

This is a group that
wants to help the
President pass his
initiative on new
school building. Mausher
wants you to have
this to use as validation
or when we start
trying to move this
legislation.

1 / Mark

James S. Goodhart, *Executive Director*

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Pennsylvania League of Urban Schools



**PHOTOCOPY
PRESERVATION**



Pennsylvania League of Urban Schools

213 State Street • Harrisburg, PA 17101 • (717) 238-3360

James S. Goodhart
Executive Director

November 19, 1998

Ms. Marsha Scott
Deputy Assistant to the President
The White House
1600 Pennsylvania Avenue
Washington, DC

Dear Ms. Scott:

Thank you for the opportunity to meet with you today.

On behalf of the Pennsylvania League of Urban Schools, I want to express our appreciation for the efforts and results that the President has advanced on behalf of public education, in general, and on behalf of urban schools, specifically.

In the packet of information that I have prepared for you, you will find a brochure explaining the Pennsylvania League of Urban Schools, a copy of the most recent PLUS newsletter, *EducatioNews*, a listing of the League's "Legislative and Regulatory Priorities for 1998/99", and PLUS's proposal (in conjunction with other Pennsylvania state associations) for the reform of funding Pennsylvania's public schools, "A Blueprint for Equity/Reform of School Funding".

I look forward to discussing several of the League's legislative and regulatory concerns with you. To this end, I have also included a letter referencing a proposed change in the protocol for the utilization of IDEA funds in the Commonwealth of Pennsylvania that will bring Pennsylvania more in line with other states.

It is also my pleasure to endorse the initiatives being undertaken by New Century Solutions in their efforts to remedy concerns surrounding the issue of safe schools. Dr. Jamula and Mr. Daley are recognized for their expertise in this area.

Sincerely,

James S. Goodhart, Ed.D.

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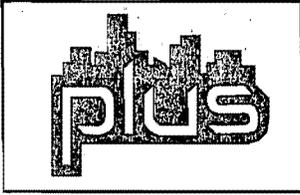
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James S. Goodhart
Executive Director

Legislative and Regulatory Priorities – 1998/99

1. Enactment of short-term education funding objectives for 1998-99, as described in the PLUS education funding and taxation position paper, January 1997, including increased funding for:
 - Alternative education
 - Early childhood education
 - Pupil health and medical services
 - Special needs children
 2. * Enactment of an equitable state basic education funding system which recognizes not only the needs of low-wealth districts, but also the substantial costs of providing an "adequate education" by districts which serve large numbers of at-risk, high-need students.
 3. * Provision for relief from inequities in local tax by substantially reducing school district dependency on local real estate, wage, and nuisance taxes through increased state funding and replacement of local taxes with increases in state income taxes.
 4. Enactment of a state special education subsidy system that is simple, equitable, stable, program oriented, and provides for shared state-local fiscal responsibility.
 5. Support legislation that provides for significant state funding for school facilities modernization to accommodate educational technology and safe environments.
 6. Support legislation providing for: standards and assessment, academic accountability, school to work/vocational education, expanded use of educational technology, charter schools, professional development, and incentives for enhanced parent involvement.
 7. Oppose legislation that provides direct state grants or vouchers to parents of non-public school students.
 8. Support legislation that provides state payments to school districts on account of tax-exempt properties. (Seek amendment to include PLUS districts.)
 9. Seek state funding for residential, alternative educational facilities for incorrigible youth.
 10. Seek relief from the inequitable impact federal Section 8 subsidized housing and public housing programs have on urban school districts, particularly county seats.
 11. Support legislation that encourages formation of "regional revenue bases" for local governments and school districts.
 12. Support legislation allowing the Secretary of Education to grant district-requested temporary waivers from, or modification of, specific regulatory mandates for justifiable reasons.
 13. Support adoption of revised state special education regulations and standards that eliminate mandates exceeding federal requirements or deregulation of special education.
 14. Oppose legislation that provides for binding arbitration in school board/employee contract impasses.
 15. Support local school district alliances with civic and business leadership groups.
- * PLUS/PARSS/ASDEE proposal *A Blueprint for Equity/Reform of School Funding* proposal.

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Education News

PENNSYLVANIA LEAGUE OF URBAN SCHOOLS

Fall 1998

PLUS Facilities Task Force Meets With PDE Official

Carle Dixon Earp, Chief of the Division of School Facilities, Addresses PLUS Task Force Members

The first meeting of the PLUS *Facilities Task Force* was held August 19, 1998, at the Harrisburg Hilton. Ms. Carle Dixon Earp, Chief of the Division of School Facilities at PDE, reviewed PlanCon compliance issues and other procedures within the Division of School Facilities with representatives of PLUS districts.

Members of the *Task Force* and their school districts are: Mr. Ronald Engleman, Allentown; Mr. Thomas H. Evans, Easton Area; Mr. Richard D'Andrea, Erie; Dr. Gerald L. Zahorchak, Dr. John Melleky and Mr. Donald B. Irwin, Greater Johnstown; Ms. Brenda Conner, Harrisburg; Mr. Raymond E. Menges, Lancaster; Mr. Joseph Licata, Norristown; Mr. John P. McQuaid, Philadelphia; Mr. John Walluk and Mr. Allen Biestek, Pittsburgh; Mr. James R. Bush, Pottstown; Mr. Gregg L. Sunday, Scranton; Mr. Charles E. Peterson, Williamsport and Dr. Robert L. Mitten; York City.

PA Attorney General Fisher Addresses PLUS Members

Attorney General Mike Fisher Discusses School Violence Initiatives with PLUS Board of Directors

Attorney General Mike Fisher reviewed issues of school violence with member district representatives at the fall Board of Directors meeting on Monday evening, September 21, 1998. He discussed the package of bills dealing with school violence that were recently introduced in the Pennsylvania General Assembly. He stated that the actual number of school related incidents have diminished, but recent incidents of violence in suburban and rural schools have heightened the concern for safety within our schools among Pennsylvanians. Mr. Fisher stated that he believes, "we have to go further than expelling kids (from school) for bring weapons to school", citing the recent incident in Oregon as an example of why only expelling students doesn't go far enough.

The Attorney General expressed the need for "taking precautions up-front." He suggested: (1) identifying problem students, (2) adopting practices that protect other students, and (3) implementing procedures designed to prevent acts of violence. He called for imposing mandatory sentences for possessing a gun on school grounds. He believes that it "ought to be a hard and fast rule that possession on school grounds equals one year away somewhere, not just kicked out of school." "Gun possession on school grounds should be a felony and there ought to be a seventy-two hour cooling off period so authorities could detain students for evaluation," according to the Attorney General. "Once a child is adjudicated, the child's parents should (then) have a special responsibility to be civilly liable for subsequent acts of their children," he concluded.

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PLUS Enters Into Alliance With Distressed Districts

Commonality of Interest and Needs Cited as Purpose for Structuring of Alliance

The Pennsylvania League of Urban Schools Board of Directors unanimously approved entering into an Alliance with selected Pennsylvania financially distressed school districts. The *Alliance* structure was approved at the fall meeting of the Board on September 22, 1998, in Harrisburg. The purposes of the *Alliance* are: (1) to support, promote and improve education through meeting and discussing items of mutual concern, and (2) to propose and support legislation that is deemed favorable to both PLUS and the distressed districts.

Dr. Joseph F. Lagana, Executive Director of the Allegheny Intermediate Unit, played a key role in the initiative to foster the construct of the *Alliance*. His preliminary discussions with representatives of several school districts that currently meet distressed status in the Commonwealth, were instrumental in moving the process along. Mr. Fred A. McKillop, Governmental Relations Consultant, Harrisburg, PA, also participated in the early discussions. The League's Executive Committee was informed of the request by select school districts for "*Alliance* status" and recommended PLUS Board approval since the conditions and concerns of these districts mirror, to a significant extent, the challenges facing urban districts.

There are currently seven Pennsylvania school districts that receive temporary financial relief because of their experience of severe reduction in local revenue due to a decline in the assessed value of their taxable properties. This program expires October 1, 1999. Section 691 of the Public School Code of 1949, lists the circumstances under which a certificate may be issued to declare a school district financially distressed.

As stated by Dr. Lagana, "The complexities associated with population density and cultural diversity, mixed with the loss of industrial base, has resulted in increased poverty, industrial flight, middle class flight, a seriously shrinking tax base and obsolete buildings. "As a result," according to Dr. Lagana, "these seven districts have a commonality of interest and needs, similar to the urban schools in Pennsylvania.

Representative Goodling To Address PLUS Task Force

William F. Goodling, Chair of the U. S. House of Representatives' Education and the Workforce Committee to Speak With PLUS Facilities Members

United States Congressman William F. Goodling, Chair of the House of Representatives' Committee on Education and the Workforce, will address members of the Pennsylvania League of Urban Schools Facilities Task Force on Tuesday, October 27, 1998. The meeting will be held at the Harrisburg Hilton, Harrisburg, PA, beginning at 9:30 a.m. and concluding with lunch. Mr. Goodling represents Pennsylvania's nineteenth congressional district which includes York, Adams and parts of Cumberland counties, as well as the City of York.

Representative Goodling will focus his comments on the status of federal legislation relating to school facilities issues with a particular emphasis on school construction funding and educational opportunity zones. He will, however, also address other proposed federal initiatives of interest to League members, such as technology and class size reduction legislation. Of particular concern to members of PLUS's Facilities *Task Force* is the action taken earlier this year by both the Senate and House that would deny \$22 billion in interest-free bonding authority over two years (at a cost of \$3.3 billion over five years) to build, repair and modernize schools.

The current status for funding of priority education programs for FY 1999, as reported out of the House Appropriations Committee, is:

<u>Program</u>	<u>Proposed Funding</u>
After School 21 st Century Centers	\$60 million
Title 1 Local Grants	\$7.375 billion
Technology Literacy Challenge	\$425 million
Raising Standards (Goals 2000)	\$246 million
Upgrade Teacher Skills	\$285 million
School to Work	\$75 million
Work-Study	\$850 million
Teacher Recruitment/Training	\$2.2 million

No funding is currently included in the House version for: America Reads Challenge, Technology Teacher Training, Safe and Drug-Free Schools Coordinators, or Educational Opportunity Zones.

PLUS SUPPORTS NATIONAL BOARD CERTIFICATION

National Board for Professional Teaching Standards Offers Voluntary Advanced Credentials for Teachers

The Pennsylvania League of Urban Schools has endorsed the participation of Pennsylvania teachers in the National Board Certification process. The National Board for Professional Teaching Standards (NBPTS) mission is the establishing of high and rigorous standards for what accomplished teachers should know and be able to do. Further, the intent of NBPTS is to develop and operate a national, voluntary system to assess and certify teachers who meet these standards. It is also the purpose of NBPTS to advance related educational reforms for the purpose of improving student learning in American schools.

By participating in the National Board Certification process, the League is (1) joining in an effort to reshape the public's perception of teaching, (2) assisting in the creation of more professional and educationally rewarding relationships among educators, and (3) advancing the knowledge base of teaching with an intent to improve student learning.

The National Board for Professional Teaching Standards is a private, nonprofit organization governed by a 63-member board of directors. The National Board's efforts will focus on developing professional standards for early childhood, elementary and secondary school teaching. The process is unlike the current mandatory systems of state licensing which set entry level requirements for beginning teachers. The NBPTS intends to recognize experienced teachers for the quality of their practice. National Board Certification will signify that a teacher is accomplished, having met challenging professional teaching standards as evidenced by performance-based assessments.

To receive more information about National Board Certification, request a GUIDE TO NATIONAL BOARD CERTIFICATION by calling NBPTS at 1-800-532-1813 (M-F 8:30 a.m.-5:00 p.m.)

First Annual PLUS Conference Approved for Spring of 1999

Purpose is to Build on Success of PLUS Sponsored "Summit on Urban Education" Held Last Year

The League's Board of Directors approved a proposal from its Executive Director, James S. Goodhart, to proceed with planning and conducting an annual conference for PLUS member superintendents. PLUS will utilize the services of *Quality Management Services* for program logistics. A planning committee was named to formulate program content and format. Members of the committee are: Dr. Diane Scott, PLUS President and Superintendent (Allentown School District); Dr. Jack Van Newkirk, PLUS Central Region Representative and Superintendent (York City School District); Dr. Vicki Phillips, Superintendent (Lancaster School District); Mr. Fred A. McKillop, PLUS Governmental Relations Consultant; Dr. Gail M. Stephens, Quality Management Services; and Dr. James S. Goodhart, Executive Director.

P. Daniel Altland, Esq. Named League Solicitor

Stuart Knade, Esq., Resigns to Accept Position With Pennsylvania School Boards Association

The Pennsylvania League of Urban Schools Board of Directors was informed of the resignation of Mr. Stuart Knade, Esq., at their meeting of September 22, 1998. Mr. Knade has accepted a position of legal counsel to the Pennsylvania School Boards Association. As a result of his resignation, the Board approved the appointment of P. Daniel Altland, Esq., of the Harrisburg law firm of Mette, Evans and Woodside.

Attorney Altland is a graduate of the Dickinson School of Law and was a partner in the firm of *Cleckner and Fearen* before becoming a shareholder with *Mette, Evans and Woodside*. He is solicitor for: Susquehanna Township School District and Littlestown School District, as well as serving as solicitor to several authorities and boards.

NATIONAL BOARD CERTIFICATION REDUCED FEE AVAILABLE ON A FIRST COME, FIRST SERVED BASIS
To be eligible for the state subsidy program this year, applicants will have to submit completed applications postmarked no later than November 9th to: Pennsylvania Association of Colleges of Teacher Educators, 1201 Northwestern Drive, Monroeville, PA

PENNSYLVANIA WORKFORCE DEVELOPMENT SUMMIT

*1998 CONFERENCE TO BE HELD AT PENN
STATE NOVEMBER 12 AND 13, 1998*

To address the problems of workforce development as we enter the new millennium-identifying and developing the skills needed by businesses, individuals, communities, and other institutions-the Pennsylvania Chamber of Business and Industry, the Pennsylvania School Study Council, and the Pennsylvania State University announce the **1998 Pennsylvania Workforce Development Summit: A Working Conference To Encourage And Enhance Local and Regional Innovation**, to be held Thursday and Friday, November 12 and 13, 1998 at the Penn State Conference Center Hotel, State College, Pennsylvania.

The conference will be a forum for regional groups to exchange ideas and contribute to building a comprehensive state system. For more information or to register, call Jacqueline Williams at **800 225-7224**.

EducationNews

*Is a publication of the
Pennsylvania League of Urban Schools*

213 State Street

Harrisburg, Pennsylvania 17101

President: Dr. Diane Scott

Executive Director and Editor:

Dr. James S. Goodhart

Governmental Relations Consultant:

Fred A. McKillop



Pennsylvania League of Urban Schools

Pennsylvania League of Urban Schools

Four Tier School Subsidy Formula

Based on Data if Subsidy Proposal Had Been in Effect for 1995-96

	Total Expenditures	Tier 1 State Funding	Tier 2 State Funding	Tier 3 State Funding	Other State & Fed'l Funds	Local Taxes Tiers 2 & 4	% Reduction in Local Taxes
Allegheny							
McKeesport Area	37,735,714	20,257,239	3,691,595	2,533,447	5,814,388	4,568,843	-67.6%
Pittsburgh	392,812,873	154,058,456	18,126,837	28,900,706	51,321,457	127,649,900	-38.4%
Berks							
Reading	97,893,125	55,757,501	10,829,877	10,459,868	14,205,608	4,986,915	-87.4%
Blair							
Altoona Area	58,855,996	36,917,292	6,567,471	4,617,017	11,836,870	2,657,140	-84.9%
Butler							
Butler Area	52,983,928	34,055,648	5,154,415	2,129,565	7,170,858	3,378,636	-86.3%
Cambria							
Greater Johnstown	34,916,027	14,859,991	2,571,671	2,787,671	10,951,596	3,379,532	-71.4%
Centre							
State College Area	54,076,511	27,741,763	1,748,906	0	3,937,995	19,321,864	-52.2%
Dauphin							
Harrisburg	76,579,916	36,001,801	6,367,853	8,995,856	8,916,046	14,949,559	-55.3%
Delaware							
Chester-Upland	55,348,959	30,350,748	6,189,446	7,583,814	9,308,500	1,394,368	-92.0%
Erie							
Erie	88,198,779	47,575,968	7,346,468	8,925,048	15,590,011	7,365,760	-78.9%
Lackawanna							
Scranton	68,911,315	35,552,386	5,635,026	4,446,317	6,133,236	16,026,273	-51.1%
Lancaster							
Lancaster	80,499,091	41,535,192	6,286,465	7,791,824	10,098,729	13,078,805	-64.7%
Lawrence							
New Castle Area	28,544,897	16,164,708	3,218,089	3,032,430	3,893,331	1,767,282	-80.2%
Lebanon							
Lebanon	24,705,797	16,088,107	2,755,263	2,012,040	2,633,876	1,264,711	-88.3%
Lehigh							
Allentown	103,606,868	57,928,899	8,338,923	7,244,809	11,897,528	15,783,566	-73.0%
Luzerne							
Hazleton Area	63,170,743	33,550,539	4,692,623	4,195,958	9,144,607	10,558,481	-67.0%
Wilkes-Barre Area	59,530,142	29,652,447	4,094,429	3,708,448	6,713,315	14,536,793	-56.3%
Lycoming							
Williamsport Area	48,649,541	26,563,531	4,413,695	3,322,136	6,836,031	6,633,742	-71.4%
Montgomery							
Norristown Area	61,983,517	25,454,823	1,487,788	3,183,477	5,096,771	25,174,227	-44.2%
Pottstown	24,628,197	12,959,506	1,673,688	1,620,765	2,615,536	5,053,098	-64.9%
Northampton							
Bethlehem Area	91,997,011	52,839,437	4,841,592	6,608,301	8,941,259	16,247,628	-72.6%
Easton Area	47,562,743	28,813,955	3,485,915	1,801,791	4,357,697	8,474,864	-71.5%
Philadelphia							
Philadelphia	1,460,294,932	834,066,724	136,456,552	208,410,241	208,300,762	71,953,689	-86.40%
Washington							
Washington	17,666,876	8,448,117	1,367,051	1,584,831	4,678,942	1,362,307	-81.90%
York							
York	50,528,623	29,478,417	5,695,549	5,530,025	6,881,512	1,989,859	-89.30%

Pennsylvania League of Urban School Districts

	ADM 96-97	Aid Ratio 98-99	(Rank)	Eq. Mills 96-97	(Rank)	AFDC%ADM 96 (Rank)	State Funding % 95-96
Allegheny							
McKeesport	5,264	0.7325	83	31.4	16	24.2	52.4
Pittsburgh	39,263	0.4740	360	24.9	91	30.3	39.0
Berks							
Reading	14,639	0.7825	24	35.7	3	25.4	52.4
Blair							
Altoona Area	9,367	0.7079	113	18.3	373	13.1	59.2
Butler							
Butler Area	8,691	0.5917	250	19.4	315	6.8	48.1
Cambria							
Greater Johnstown	3,717	0.7043	116	28.4	34	25.3	44.0
Centre							
State College Area	7,208	0.2251	462	17.6	411	1.6	21.6
Dauphin							
Harrisburg	8,724	0.6963	130	36.1	2	32.6	46.8
Delaware							
Chester-Upland	7,749	0.8158	6	31.6	14	43.6	59.1
Erie							
Erie City	12,413	0.6304	213	21.8	189	30.2	48.4
Lackawanna							
Scranton City	9,116	0.6293	217	26.9	57	13.9	44.4
Lancaster							
Lancaster	10,927	0.6098	234	23.7	124	18.7	43.7
Lawrence							
New Castle Area	4,079	0.8002	11	32.6	12	25.1	60.7
Lebanon							
Lebanon	4,166	0.6960	131	24.1	114	11.4	52.0
Lehigh							
Allentown	15,244	0.6132	231	24.4	108	20.0	37.4
Luzerne							
Hazleton	8,403	0.5422	294	21.3	209	6.0	43.7
Wilkes-Barre	7,469	0.5429	292	24.6	100	13.0	38.8
Lycoming							
Williamsport	6,698	0.6508	185	24.3	111	15.5	46.8
Montgomery							
Norristown	6,410	0.2179	465	25.1	82	18.7	20.7
Pottstown	3,368	0.5155	321	26.3	62	11.8	34.4
Northampton							
Bethlehem Area	13,734	0.3693	410	18.2	382	10.0	28.4
Easton Area	7,573	0.4906	344	21.5	200	5.5	35.1
Philadelphia							
Philadelphia	214,373	0.6778	155	19.4	315	44.1	51.6
Washington							
Washington City	2,168	0.6616	174	31.7	13	25.6	44.4
York							
York City	7,637	0.7782	29	30.2	22	24.1	54.9

PLUS School Districts

**Allegheny
McKeesport Area
Pittsburgh**

**Lawrence
New Castle Area**

**Berks
Reading**

**Lebanon
Lebanon**

**Blair
Altoona Area**

**Lehigh
Allentown**

**Butler
Butler Area**

**Luzerne
Hazleton Area
Wilkes-Barre Area**

**Cambria
Greater Johnstown**

**Lycoming
Williamsport Area**

**Centre
State College Area**

**Montgomery
Norristown Area
Pottstown**

**Dauphin
Harrisburg**

**Northampton
Bethlehem Area
Easton Area**

**Delaware
Chester-Upland**

**Philadelphia
Philadelphia**

**Erie
Erie**

**Washington
Washington**

**Lackawanna
Scranton**

**York
York**

**Lancaster
Lancaster**

**Pennsylvania League of Urban Schools
213 State Street
Harrisburg, PA 17101**



Introduction

The Pennsylvania League of Urban Schools (PLUS) was formed in October 1973 to bring together Pennsylvania's urban school districts to seek solutions to the unique and pressing educational and financial problems which they face. The League was incorporated in 1983.

Purpose

As defined in its bylaws, PLUS is to:

- Support, promote, and improve urban education through structured exchange of ideas, action plans, and personnel;
- Propose and support legislation favorable to urban education;
- Keep members well informed on matters relating to urban education;
- Develop statistical reports related to urban education;
- Plan seminars, conferences, and symposia dealing with urban education issues; and
- Establish and maintain productive relationships with appropriate private and public organizations.

Membership

Membership in PLUS is limited to urban Pennsylvania school districts which include central cities of a "Metropolitan Statistical Area" and/or which exhibit one or more of the following characteristics: poverty, cultural diversity, industrial flight, middle class flight, shrinking tax base, obsolete or decaying buildings including schools, and population density. Membership is small and select, limited to 25 school districts. Those 25 districts, however, enroll over 20 percent of Pennsylvania's school children.

Accomplishments

Since 1973 PLUS has, among other activities:

- Represented urban school districts before the General Assembly and Department of Education;
- Secured passage on subsidy legislation beneficial to urban education and recently has been instrumental in the introduction of the PLUS/PARSS/ASDEE reform subsidy proposal;
- Provided a forum for urban superintendents to exchange ideas and successful practices including the *Summit on Urban Education*, "Renewing City Schools";
- Formed coalitions with other education groups to benefit urban schools in various policy and administrative initiatives;
- Provided a forum for urban school directors to help influence state level educational decisions;
- Prevented the passage of legislation detrimental to urban schools; and
- Published reports and position papers pertaining to problems facing urban school districts.
- Structured periodic meetings of PLUS Special Education Directors with key Department of Education officials to address specific urban special education issues.
- Presented testimony before various General Assembly committees on urban education issues resulting in favorable outcomes such as amending Act 30 of 1997 giving more discretion to superintendents on expulsions.

What Active Members Say About PLUS

- PLUS enables us to network with colleagues in other urban school districts.
- PLUS meetings and publications provide professional development and timely information about critical issues affecting our school districts.
- PLUS focuses on urban issues; other statewide organizations do not.
- PLUS representation puts our issues and concerns directly before members of the General Assembly and Executive Branch.
- PLUS produces "on target" position papers on various issues of importance to urban school districts.
- PLUS is able to routinely draw "high-powered" members and staff of the General Assembly to its meetings.
- PLUS testimony and urban district data are sought by the General Assembly.
- PLUS provides sessions for board presidents in the fall and spring with speakers on current legislative issues.
- PLUS deals with our personality and spirit as urban school district superintendents.
- PLUS, rather than the county or intermediate unit, is the urban superintendent's peer group.
- PLUS "carries the banner" of urban education issues and represents our positions before other entities and agencies.
- We don't get lost or ignored in PLUS, as we do in larger statewide organizations.

A Blueprint for Equity/ Reform of School Funding

Overview

Governor Tom Ridge has said that the future of Pennsylvania "depends on the quality of educational opportunities we offer all Pennsylvania's students, regardless of where they live. As governor, I am committed to ensuring that every Pennsylvania child has an equal opportunity to learn and prepare themselves to be productive members of our commonwealth." (Emphasis added)

The governor and members of the General Assembly, acting on behalf of all the people of the commonwealth, can carry out the governor's commitment through enactment of a new way to fund the state's public schools.

A proposal advanced by representatives of all schools in the state – the Pennsylvania Association of Rural and Small Schools, the Pennsylvania League of Urban Schools, and the Association of School Districts in Support of Excellence and Equity – provides for:

- ❖ significant local tax reduction,
- ❖ adequate resources for all public schools regardless of their location, and
- ❖ accountability for the results schools achieve.

Background

The first proposal for a state system of public education for Pennsylvania came from Dr. Benjamin Rush, a resident of Philadelphia and one of the signers of the Declaration of Independence. In Rush's view, "Our Schools of Learning, by pro-

ducing one general, and uniform system of education, will render the mass of the people more homogeneous, and thereby fit them more easily for uniform and peaceable government."

In the middle of the 19th century, state government became more active in promoting public education and requiring children to attend school. Later, compulsory attendance laws arose at the same time as child labor laws, demonstrating that the state accepted authority to tell parents how children's time was to be used.

The Free School Law of 1834 did not require local school districts to participate in a state system of basic education, however, and thus proved to be inadequate because there was no cohesive state system. Considerable variation continued to exist between communities and their schools.

The future of Pennsylvania "depends on the quality of educational opportunities we offer all Pennsylvania's students, regardless of where they live."

- Governor Tom Ridge -

Records of debate from the constitutional convention indicate the delegates believed that the phrase "thorough and efficient system of education" suggested a symmetry and uniformity that they desired. As a result, the constitution states:

The General Assembly shall provide for the maintenance and support of a thorough and efficient system of public schools where all children of this Commonwealth above the age of six years may be educated.

In the 1874 Pennsylvania Constitution, then, the state asserted its authority over all of the schools in the state, culminating a century-long evolution toward a cohesive and uniform school system that mandated attendance.

Following adoption of the Constitution of 1874, funding for the state's schools was seen as a

The Proposal

The new funding system proposed by the three school district associations is based on a number of criteria:

Student Equity

All students in the state have equal opportunity to participate in quality education programs. The quality of a student's education should not depend on the district in which he or she is educated or the wealth of that community.

Taxpayer Equity

Equal yield for equal effort. All districts taxing at the same level should be able to spend at the same level. Major shifts in tax burden between individual and business taxpayers should be avoided.

Adequacy

All districts should have sufficient revenues to provide an array of educational programs and services to prepare students to function successfully in American society. This criterion assumes sufficient funding for school districts to offer programs and services for students whose needs differ from the norm.

Fiscal Neutrality

There should be no necessary relationship between the quality of education and the wealth of individual school districts. The quality of education should not be a function of the wealth of a local community, just the wealth of the entire state.

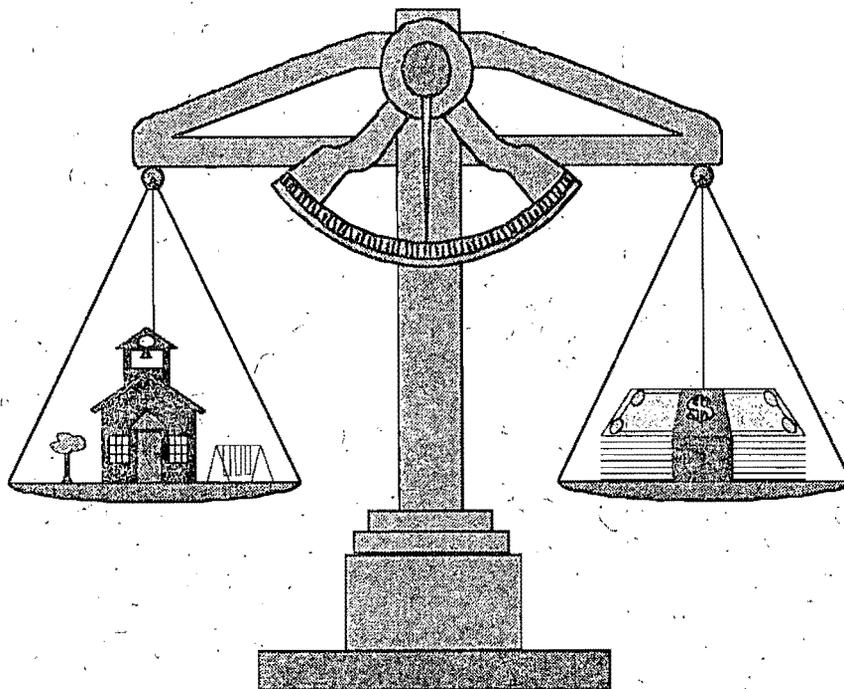
Responsibility

Education is a fundamental state responsibility mandated by the Constitution and remains a

state responsibility even if some functions are delegated to school districts.

State-Local Partnership

The funding for education is a partnership between state government and its school districts with the state guaranteeing equity and adequacy through a combination of state and local funding. A local contribution from school districts has been and remains a fundamental component of a funding system.



Stability

The revenue stream to school districts should be predictable from year to year so districts can do necessary long-range fiscal planning.

Responsiveness

Any funding system should be flexible enough to accommodate changes in district demographic and economic conditions.

Efficiency

The funding system should encourage districts to allocate resources they receive to maximize desired outcomes.

Accountability

The funding system should promote accountability, including meaningful consequences linked to evidence of student progress and achievement of state standards.

A Blueprint for Equity/ Reform of School Funding Questions & Answers

Q *Why does Pennsylvania need a new method for funding public education?*

A The current system harms both students and taxpayers. Students are harmed because funding levels in districts can vary according to the wealth of the community. A wealthy district can put more money into education than a poor district does, even though students in each district have an equal need for a solid education. In addition, taxpayers in different districts are taxed at varying levels. Two houses with exactly the same assessed value may be taxed at different rates in two different communities.

Q *You can never have things perfectly equal in a state with 501 school districts. Just how bad is the inequity?*

A Inequity in funding equals inequity in education. Students in poor districts have fewer teachers, fewer guidance counselors, fewer computers, worse buildings, old textbooks, fewer activities for children, etc. The fact is that wealthier school districts spend more than \$11,000 per year on each child being educated, while poorer districts spend about \$5,400 per student. With a difference that great, there will be obvious educational inequities.

Q *Doesn't the state do something to equalize the money spent in school districts?*

A Yes, the state does provide some funds to poorer districts in an attempt to ease the disparity. But not enough money is provided to eliminate the differences. And, because the funds are appropriated as part of the budget approved by the General Assembly, legislators representing wealthier districts have been able to find ways for their districts to share in the funding so their taxpayers have to pay even less.

Q *My property taxes keep going up each year. Doesn't that pay for education?*

A Yes, property taxes go for education. One reason your taxes have gone up so much is that the state has been paying less than its share over the last 25 years. What had been a 50-50 state-local partnership to pay for education is now a 35-65 state-local partnership. In the past 25 years, local communities have had to raise \$1.6 billion in property taxes to cover the state not living up to its commitment.

In addition, there is inequity in the way property taxes are applied in different communities so that taxpayers in poorer communities often make more of an effort to support their schools than do taxpayers in wealthier communities.

Q *What could be done to fix the system?*

A Since 1972, lawsuits have been filed in more than 30 states to challenge inequitable methods of funding public schools. The Pennsylvania Association of Rural and Small Schools (PARSS) filed such a suit in 1991. Testimony has been taken in that lawsuit but no decision has been announced yet.

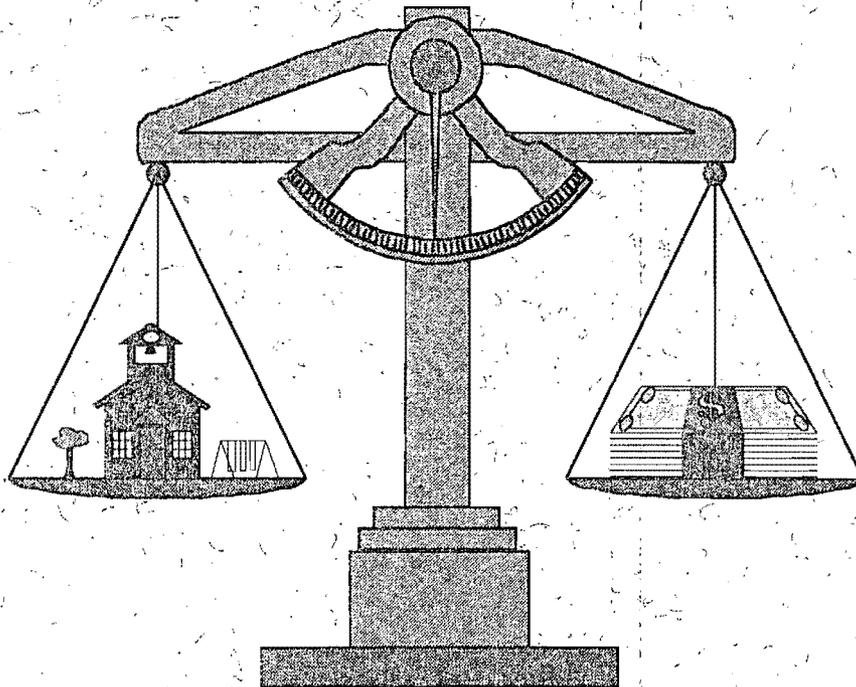
But there's no need to wait for a court decision to have a more equitable system of educational funding. PARSS has joined with the Pennsylvania League of Urban Schools and the Association of School Districts in Support of Excellence and Equity to call for legislation to create a new method of funding public education in Pennsylvania. The proposal would mean:

- significant local tax reduction
- adequate resources for all public schools regardless of their location; and
- accountability for the results schools achieve.

A four-tier formula would use state and local funds to provide the foundation for a high quality education for every student, state funds to help districts with students whose educational needs are truly greater than the norm, and local funds to provide additional programs and services communities want for their schools.

Q *That sounds like a reasonable solution. What can I do to help?*

A First, educate yourself about the problem and the proposal. Contact any of the three associations supporting the proposal or your local school district superintendent. Then, contact your state legislators and urge them to support new school funding for Pennsylvania that includes significant local tax reform, adequate resources for all schools, and accountability.



For more information, contact :

Mr. Joseph Bard at 717-236-7180
Dr. John DeFlaminis at 610-688-8100

Dr. Oscar Knade at 717-238-3360
Dr. Arnold Hillman at 717-731-6220

A four-tier formula has been designed to satisfy these criteria.

Tier 1: Foundation I: Equity

The foundation of the system uses a state appropriation to fund all school districts equitably so they can provide equivalent educational programs of high quality. Payments to districts would be based on the number of pupils in the district. The state would provide 80 percent of the median average instructional expense (AIE) divided by the average daily membership (ADM), the district's number of students. In the 1997-98 school year, the median statewide AIE/ADM is approximately \$5,000 per student and the Tier 1 payment would be \$4,000.

With statewide taxes providing all the funds for Tier 1, local school districts would have an opportunity to significantly reduce local property taxes and to eliminate most Act 511 "nuisance taxes."

Tier 2: Foundation II: Partnership

To provide the remainder of the funding for a basic level of education in every school, a combination of state and local funds would yield the balance of the median AIE/ADM after the Tier 1 payment. The maximum payment would be 20% of the AIE/ADM. State funds would be distributed on an equalized basis using an aid ratio (the way in which the state calculates wealth of a school district). Local participation would be voluntary. Districts choosing to participate would use local taxes to pay an amount per child set by the local district.

Tier 3: Difficulty of Educational Task: Adequacy Supplement

Tier 3 funding would provide additional resources for school districts with students whose educational needs are greater than the norm. Studies have shown that children growing up poor, under disadvantaged conditions at home or in the community, are more likely to be unprepared to undertake a rigorous educational program. Educators recognize that schools serving poor children must address their learning disadvantages to the maximum extent possible. Tier 3 would provide support for such programs. Fully state funded, it would be for districts that qualify based on an educational

needs index measuring three factors that have been shown to contribute to the difficulty of the educational task faced by districts: percentage of poverty in the school population, non-high school graduates among district residents, and single parent families in the district.

Tier 4: Enhancement of Education Program: Local Option

Tier 4 gives local school districts the opportunity to provide additional programs and services beyond the basic level supported by Tiers 1, 2, and 3. It would be fully funded by local taxes with amounts left to local school boards and no cap on local revenues.

Summary

Pennsylvania's school children and taxpayers alike are hurt by the inequities in the way we currently fund public education. Inequities in funding equals inequities in education and students in poor school districts are deprived of many of the educational resources and advantages available to students in wealthy school districts. Local taxpayers have had to raise \$1.6 billion in property taxes in the last 25 years to cover the failure of state government to pay its share of educational funding.

And there are significant inequities in the tax burden borne by communities across the state; often those in poorer communities make a greater effort to pay for education than do those in richer communities.

The Pennsylvania Association of Rural and Small Schools, the Pennsylvania League of Urban Schools, and the Association of School Districts in Support of Excellence and Equity have come together, representing all types of communities and school districts in Pennsylvania, to propose a new method of funding public education that would provide significant reductions in local property taxes, adequate resources for all school districts regardless of their location, and accountability for the results schools achieve.

*For more information, contact
Mr. Joseph Bard at 717-236-7180,
Dr. Oscar Knade at 717-238-3360,
Dr. John DeFlaminis at 610-688-8100, or
Dr. Arnold Hillman at 717-731-6220.*

responsibility of state government with school districts assigned to raise funds locally. Over the years, however, an imbalance has developed.

In the 1970-71 school year, state government provided 54.2% of instructional expenses for schools. In the 1996-97 school year, that percentage had fallen to 35.6%. In those 25 years, school districts have had to raise \$1.6 billion in local property taxes to make up for the reduction in state education funding.

The cohesive and uniform system envisioned by those who drafted the Constitution of 1874 has come apart as a result of funding inequities. In the 1995-96 school year, the top 10 Pennsylvania school districts in terms of spending per pupil spent an average of \$11,166 for each of the students in their districts. By contrast, the average spending for the bottom 10 districts was \$5,370 per student. Funding inequity equals education inequity. Children in poor areas of the state have fewer teachers, fewer activities, fewer computers, worse buildings, old textbooks, outdated science equipment, fewer guidance counselors, etc.

One symptom of inequity is that in the 1995-96 school year, average classroom teacher salaries in the "rich" districts were 39 percent higher than the average salaries in the "poor districts."

Such inequities happen even though there also is an inequity in the local taxes paid in different communities. Often those in "poor" communities actually make a greater local effort in school taxes than do those in "rich" communities. It is not true that the wealthy always pay higher taxes than the poor do. Two houses with the same assessment may be taxed at different rates in different communities; assessments usually are higher in poorer communities than in wealthier communities.

While state funding attempts to ease the disparity, it has not achieved that goal and in some instances, rich school districts have been able to obtain additional state funds and thus reduce their local needs even more. In the last 25 years, lawsuits have been filed in a number of states challenging inequitable methods of funding a cohesive and uniform state system of education. The first suit was decided in California

in 1972. The California courts agreed that the system of funding public education was inequitable and ordered a complete change so that most districts had an even shot at money. The reasoning could as easily be applied to Pennsylvania today. In the following excerpt, substitute the names of a wealthy and poor Pennsylvania school district and the case could apply here:

We need not decide whether decentralized decision-making is a compelling state interest, since under the present financing system it is a cruel delusion for the poor school districts. We cannot

agree that Baldwin Park (poor district) residents care less about education than those in Beverly Hills (wealthy district) solely because Baldwin Park spends less than \$600 per child, while Beverly Hills spends over \$1,200. As defendants themselves recognize, perhaps the most accurate reflection of a community's commitment to education is the rate at which its citizens are willing to tax themselves to support their schools. Yet by that standard, Baldwin Park should be deemed far more devoted to learning than

Beverly Hills, for Baldwin Park citizens levied a school tax of well over \$5 per \$100 of assessed valuation, while residents of Beverly Hills paid only slightly more than \$2.

You can see that the reasoning in that decision can be applied as easily in Pennsylvania in 1998 as it was in California in 1972. The time has come for a new method of funding public education that provides significant local tax relief, adequate resources so all children have an equal chance to learn, and accountability for educational results.

In a decision released at the end of 1997, the New Hampshire Supreme Court said that state's system of paying for education was unconstitutional because it relied on local property taxes for 90 percent of education funding and there are widely unequal tax burdens. "There is nothing fair or just about taxing a home or other real estate in one town at four times the rate that similar property is taxed in another town to fulfill the purpose of meeting the state's educational duty," the court said. "This is precisely the kind of taxation and fiscal mischief from which the framers of our state Constitution took strong steps to protect our citizens."

The General Assembly is to provide "for the maintenance and support of a thorough and efficient system of public schools where all children of this Commonwealth above the age of six may be educated."

- Pennsylvania Constitution, 1874 -

April 29, 1999

Mr. Paul D. Houston
Executive Director
American Association of School
Administrators
1801 North Moore Street
Arlington, Virginia 22209-1813

Dear Paul:

Thank you for your letter and for the copy of *Preparing Schools and School Systems for the 21st Century*. I appreciate knowing the results of your study, and I've shared your correspondence with my staff in the Domestic Policy Council.

As you know, I believe that education is the key to America's success. If we are to meet our generation's historic responsibility to create 21st century schools, we must recognize and address the many challenges facing them. I applaud you and your colleagues for your hard work in this endeavor. It is efforts such as yours that are helping to prepare our children for the 21st century.

As we continue working to strengthen and improve education in our country, I'm glad to know I can count on your help.

You have my best wishes.

Sincerely,

BILL CLINTON

BC/CKS/SH/NS/DC/bws (Corres. #4241108)
(4.houston.pd)

cc: w/inc Tanya Martin, 220



293128

American Association of School Administrators

January 30, 1999

The Honorable William J. Clinton
President of the United States
The White House
1600 Pennsylvania Ave. NW
Washington, DC 20500

Dear President Clinton,

We are pleased to send you a copy of *Preparing Schools and School Systems for the 21st Century*. This publication includes results of a year long study just completed by the 14,000-member American Association of School Administrators.

Preparing Schools and School Systems for the 21st Century, which features 16 characteristics of schools and school systems capable of preparing students for a global knowledge/information age, is the result of a rigorous process. Driving the study has been a distinguished Council of 21 leaders in business, education, government, and other fields. John Glenn has served as honorary chair for the Council, which met at historic Mount Vernon to identify more than 250 characteristics of schools and school systems capable of preparing students for a global knowledge/information age. The Council was then joined by a Council of Advisers and representatives of "gravity-breaking" school systems in completing a two-round survey to place the characteristics in priority, speculate on their possible impact, and predict when, if ever, they would become commonplace.

We are encouraging educators and communities across the nation to discuss and even debate these characteristics as they reshape their schools and school systems for the 21st century. You can be helpful by considering the results of the study, talking with the American people about what the study has to say, and encouraging educators and communities to make these characteristics a central part of their discussions as they plan for the future.

To place our AASA study in perspective, we do not consider it the last word. Instead, we consider it a starting point for dynamic discussions as we redefine our schools and school systems for the beginning of a new century and a new millennium.

Sincerely,

A handwritten signature in cursive script that reads "Paul D. Houston".

Paul Houston
Executive Director

FEB 3 _ 1999



NEWS RELEASE

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS

1801 North Moore Street Arlington, Virginia 22209

(703) 528-0700

Hold for release at 10 a.m. ET
February 2, 1999

For further information, contact:

Gary Marx, 703-938-8725

AASA Web Site: <http://www.aasa.org>

Year-Long Study Yields 16 Major Recommendations

"SCHOOL," "TEACHER" AND "LEARNER" WILL BE REDEFINED IN 21ST CENTURY SCHOOLS...AASA STUDY SHOWS

"While our nation's schools have done a masterful job of preparing students for an industrial age, we are moving at warp speed into a whole new era," said Paul Houston, executive director of the 14,000-member American Association of School Administrators. Houston was commenting on results of a year-long AASA study, *Preparing Schools and School Systems for the 21st Century*, which identifies the "characteristics of schools and school systems capable of preparing students for a global knowledge/information age." "The future of our nation and world depend on the ability of our education system to lead and to adapt as we prepare our students for the future," Houston said.

Senator John Glenn served as honorary chair for the AASA study, which was made possible through financial support from AMP Incorporated and the Electric Power Research Institute. In accepting honorary chairmanship, Glenn said, "The young people of today are doubly challenged to reach out--not just beyond the physical confines of the planet and the limits of present knowledge, but also beyond the confining prejudices of the past."

16 Major Characteristics

The study points out 16 major characteristics of schools and school systems capable of preparing students for a global knowledge/information age. Those characteristics include:

- The definitions of "school," "teacher" and "learner" are reshaped by the digital world.
- All students have equal opportunity for an outstanding education, with adequate funding, no matter where they live.
- Educators are driven by high expectations and clear, challenging standards that are widely understood by students, families and communities.
- A project-based "curriculum for life" engages students in addressing real-world problems, issues important to humanity and questions that matter.
- Teachers and administrators are effectively prepared for the global knowledge/information age.
- Students, schools, school systems and communities are connected around-the-clock with each other and with the world through information-rich, interactive technology.
- School systems conduct, consider and apply significant research in designing programs that lead to constantly improving student achievement.
- Students learn to think, reason and make sound decisions and demonstrate values inherent in a democracy.

- School facilities provide a safe, secure, stimulating, joyous learning environment that contributes to a lifelong passion for learning and high student achievement.
- Leadership is collaborative, and governance is focused on broad issues that affect student learning.
- Students learn about other cultures, respect and honor diversity and see the world as an extended neighborhood.
- Schools promote creativity and teamwork at all levels, and teachers help students turn information into knowledge and knowledge into wisdom.
- Assessment of student progress is more performance based, taking into account students' individual talents, abilities and aspirations.
- A student-centered, collaboratively developed vision provides power and focus for education communitywide.
- Continuous improvement is a driving force in every school and school system.
- Schools are the crossroads and central convening point of the community.

"We've seen dozens of studies telling us how our present system of education should change," Houston remarked. "This study is unique. It takes a hard look at the system we actually need. **We want to stir educators and communities to consider the results of this study as they discuss and even debate how their schools need to be shaped for the future, knowing full well that many are already on the way,**" Houston said. "We don't consider this study the last word; however, we do consider what it has to say important to everyone as we make a transition into the 21st century."

Preparing Schools and School Systems for the 21st Century is a follow-up to an AASA study released in 1996 devoted to *Preparing Students for the 21st Century*. That study examined the academic knowledge, skills and behaviors students would need to thrive in the future.

How the Study Was Conducted

The study involved a distinguished Council of 21 leaders in business, education, government and other fields, such as a noted demographer, a futurist/forecaster and a former astronaut. The Council, meeting at an historic Mount Vernon Conference, identified more than 250 characteristics of schools and school systems capable of preparing students for a global knowledge/information age. A two-round follow-up survey asked members of the Council of 21, an expanded Council of Advisers, and representatives of "gravity-breaking" school systems to place the items in priority and gauge their potential impact on student learning. The survey is not intended to be a scientific reflection of public opinion. It is intended to reflect the views of thoughtful leaders in several walks of life and to stimulate discussion and debate about the shape of schools and school systems that will be needed in a new century and a new millennium.

"School" Redefined: In the past, a "*school*" was generally defined as a building. In the 21st century, schools will become nerve centers, with walls that are porous and transparent connecting teachers, students and the community to the wealth of knowledge that exists in the world, Schools in the 21st century will not be confined by their walls but will be encompassing of the entire

community and the world. They will truly be learning communities, and to be effective in preparing students for life in a democracy, the schools themselves will need to operate democratically.

According to the study, "In the 21st century, schools must become digital hubs, which will be open electronically 24-hours-a-day, 7-days-a-week, 365-days-a-year," as well as centers for lifelong learning. A product of this concept might be "even greater intergenerational understanding and support," the study notes, adding that as baby boomers get older, "schools should consider offering their facilities for geriatric daycare and for providing a community gathering point for older citizens."

"Teacher" Redefined: In the past, many have considered the teacher's primary role as a dispenser of information. Great teachers have always far exceeded that expectation. In the 21st century, students have increasing access through the Internet and other sources to as much or more information than their teachers. That means teachers will take on a mantle of even greater professionalism, serving as orchestrators of learning and helping students turn information into knowledge and knowledge into wisdom.

According to the study, the 21st century will require knowledge generation, not just information delivery, and schools will need to create "a culture of inquiry." "Teachers must be the brightest and best society has to offer; they must be well prepared for what they teach; they must believe in themselves and their contributions to children and society; yet, they must be constantly committed to improving, no matter how good they are," Houston says.

"We talk about lifelong learning for everyone in society," says **Marvin Cetron**, a noted futurist/forecaster and a member of the Council of 21. "We need to be sure we offer lifelong learning for our teachers, as well. Our teachers need to be the catalysts in setting a culture of academic excellence," he adds.

"Learner" Redefined: In the past, our society has often thought of the student or learner as a young person who went to school, spent a specified amount of time in certain courses, received passing grades and graduated. As we enter the 21st century, we must see learners in a whole new context. First, in order to maintain their interest, schools and communities must help them understand how what they are learning prepares them for life in the real world. Second, we must instill curiosity, which is fundamental to lifelong learning. Third, we must be flexible in how we teach, because students have growing numbers of interests, talents and possibilities. Fourth, we must excite learners to become even more resourceful so that they will continue to learn outside the formal school day, to think about what they've learned and to apply what they've learned in their own lives, whether the teacher is present or not.

According to the study, schools will be faced with a "**project-based curriculum for life,**" aimed at engaging students "in addressing real-world problems, issues important to humanity, and questions that matter." The education they receive must enhance both their knowledge and creativity. At the same time, it should enable students to think, reason, make sound decisions, work as members of a team, and see the relationships among things they're learning in various subjects--across disciplines.

Two Foundations for the Study

From the beginning, the Council of 21 was asked to consider characteristics that would contribute to ensuring **equal opportunity** for an outstanding education for all students, no matter where they live, and to preparing them to live in and sustain a **democratic society**.

The study points out that in 1900 the average 19-year-old had not traveled more than 50 miles from his or her birthplace. As we enter the 21st century, with jet travel and digital communication, the average teen-ager can contact people anywhere in the world instantly. "**Kids often have more technology in their bedrooms than they do in their classrooms,**" Houston says. "School systems will continue to make technology an integral learning tool, get their schools connected to electronic networks, deal with equal access to technology, use it to improve effectiveness and efficiency and make sure teachers are capable of using it effectively," he adds.

Preparing Schools and School Systems for the 21st Century cautions that **standards** should reflect high expectations for student performance but should not be so rigid that they "freeze the system or its students into a past or present that may be fleeting." Setting the standards should be coupled with a commitment, including the resources, to help students reach them. In a fast-paced world, **continuous improvement**, improvement that takes place on a minute-by-minute, day-by-day basis, will be essential. Otherwise, students, schools and communities will rapidly fall behind, according to the study.

The study, which emphasizes the importance of **what is actually learned versus seat time**, notes that "schools, families and communities must all share **high expectations** for student performance." It calls for "**no upper limits on learning and achievement,**" making it possible for students to achieve at the very highest levels possible. In a global knowledge/information age, students must be able to learn "beyond fixed parameters," the study recommends. Houston adds that he expects future **assessments** of student progress to be more performance-based.

Council of 21

Members of the Council of 21, under the honorary chairmanship of Senator **John Glenn**, are: **Joseph Aguerrebere**, deputy director, education, knowledge and religion, Ford Foundation, New York, N.Y.; **Kenneth Bird**, superintendent, Westside Community Schools, Omaha, Neb.; **Marvin Cetron**, president, Forecasting International Inc., Falls Church, Va.; **Hank Courtright**, vice president, Electric Power Research Institute, Palo Alto, Calif.; **Wadi Haddad**, president, Knowledge Enterprise, Vienna, Va. and former director of UNESCO's Washington, D.C., office; **Sandra Hamburg**, former vice president and director of education, Committee for Economic Development, New York, N.Y.; **Stephen Heyneman**, vice president of the International Management and Development Group, Alexandria, Va., and former chief of the Human Resources and Social Policy Division for The World Bank, Washington, D.C.; **Harold Hodgkinson**, president, Center for Demographic Policy, Washington, D.C.; **Vic Klatt**, education policy coordinator, Committee on Education and the Workforce, U.S. Congress, Washington, D.C.; **Donald Kussmaul**, superintendent, East Dubuque School District 119, Ill.; **Stephanie Pace Marshall**, president, Illinois Math and Science Academy, Aurora, Ill.; **Floretta Dukes McKenzie**, chairman and CEO, The McKenzie Group, Washington, D.C., and a former D.C. school superintendent; **John Merrow**, journalist and host of "The Merrow Report," New York, N.Y.; **George Nelson**, director of Project 2061 for the American Association for the Advancement of Science, Washington, D.C., and a former astronaut; **Arnold Packer**, professor, Johns Hopkins University, Baltimore, Md., former head of the SCANS commission on workforce skills; **Gary Rowe**, president, Rowe Inc., Atlanta, Ga., former executive vice president for education for Turner Broadcasting; **Robert Slavin**, professor, Johns Hopkins University; **Eric Smith**, superintendent, Charlotte-Mecklenberg Public Schools, Charlotte, N.C.; **Michael Sullivan**, executive director, Agency for Instructional Technology, Bloomington, Ind.; **Kay Toliver**, teacher, P.S. 72, East Harlem Technical Middle School, New York, N.Y.; and **Sandra Welch**, former senior vice president for education for PBS, Alexandria, Va.

Categories of Characteristics

In addition to the 16 major characteristics of schools and school systems capable of preparing students for a global knowledge/information age, the study clustered dozens of other characteristics identified by the Council of 21. Those categories and characteristics, each addressed in a chapter of *Preparing Schools and School Systems for the 21st Century*, include:

1. Contemporary Technology

- Technology is used as an integral learning tool.
- All schools and classrooms are fully connected to electronic networks of information sources.
- All teachers and students have equal access to technology at home and school, with adequate support.
- Technology is used to increase the effectiveness and efficiency of the learning process.

- School systems use technology to enhance planning, stimulate possible changes, develop schedules, keep records, ensure accountability and enhance other functions.
- Technology is used in schools to expand the nature and boundaries of knowledge.
- All children are engaged in continuous self-learning and know how to access information sources without the immediate help of teachers.
- Teachers must have minimum competency requirements in technology for recertification and give evidence of its integrated use in classrooms.
- Technology opens the door to self-directed learning.
- Distance learning is extensively used to deliver in-service staff development.

The study predicts that technology will increasingly be used to help students explore the world in virtual reality. Simulations and other technologically driven learning tools will become commonplace. "It's mindboggling to think about what it means that elementary students can now graph complex equations and observe graphically the interrelationships of variables in the equation," the study states, adding that research is showing "very young students with these tools can perform at high school or even college levels."

Marvin Cetron, president of Forecasting International Inc., and a member of the Council of 21, says that "information is doubling globally every 18 months," pointing out that "80 percent of all engineers, scientists, chemists, physicists and doctors who ever lived are alive today, and they're on the Internet."

According to the study, educators should incorporate into their schools "up-to-date technology to build management systems that can track individual student progress; intelligently developed software to provide students with real-world experiences not possible in the traditional school, 21st century technology-based assessment tools and telecommunications technology that provides access to multitiered digital libraries."

Kay Toliver, a teacher at P.S. 72, East Harlem Middle School in New York City, star of the PBS program "The Eddie Files" and a member of the Council of 21, says technology should not be thought of as just computers. "Cameras, camcorders, VCRs, televisions, telephones, calculators and even the kitchen stove are all technologies in teachers' and students' lives," she declared.

2. Integrated/Dynamic/Competency-Based Curriculum

- Curriculum is linked to clear, challenging standards that are understood by teachers, parents and students.
- Curriculum is linked to meaningful demonstrations of mastery of knowledge and skills.
- Education is grounded in a "curriculum for life," engaging students in addressing real-world problems, issues important to humanity, and questions that matter.
- Schoolwork is project-based, collaborative and meaningful.

- School systems incorporate technology in offering productive learning experiences for students.
- Diverse classes and multiple ways of teaching are offered to suit all students.
- Students develop the ability to work cooperatively as members of a team.
- Developmentally appropriate pre-kindergarten programs are commonplace.
- Lesson plans exhibit an integrated curriculum and attention to multiple intelligences.
- Innovation, creativity and lifelong enjoyment are fostered through integration of the performing and visual arts, including fine arts and music.
- Students learn about different cultures.
- Students are prepared to live and work within the framework of an information/knowledge-based society.

"Like many other attributes of the 21st century school, the curriculum cannot be static," the study declares. "While certain bodies of knowledge and skills will remain bedrock, what we teach and how we teach it must include knowledge, skills and behaviors that reflect our ever changing society."

"The role of education is not only to teach students to earn a living, but to teach them to make a life," says Council of Advisers member **Terri Dozier**, a former National Teacher of the Year who is now with the U.S. Department of Education. **Arnold Packer**, a professor at Johns Hopkins University who spearheaded the U.S. Labor Department's SCANS report on workforce skills, and a member of the Council of 21, declares that "the creativity of our people is one of the greatest strengths of our country's 21st century workforce."

Schools and Society Face a Demographic Challenge

Noted demographer **Harold Hodgkinson**, addressing the Council of 21 at its historic Mount Vernon Conference, laid out the demographic challenge facing schools and school systems as they enter the 21st century. He emphasized the sense of urgency created by rapidly rising enrollments and the effects of immigration, poverty and fertility rates. Students, he said, will start at different places and progress at different rates because of social, economic, health and other conditions affecting them in their lives. Hodgkinson also explained that soon no single group will constitute 50 percent of American society, making everyone a minority.

3. A Focus on Student Performance

- Students possess an expanding number of foundation skills, including but not limited to, skills in reading, writing and mathematics.
- Schools expect development of critical thinking and other higher-level skills, such as learning to learn.
- Students are capable of thinking creatively in such subjects as literature, the arts, culture, history, geography, science, communications skills and mathematics.

- The education system promotes the human values inherent in a democracy, including honesty, respect, trustworthiness, caring and responsibility.
- Students emerge as civil, responsible citizens.
- Students develop a love of learning.
- Schools and society produce lifelong learners with the characteristics necessary for success in life, such as perseverance and curiosity.
- Students develop practical skills important in everyday life.
- Passion and joy for the curriculum is enhanced by making connections across disciplines.

The Council of 21 states that while the list of fundamentals continues to grow, students will need to understand and have skills related to such bodies of knowledge as literature, the arts, culture, history, geography, science, communications and mathematics, but must also develop the ability to think about and make solid use of this knowledge in their daily lives.

Council member **Gary Rowe**, president of Rowe Inc., and former executive vice president for education at Turner Broadcasting, says that to be truly literate in the 21st century, people will need to be able to communicate and operate within a worldwide framework. **Floretta McKenzie**, president of The McKenzie Group, a former D.C. superintendent, and a Council of 21 member, emphasizes that critical thinking and decision making skills deserve high priority.

Another Council member, **Wadi Haddad**, president of Knowledge Enterprise, says, "the idea that knowledge is fixed, finite and bounded is a convention of the world of books and is incomplete." He adds that "knowledge communicated as image, sound, graphic representation and text in electronic form changes this idea. Knowledge is a dynamic, changeable, interactive process and extendable."

William Spady, president of Breakthrough Systems and a member of the Council of Advisers, argues that time spent on the education assembly line has too long defined a student's school career--such as four years of English or two years of math. What is crucial, Spady says, is that students achieve important outcomes that enable them to be successful in life.

4. Student-Centered Systems

- All students are valued and provided the individual resources they need to succeed.
- The primary focus of teaching and learning is the student.
- Curriculum is flexible, student-focused, and purposefully designed to help students achieve.
- Students, teachers, parents and other caregivers work together to address development of the whole child.
- Low-income students have as many advantages in schools as wealthy students.
- Every student is treated with respect.
- High expectations exist for all students.
- Learning experiences challenge students to grow and improve.

- Each school focuses on the needs of its customers--children and parents, first and foremost, along with society at large.
- All students have equal access to technology resources.

"All around us we see evidence that we are in the midst of a cultural transformation. That transformation is fueled by a recognition that the competition, independence and isolation of the past cannot elevate the capabilities of the human spirit to energize and guide us into the next phase of our development," says Council of 21 member **Stephanie Pace Marshall**, president of the Illinois Math and Science Academy. At the Council's Mount Vernon Conference, 1997-98 AASA President **Karl Hertz** said that "a goal of this millennial project might be to liberate the genius in our children and to teach them to be good people."

In citing the difficulty in becoming more student centered, the study states, "**Thoughtful critics of our education system frequently express concern that schools work so hard to satisfy the needs of adults that they have too little time and energy left for students.** Schools and school systems are faced with everything from political mandates to parent and staff needs to amusement parks that lobby to keep schools from opening before Labor Day so their employees can stay on the job until parks close for the season."

5. Broad Academic and Social Context

- Learning extends beyond the walls of schools, facilities and specific disciplines.
- There is a global focus, building on the strength of our diversity and our shared culture and values.
- Technology enhances the learning process for all students.
- All learners view themselves as part of the learning community.
- The system emphasizes respect for other persons and ideas.
- There is a re-emphasis on democracy that values change, dissent, variety and talents for learning, including intelligence beyond books.
- Parents assist and guide their children's education.
- Students learn conflict-resolution, communications and other skills that enable them to collaborate within a diverse group.
- Technology is used to provide students rich, multicultural experiences.
- School systems understand and deal with the effects of poverty on learning, family structure and students' overall lives.

To comfortably survive, every person must become a lifelong learner, says **Vic Klatt**, education policy coordinator for the U.S. House Committee on Education and the Workforce and a member of the Council of 21. Adds **Les Omotani**, superintendent of the West Des Moines, Iowa, Public Schools and a Council of Advisers member, "When we speak of learners, we must be speaking of students, teachers, other staff, parents and the community."

Joseph Aguerrebere, deputy director for education, knowledge, and religion for the Ford Foundation, and a member of the Council of 21, says, **"Students will need to see themselves in an international dimension, since communication seems to have made our world even smaller, and they will need to be able to use technology that will extend their learning beyond the school site."**

The study also points out that schools will have to become increasingly interesting, since they will have to "compete with many other engaging activities, from Little Leagues to television, for the attention and time of their students."

6. Effective Standards and Assessment

- Schools, families and communities share high expectations for student performance.
- The same high standards exist for all, but the means for reaching them reflect students' needs and priorities.
- Standards and assessment systems are understood and supported by parents and students.
- Learning is not defined by seat time, but by what is actually learned.
- A commitment exists to continuously improve every aspect of the school system's capabilities and performance.
- Assessment of student achievement extends beyond traditional paper-and-pencil tests.
- Students are able to synthesize, assess, and evaluate achievement.
- Administrators set a tone of high expectations.
- No upper limits are placed on learning and achievement.
- Assessment supports the learning process.

"Making information in schools subservient to what the teachers know or don't know makes little sense in an information age," says Council of 21 member **Gary Rowe**. "It is possible to develop courses and curricula, along with professional practices, that allow for student exploration beyond fixed parameters. Excellent teachers who can operate comfortably in this environment are part of the real worth of a school," he concludes.

"The 21st century requires knowledge generation, not just information delivery," according to Council of 21 member **Stephanie Pace Marshall**. **"We need to create a culture of inquiry,"** she says. According to the study, "Every thoughtful discussion of standards leads to concern that simply setting them isn't enough. Schools also need the resources to help all students reach those standards." **The study also cautions against perpetuating testing and grade-oriented scoreboards that are "a product of a society that insists on winners and losers. The nation is finally discovering that we can't simply give grades and give up. Those who fail become costly for all of us."**

7. Environmentally Responsive Infrastructure and Facilities

The following are descriptions of 21st century centers for learning:

- A place of security and well-being--a safe haven for students and teachers.
- A safe place of joy and passion where children can explore and learn in a change-friendly culture that promotes innovation, healthy relationships and success.
- A system with secure and adequate fiscal, material and human resources.
- Information systems and structures that are continually updated to keep pace with rapid changes in technology.
- Constant, open access to information and resources that can guide learning.
- Flexibility that enables teachers to create different learning environments for students who learn in different ways.
- Schools that are true community centers.
- A setting of academic excellence where exciting ideas fly from, to and through bright teachers.
- Adequate technology available to all children in and out of school.
- Up-to-date, clean, and appropriately lighted physical plants with proper temperature control and air quality.
- A place where students want to be.

According to the study, "Anyone who enters a school should get a sense that the future is being shaped there, that people are working together toward lofty goals, and that the institution truly cares about children and the community." **The study also contains a warning that "communities, states and nations that fail to provide an adequate level of financial and community support for reshaping their schools can expect their students and their communities to fall behind."**

In addressing technology within the school building, the study states, "While school walls may look very much the same, they will actually become more transparent and porous as classrooms and individual students plug into the world. Schools must be designed to facilitate this change." Adds Council of 21 member **Michael Sullivan**, executive director of the Agency for Instructional Technology, "Place might not be as relevant in the future when we discuss the concept of school, since information and ideas will come from many directions."

AASA Executive Director **Paul Houston** declares in the study that students should be as enthusiastic about school the day they graduate as they were on their first day of kindergarten.

The study lists "**10 Technical Considerations**" in getting school facilities ready for the 21st century. They include: dealing with the more than \$112 billion in deferred maintenance of school facilities; technology integration; adequate electric power; classroom wiring that includes voice, video, data and power; heating, ventilating, air conditioning (HVAC) and lighting; indoor air quality;

efficiency in operations and maintenance; wise investments in equipment and other purchases; innovations in food service; and adequate control systems.

8. School-Community Linkages

- Parents are engaged in the learning process--for their children's education as well as their own.
- Schools are around-the-clock hubs of lifelong learning that enhance education and achievement for everyone in the community.
- Investing in education is supported by all corporate and community leaders.
- Teachers and parents work together to increase student performance.
- Schools are linked to healthcare, housing, social service and other community agencies.
- Parents clearly understand their responsibilities.
- Learning experiences occur within a framework of real-life issues and challenges.
- Students are engaged in community service, service learning and work experience.
- Educators bring expertise and resources from the community into the schools.
- Schools are connected electronically with the world-at-large and serve as community learning centers.

"All parties need to understand their responsibilities if we are to become fully successful in educating children," says **John O'Rourke**, superintendent in Pittsford, N.Y., representing one of the gravity-breaking school systems that participated in the study. O'Rourke adds, "**Continuous improvement needs to be institutionalized.** That means we may actually never get there, but we will constantly be striving for even better education." The study emphasizes that "students need to see the connection between what they are studying in school and real-life problems and issues. *Preparing Schools and School Systems for the 21st Century* predicts that schools will reach more deeply into the workplace and civic community to help students understand the connection between what they are learning in school and real life.

"Everything that affects the community in some way affects the school, and everything that happens in the school ultimately affects the community," says AASA's **Paul Houston**. "They are permanently linked."

9. Information/Knowledge Age Teaching

- There is extensive preparation, professional development and support for teachers, from preservice through lifelong education.
- Teachers are expected to pursue continuous learning and to expand their personal knowledge.
- The faculty is well prepared in both content and delivery.
- Teachers serve as facilitators and moderators, not just as providers of information and as subject-matter specialists.
- Teachers are prepared to teach students from diverse cultures and backgrounds.
- Teachers are prepared in multiple uses of technology.

- Teachers are the brightest and best society has to offer.
- Teachers conduct and respect themselves as true professionals.
- Teachers are knowledgeable about the subjects they teach.
- Incompetent teachers are removed in a timely fashion.

"Great teachers create within their own sphere of influence an understanding of greatness and a desire within their students to excel," says **Marvin Cetron**. An individual teacher often sees in a student the promise that others overlook," he adds. Emphasizing the need for teachers to become "orchestrators of learning," the study points out that growing numbers of students will come to school after surfing the web loaded with information and curious about what it means." Teachers, according to the study, will help students move from information to knowledge and from knowledge to wisdom.

The study expresses concern about the need to be competitive in attracting and keeping more qualified teachers, to remove those who aren't qualified, and to make sure they are adept at the subjects and groups they are assigned to teach. A 1998 Louis Harris poll for *Recruiting New Teachers Inc.*, reported that "roughly 9 out of 10 Americans said the way to lift student achievement is to ensure a qualified teacher in every classroom." The U.S. Department of Education estimates that the United States will need 2 million new teachers by the year 2006. The demand for lifelong learning may swell that number even further.

In putting the need to use technology effectively into perspective, Council of 21 member **Gary Rowe** says, "Mastering technology solely for the sake of technology isn't enough. What we need is for teachers to understand the power and limitations of technologies and to use them only when appropriate."

10. Responsive Governance

- The entire educational system, from the classroom to the federal government, is focused on the needs of learners, parents and society.
- Governance is stable, with school boards focusing on the common goal of providing quality learning.
- Leadership is collaborative.
- Teachers and principals have flexibility and control over what they need to effectively run their classrooms and schools.
- The system's central office focuses on facilitation and capacity-building rather than command and control.
- Well-managed, empowered staff is consulted in decision making.
- Administrators are skillful leaders who win the respect of other professionals.
- Decision making is collaborative and exhibits a balance of power.
- Education is increasingly deregulated, allowing excellent teaching to replace mediocrity.
- The accomplishments of students and staff are celebrated.

"School governance in the United States develops and is guided by a combination of local, state and federal laws, regulations, court rulings, and policies," the study points out. The study laments that "too often, local, state and federal authorities become adversaries at the very time when creative partnerships are needed among these levels of government, in concert with professional educators." **Stephen Heyneman**, a member of the Council of 21 and former chief of the human resources and social policy division at The World Bank, calls on governance "to lessen the confusion by having decisions made collaboratively at the most appropriate level."

Leadership will be required to renew the system, and it must be "thoughtful and avoid quick fixes and political jargon," the study recommends. According to the study, school leaders must move from command and control to collaboration. Any regulations must be appropriate, such as rules governing programs for the disadvantaged, and school systems need to realize that "some old policies and procedures might inhibit progress."

Philip Schlechty, president of the Center for Leadership in School Reform and a member of the study's Council of Advisers urges local school boards to "**eliminate politics in favor of continuity of purpose**" in supporting efforts to prepare students for a global knowledge/information age.

In addressing professional leadership, AASA's Paul Houston states, "A leader is often the person who, when confronted with a problem, issue or opportunity, connects the people who can deal with it."

11. Targeted Funding

- Adequate and equitably distributed funding is available to provide high-quality education for all children.
- Curriculum is funded based on a clear set of specific learning goals that lead to literacy in reading, writing, mathematics, science and other subjects.
- An appropriate pupil-teacher ratio enhances learning for all students.
- Salaries of teachers, principals and superintendents are commensurate with their great societal worth.
- Adequate resources are focused on the weakest learners.
- Additional incentives encourage the best teachers to work with the most disadvantaged students.
- An investment in basic and applied research supports educational reform.
- Incentives are provided to attract members of minority groups into the teaching profession as educators and role models.
- Teachers are paid based on merit.
- Technology replaces textbooks as the primary instructional medium.

The study predicts that demands on schools and school systems will continue to grow as we move into the 21st century. A continuing demand, basic to the very nature of the American education system, will be the need to provide financial support for all students to be well educated for a global knowledge/information age. **Arnold Fege**, a member of the Council of Advisors for the project, notes that "adequate funding may not be equally distributed, since some children, because of the nature of education and their developmental needs, may require more resources than others." The study also points out the need to ensure that excellent teachers and adequate resources need to be focused on the weakest learners.

Kenneth Bird, superintendent of the Westside Community Schools in Omaha, Neb., and a member of the Council of 21, asserts, "Somehow, we're going to have to get past having people in the corporate and government communities telling us we have to do more with less. While the tension may be healthy, we all need to be on the same team as we try to shape education to prepare our kids for the 21st century."

12. Research-Based Improvement

- Educators use research that helps improve student achievement as a driving force in the school system.
- From basic research and best practices, educators design, implement and evaluate improved learning experiences for students.
- Basic and applied research support education reform.
- Teachers are able to conduct, analyze and apply research in their classrooms.
- New research models are developed that deliver more definitive results.

"Historically, educational research in the United States has been under-funded," according to the study, which calls for "research that will help improve achievement and make academic content more challenging and motivating."

The study cites new bodies of brain growth research, made possible through EMR, CAT scans, and other digital technologies, that are helping educators improve their understanding of basic language development and visual perception. "That's just the tip of the iceberg," the study states.

"Research should help drive our decisions," says **Terry Dozier**, a member of the project's Council of Advisers.

What is AASA?

The American Association of School Administrators, founded in 1865, is the professional home for about 14,000 school superintendents, central-office administrators, principals and professors who prepare school leaders for their careers. The association, located at 1801 North Moore Street, Arlington, Va. 22209, has four basic directions: improving the condition of children and youth, preparing schools and school systems for the 21st century, connecting schools and communities, and enhancing the quality and effectiveness of school leaders.

The Authors

Preparing Schools and School Systems for the 21st Century was directed by **Gary Marx**, representing the American Association of School Administrators. **Harvey Long** served as project consultant and **Frank Withrow** as principal writer.

How to Order

Copies of *Preparing Schools and School Systems for the 21st Century*, 112 pages, stock #234-002, are available from the American Association of School Administrators for a single copy nonmember price of \$23.95 or a member price \$19.95. For a set, stock #239-004, which includes both *Preparing Schools and School Systems for the 21st Century* and *Preparing Students for the 21st Century*, the nonmember price is \$33 and the AASA member price is \$27. To order or to request information about quantity discounts, contact the AASA Publications Distribution Center, phone 888-782-2272 or 301-617-7802.



NEWS RELEASE

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS

1801 North Moore Street Arlington, Virginia 22209

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January 25, 1999
For immediate release

For further information, contact:
Gary Marx, 703-938-8725

Media Alert

News Conference

10:00 a.m., Tuesday, February 2, 1999
National Press Club, Main Lounge
1333 F Street, N.W., Washington, D.C.

Year-Long Study Yields 16 Major Recommendations

CREATING AN EDUCATION SYSTEM FOR THE 21ST CENTURY IS AIM OF HISTORIC AASA STUDY TO BE RELEASED FEB. 2

On Tuesday, February 2, at 10:00 a.m. ET, at the National Press Club in Washington, D.C., the American Association of School Administrators will release recommendations from a year-long study, Preparing Schools and School Systems for the 21st Century. The study will reveal 16 characteristics of schools and school systems capable of preparing students for a global knowledge/information age, rather than the industrial age.

Senator John Glenn serves as honorary chair for the AASA project, which was propelled by a Council of 21 leaders in business, education, government, and other fields meeting in an historic Mount Vernon Conference. The study also involved an expanded Council of Advisers as well as representatives of "gravity-breaking" school systems nationwide. "We are encountering some of the most profound and rapid changes our world has ever seen," said AASA Executive Director Paul Houston. "The future of our nation and world depend on the ability of our education system to lead and to adapt as we prepare our students for the future," he remarked. The study will call for a redefinition of "school," "teacher," and "learner."

In addition to Houston, members of the Council of 21 will make brief presentations at the news conference and then be available for questions and interviews. They include:

- **Stephanie Pace Marshall**, president of the Illinois Math & Science Academy
- **George "Pinky" Nelson**, former astronaut, now director of Project 2061 for the American Association for the Advancement of Science
- **Marvin Cetron**, noted futurist/forecaster and president of Forecasting International, Inc.
- **Gary Rowe**, president of Rowe, Inc., and former executive vice president for education for Turner Broadcasting
- **Floretta Dukes McKenzie**, president of The McKenzie Group and a former D.C. superintendent
- **Arnold Packer**, professor, Johns Hopkins University, who spearheaded the U.S. Labor Department's SCANS Commission on skills needed in the workplace
- **Eric Smith**, superintendent, Charlotte-Mecklenburg Public Schools, Charlotte, N.C.

The AASA study was made possible through support from AMP Incorporated and the Electric Power Research Institute. (Arrangements are being made to carry video and audio from the news conference on the AASA web site, <http://www.aasa.org>.)

Thank you for your kind words and for sending me the information about the Reading Connection. I am delighted to know that you are helping so many children to improve their reading skills and to develop a love for books.

One of my Administration's top priorities is to ensure that every child in our country can read. In our national literacy campaign, "America Reads," we ask for involvement from every segment of our society, and I am pleased to see that you are at the forefront of this effort.

Hillary joins me in sending best wishes to you and everyone at the Reading Connection.

Sincerely,

Press Exit when done

(Use Cursor Keys for more text)

I was delighted to read about the success of your "Great American Book Drive" tour.

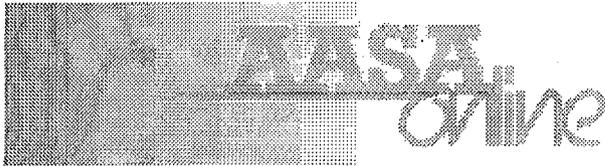
Our national literacy campaign, "America Reads," asks for the support of every segment of our society, and I was pleased to learn that the James Flanigan Foundation is at the forefront of this effort. Programs like the "Great American Book Drive" are leading the way in helping us prepare for the next century.

Learning to read is the first step on a road of lifelong discovery and enrichment. Encouraging children to read enables them to learn more about the world around them and teaches them to dream big dreams. Thank you for motivating young people to enjoy reading as an important part of their daily routine. Working together, I am confident that we can prepare America's children for the world they will inhabit in the 21st century.

You have my best wishes for much continued success.

Press Exit when done

(Use Cursor Keys for more text)



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AASA, founded in 1865, is the professional organization for over 16,500 educational leaders across North America and in many other countries. The four major focus areas for AASA are:

- Improving the condition of children and youth
- Preparing schools and school systems for the 21st century
- Connecting schools and communities
- Enhancing the quality and effectiveness of school leaders

The organization, with a staff of 50, is one of elementary and secondary education's longstanding professional organizations. Elections for AASA officers are held annually. All Active Members are eligible to vote and hold office. Beginning in 1998 the election process was revised with oversight provided by the Committee on State and National Relations. Any potential election violation should be directed to their attention: **AASA Election Complaint Form**. **AASA Officers** serve one-year terms. The eight members of the **Executive Committee** assume their posts on July 1. Two members are elected each year. The AASA president annually appoints one member to represent an under-represented group on the Executive Committee. Our Officers, Executive Committee, **Executive Staff**, **Advisory Committees** and **State Executives** help shape AASA's programs and policies.

If you are an AASA member and would like to become more involved with your association please see **opportunities for involvement in AASA**.

Please read our **major areas of focus**, our **Statement of Ethics for School Administrators**, our **1997 Annual Report**, our **NEW 1999 Platform and Resolutions**, and then find out **how to join AASA**.

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Pennsylvania League of Urban Schools

213 State Street • Harrisburg, PA 17101 • (717) 238-3360

James S. Goodhart
Executive Director

November 3, 1998

Dr. William W. Penn
Director
Bureau of Special Education
Pennsylvania Department of Education
333 Market street
Harrisburg, PA 17126-0333

COPY

Dear Dr. Penn:

This letter is in response to your letter of October 8, 1998 (copy enclosed) in which you reference a letter written by Dr. Joseph Mickley, Jr. (copy also enclosed). You state that, "we have reviewed the information and agree with Dr. Mickley that the response should address all the concerns and issues expressed by PLUS." I do not agree.

It was the proposal of the Pennsylvania League of Urban Schools that the Pennsylvania Department of Education issue a Basic Education Circular setting forth a protocol for *IDEA Purchase of Service Agreements* similar to those currently in use for other federally funded programs. The protocol should contain at least the following elements:

1. The Department will report to each school district the total IDEA funding to be received by the Commonwealth, the total amount being passed through to each I.U., the per child allocation of passed-through funds, the total number of dollars each district generates in IDEA funds (by virtue of the districts' child count), and the date the funds are to be received in the I.U.
2. I.U.'s must meet with a representative of each school district to determine what services that school district chooses to purchase with IDEA monies from the I.U. special education "service menu," and the cost of those services.
3. If a school district chooses services which cost less than the total of IDEA funds generated by the district, the district may opt to leave the remaining value of the funds it has generated in an I.U. account for future use or have the balance transferred from the I.U. to the district.

Sincerely,

James S. Goodhart, Ed.D.

Cc: William F. Goodling
Marsha Scott
Thomas P. Carey, Ed.D.
Joseph Mickley, Jr., Ed.D.
Jacqueline Vocke
PLUS Special Education Directors

Lansdale Office: 306 Silo Mill Lane • Lansdale, PA 19446
Phone: (610) 222-9207 • Fax: (610) 222-9208



PENNSYLVANIA DEPARTMENT OF EDUCATION
333 MARKET STREET
HARRISBURG, PA 17126-0333

Bureau of Special Education
717-787-5745

TTD: 717-787-7367
FAX: 717-783-6139
PENN*LINK: PASE

October 8, 1998

Dr. James S. Goodhart
Pennsylvania League of Urban Schools
213 State Street
Harrisburg, PA 17101

Dear Dr. Goodhart,

Enclosed you will find a letter we received from Dr. Joseph Mickley, Jr., Chairperson of the Pennsylvania Association of Intermediate Unit Executive Directors, which contains a procedure developed for school district participation in the determination of the use of IDEA funds. We have reviewed the information and agree with Dr. Mickley that the response should address all the concerns and issues expressed by PLUS.

Sincerely,

A handwritten signature in cursive script, appearing to read "W. Penn".

William W. Penn, Ed.D.
Director

cc: Thomas P. Carey, Ed.D.
Joseph Mickley, Jr., Ed.D.
Jacqueline Vocke



COLONIAL INTERMEDIATE UNIT 20

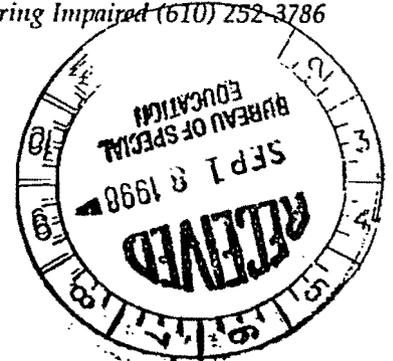
A Regional Service Agency

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TDD/TTY Hearing Impaired (610) 252-3786

September 16, 1998

William Penn, Ph.D.
Director, Bureau of Special Education
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333



Dear Dr. Penn:

At the last meeting on June 30, 1998 of the Bureau of Special Education, PLUS, and PAIU regarding IDEA it was recommended the PAIU develop a procedure for school district participation in the determination of the use of IDEA funds.

After much deliberation, the PAIU would like to recommend the following assurance as a means to respond to the PLUS concerns.

"To assure school districts involvement in the determination of the use of IDEA funds, each Intermediate Unit shall establish a communication process with every school district and provide accountability through an annual planned sequence of activities that shall:

- Furnish each school district sufficient orientation and understanding of the rules surrounding the utilization of IDEA funds.
- Maintain a procedure that ensures school districts full participation in:
 1. reviewing the collective needs of the school districts,
 2. establishing a means of prioritizing the needs within the Intermediate Unit,
 3. determining the specific program and services to provide."

This system will allow each Intermediate Unit to develop a process and plan in concert with their school districts and meet the unique needs within each area of the Commonwealth. The assurance could be a part of the IDEA PLAN and signed by each of the school districts.

I believe from my involvement with the PDE, PAIU, and PLUS meetings that this response will address all concerns and issues expressed by PLUS.

I shall phone you within a few days to further discuss the recommendation.

Sincerely,

Joseph Mickley, Jr., Ed.D.
Executive Director

JM:ld

c: PAIU Executive Directors
Mrs. Jacqueline Vocke

TANYA--

What do you think of my suggested revision to this letter? I can't tell if I quite have it yet.

Thanks.

-- Bill

A 3 grade 3.4 mil
L3000 teacher to
re done by 7

Dear Gregory--

Thank you for your letter. As you know, I have challenged America's school districts to adopt high standards, to abolish social promotion, and to move aggressively to help all students succeed, including through tutoring and summer school. I have also challenged districts to hold schools accountable for results, giving them the tools and the leadership and supporting parental involvement so they can do the job.

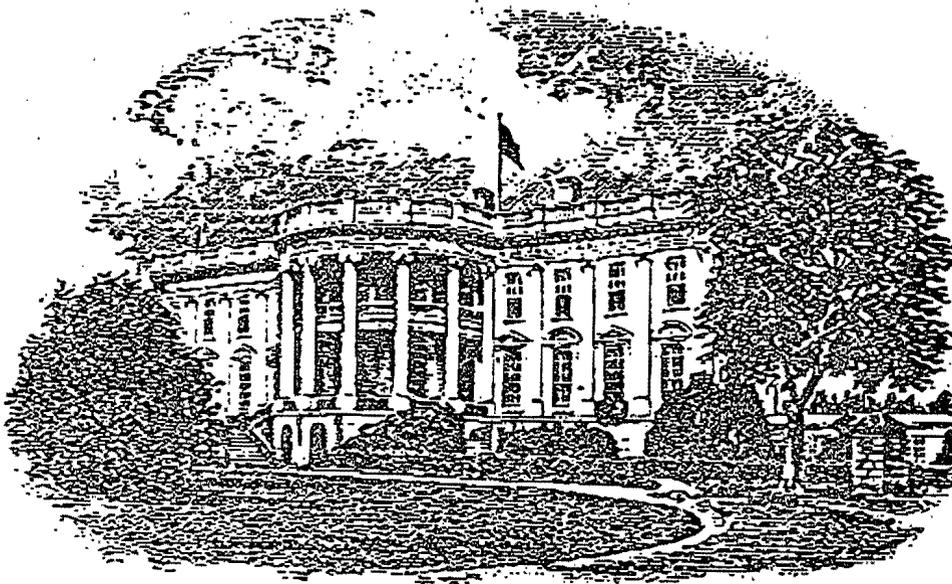
In my recent trip to Chicago, I was impressed by the various ways that educators there are working to ensure that students can meet high standards. They are strengthening curricula, retraining teachers, and expanding educational options. Most importantly, they are working to identify kids at risk of failing and to get extra help to students who need it, whether after-school, on weekends, or during Chicago's extensive summer program. I am pleased to learn of the Texas Optional Extended Year Program, which appears to have a similar, beneficial focus: getting extra help to disadvantaged students so they can master the basics.

The guiding principle of my Administration's education agenda has been that we should have high expectations for every student. We have strengthened federal programs and fought for new resources to improve local schools and help students reach high standards. To that end, I am proud that my Budget Agreement with Congress secured the largest increase in our education investment in a generation.

Working together, I believe that we can help ensure that every child in America gets a world class education.

Sincerely,

The White House
Office of Presidential Letters and Messages



facsimile from: Leanne Johnson
phone: 202-456-5512
fax: 202-456-5426

To: Bill Kincaid

No. of pages (including cover): 3 Date: 11/13/97

Phone: _____ FAX: 65581

Comments: FOR EDITS / APPROVAL

241481

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GREGORY LUNA
 STATE SENATOR

DISTRICT OFFICE:
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 SAN ANTONIO, TEXAS 78205
 210-226-2626
 FAX 210-226-0144

October 29, 1997

The Honorable Bill Clinton
 President of the United States
 1600 Pennsylvania Ave.
 Washington, D.C. 20500

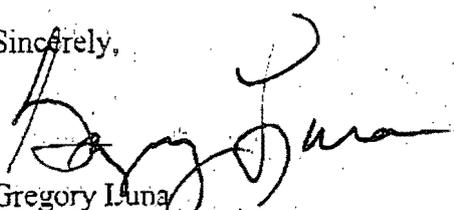
Dear Mr. President:

Social promotion is not the answer but neither is retention. In Texas, of students who drop out of school, **80 percent are older than their classmates**. The most common cause of being overage is retention in grade. The vast majority of research shows a student who is retained does worse the second time in a grade. When compared to promoted students with similar low academic achievement, students who were retained do worse in the subsequent grade. Retention shows **no benefit to the student** and it is expensive for the states and local school districts.

In Texas, the **Optional Extended Year Program** provides 30 additional days of instruction to students who are unlikely to be promoted. This program requires small classes and specially trained teachers to provide students who are predominantly low income a successful educational experience. Until this year, these students were promoted if they attended 90 percent of the classes. The state does not fully fund this program, but students who participate make big gains in educational achievement.

When we view responses to low achievement as limited to either **social promotion** or retention in grade, we leave out the solution: Provide an educational experience that supports learning for all students. The **U.S. Department of Education** released a study **Educational Reforms and Students at Risk** that calls on us to create public schools that are, like nuclear power plants and air-traffic control, high-reliability organizations in which students do not fail. Its internet address is <http://www.ed.gov/pubs/EdReformStudies/EdReforms/>. Maybe you could read it.

Sincerely,


 Gregory Luna
 State Senator

BH



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CORRESPONDENCE #: 3748244

CLEAR WITH:

WHCC:

CC:

CORRESPONDENCE ADDRESSED TO:

APPROVAL/ENCLOSURES/SPECIALINSTR:

The Honorable Gregory Luna
Senator of the State of Texas
Austin, Texas 78711

Dear Gregory:

Thank you for your letter. I appreciate knowing about Texas' Optional Extended Year Program, and I have shared your letter with my staff in the Domestic Policy Council and with officials at the Department of Education.

I have challenged America's school districts to adopt high standards, to abolish social promotion, to move aggressively to help all students make the grade through tutoring, and summer schools, and to hold schools accountable for results. In my recent trip to Chicago, I was impressed by the approaches educators are taking to improve education by strengthening curricula, retraining teachers, and expanding education options, and giving students extra help.

What is working there and in the state of Texas must blow like a wind of change into every city and every school in America. We owe it to our children. I value the state of Texas' longstanding commitment to ensuring that all our children receive the best education we can give them, and I look forward to continuing our work together.