think we will have an ongoing discussion about how we can support those plans. Again, as I said in other cities, it has been working with the people who are in the city and the plan. So, in some sense DC has needed a plan and I think that plan is starting to come forward and become a reality.

Melinda French Gates

In her role with the Foundation, Melinda French Gates works with local, national, and international partners and Foundation grantees to further the Foundation's goal of

improving equity in four areas: global health, education, access to digital information via public libraries, and support for at-risk families in Washington state and Oregon. Ms. Gates received a bachelor's degree in computer science and economics from Duke University in 1986 and a master's in business administration from Duke's Fuqua School of Business in 1987. Joining Microsoft Corporation in 1987, she distinguished herself in business as a leader in the development of many of Microsoft's multimedia products. In 1996, Ms. Gates retired as Microsoft's General Manager of Information Products. Since then, she has directed her energy toward the nonprofit world. She is a former member of the board of trustees of Duke University and a former co-chair of the Washington State Governor's Commission on Early Learning. She serves on the board of directors of drugstore.com and The Washington Post Company. Bill and Melinda Gates live in Medina, Washington, near Seattle, and have three children.