

Resources

for Municipal Leaders

The following pages offer a compendium of resources that can help municipal leaders engage their communities effectively in the work of improving local school systems and raising academic achievement. Included here are all the resources presented in the five city chapters, supplemented by additional relevant materials.

The section begins with a list of general resources on leadership and strategic actions applicable to school improvement. The rest of the resources are grouped according to the four high-yield strategies presented in the preceding chapter.

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General Resources for Promoting School Improvement

The resources in this section suggest a wide range of strategic actions and best leadership practices mayors can use to support healthy development and high-quality education for the children and youth of their communities.

Strategic Action

Action Kit for Municipal Leaders no. 5: Improving Schools

This toolkit from the National League of Cities (NLC), based on research and best practices from across the nation, contains ideas for practical actions that municipal leaders can take to support student achievement in their communities.

www.nlc.org/iyef/publications___resources/2181.cfm

A City Platform for Strengthening Families and Improving Outcomes for Children and Youth

This four-page platform, created by NLC's Council on Youth, Education, and Families, urges every city and town to take concrete steps on behalf of children, youth, and families. The platform identifies the "essential infrastructure" that is needed for sustained progress and offers a set of specific action steps that every community can take in each of seven issue areas.

www.nlc.org/iyef/publications___resources/5554.cfm

Responsibility of Mayors in School Success

Audrey Hutchinson, "The View from City Hall," *Voices in Urban Education*, no. 1 (Spring), 2003.

Mayors are increasingly taking leadership roles in education, recognizing that their constituents hold them accountable for

the success of schools in their cities. In this article, Audrey Hutchinson, program director for education and after-school initiatives at the NLC's Institute for Youth, Education, and Families, shows how the efforts of leaders in a number of cities are redefining educational accountability as a shared municipal responsibility.

www.annenberginstitute.org/VUE/spring03/Hutchinson.html

Strengthening America's Families: An Agenda for Municipal Leaders

This guide from NLC offers policy and program options and action steps for local officials seeking new ways of doing business that will lead to better outcomes for children, families, and neighborhoods.

www.nlc.org/iyef/publications___resources/5554.cfm

Strengthening America's Families: What Municipal Leaders Must Do

This is a position paper of the NLC's Council on Youth, Education, and Families.

www.nlc.org/iyef/publications___resources/5554.cfm

Stronger Schools, Stronger Cities

This NLC report profiles municipal leadership efforts in six cities with widely varying models of school governance. Each profile highlights strategies used by mayors and council members to stimulate and support progress in raising student achievement and improving public schools.

www.nlc.org/iyef/publications___resources/5551.cfm

Note: Web addresses change frequently as organizations update their Web sites. The URLs listed in this section were accurate as of June 2006; if a URL is no longer valid, please try the home page of the organization, which may feature search functions or links to resources or publications.

Mayor's Office Agencies

One way mayor's offices can effectively support education is to set up agencies with a specific focus on youth welfare, education, or civil rights.

City Commission on Youth and Children (Long Beach)

The Long Beach City Council created the city's first Commission on Youth and Children in 2003. The commission, consisting of ten adults and nine youths, serves as an advisory group to the mayor and city council on issues affecting youth and children.

▲ www.longbeachyouth.org/comoyouth.html

Mayor's Office for Education and Children (Denver)

The office, established in 1995, advocates for the children, youth, and families of Denver and serves as the city's liaison to Denver Public Schools. The office is committed to helping Denver children grow up with the strengths, knowledge, and skills necessary to become confident and successful residents, focusing on the first two decades of life.

▲ www.denvergov.org/Education/default.asp

Agency for Human Rights and Community Relations (Denver)

The agency, established in 1948, promotes equal opportunity and protects the rights of all Denver residents, regardless of race, color, creed, sex, sexual orientation, age, or disability.

▲ www.denvergov.org/HumanRights/default.asp

Mayor's Office of Children and Youth (Nashville)

The office works in partnership with public and private entities to ensure that all Nashville's children are healthy, safe, successful in school, and connected to caring adults, allowing them the opportunity to contribute to the city's progress.

▲ www.nashville.gov/mocy/index.htm

Leadership

Leaders on Leadership

Proven leaders from administration, teaching, government, business, and community define effective, innovative leadership for education. Randy Kelly, mayor of St. Paul, Minnesota, discusses his creation of a cabinet-level position to build partnerships and of the Capital City Education Initiative.

- "Leaders on Leadership," *Threshold: Exploring the Future of Education*, Summer 2005.
www.ciconline.org/aboutcic/Publications/Archives/threshold_summer05.htm
(follow Leaders on Leadership link)
- Capital City Education Initiative
www.stpaul4schools.org/edu-initiative.html

Leaders in Learning

This program honors twelve leaders, including Dallas Mayor Laura Miller, who have demonstrated vision, innovation, action, and transformation in improving learning for young people. Mayor Miller has implemented a Mayor's Summer Reading Program, 5K Fun Run, and Back-to-School Fair.

- "Leaders for Learning," *Threshold: Exploring the Future of Education*, Summer 2005.
www.ciconline.org/aboutcic/Publications/Archives/threshold_summer05.htm
(follow Leaders on Leadership link)
- Mayor's Back to School Fair
www.dallascityhall.com/html/back_to_school_fair.html

Profiles in Leadership

Profiles in Leadership: Innovative Approaches to Transforming the American High School demonstrates that we know a great deal about how to educate every child to high

standards. It also shows that improving educational outcomes for America's secondary students is a complex task requiring a variety of methods and the dedication of individuals within and outside of the school setting. An essay by Ron Gonzales, mayor of San Jose, "Mayors Must Make Better High Schools a High Priority," describes some of the city's efforts to build partnerships, retain teachers, and provide financial and political support to high schools.

www.all4ed.org/publications/ProfilesInLeadership/index.html

Helping to Forge a Common Vision for Educational Equity and Excellence

Mayors are in a unique position to convene broad coalitions across different sectors of the community that will generate a common vision, political capital, and resources in support of public education in their communities.

Forging Partnerships

City–School System Collaboration

City and school officials clearly agree that the fortunes of cities and schools are closely linked. Perhaps even more striking is the extent to which municipal and school leaders also agree on many of the key challenges that lie ahead for public schools. City and school officials must move from a shared understanding of the problems to a common agenda and plan of action with shared accountability for results. Mayors and city council members are in an excellent position to engage the public, raise awareness of critical needs, and marshal the political will to address them.

- Donald J Borut, Anne L Bryant, and Paul D. Houston, "Conflict or Consensus? Why Collaboration Between Cities and Schools Is Key to Reform," *Education Week*, September 21, 2005, pages 38–40.
www.edweek.org/ew/articles/2005/09/21/04borut.h25.html (paid subscription or registration for limited free articles required)

Building Civic Capacity

Municipal leaders can play key roles in engaging the public and building civic capacity – concerted action by different sectors of the community – around education reform.

- Clarence Stone, "Civic Capacity and Urban Education," unpublished manuscript, University of Maryland, 2001.
www.bsos.umd.edu/gvpt/stone/prolo.html

How-To Guide for School-Business Partnerships

The Council for Corporate & School Partnerships offers this guide and accompanying worksheets to suggest effective strategies to school officials and business leaders who are interested in engaging in school-business partnerships. Since the vast majority of partnerships are initiated by schools, a number of the guidelines are written with the school perspective in mind.

www.corpschoolpartners.org/guide.shtml

New Relationships with Schools

This two-volume report from the Collaborative Communications Group contains three in-depth case studies and eight additional surveys of organizations that connect with schools, analyzing how these organizations translate their beliefs into action.

www.publicengagement.com/practices/publications/newrelationshipsmyr.htm

Promising Partnership Practices 2005

The eighth annual collection of promising partnership practices, published by the National Network of Partnership Schools at Johns Hopkins University, features eighty-six practices of school, family, and community partnerships that support students from preschool through high school to achieve academic success and lifelong well-being. Schools, districts, state departments of education, and organization partners in the National Network of Partnership Schools contributed to the 2005 collection.

www.csos.jhu.edu/p2000/PPP/2005/index.htm

Volunteer Programs

PENCIL Partners Program (Nashville)

PENCIL Partners are Nashville-area businesses, organizations, and faith communities who partner with a Nashville public school. PENCIL Partners volunteer time and other resources to help children achieve academically, develop life skills, and make a successful transition from school to career.

www.pencilfd.org/partners

Principal for a Day Program (Long Beach)

Principal for a Day, co-sponsored by the Long Beach Area Chamber of Commerce, the Long Beach Unified School District, and the Long Beach Education Foundation, brings community members from the Greater Long Beach area into every school in the district in the role of principal. Each “principal for a day” interacts with students, teachers, parents, and administrators through classroom visits, meetings, testing, and playground supervision, then makes recommendations

to school board members, district administrators, teachers, and student representatives. The program has generated hundreds of business and education partnerships.

www.lbusd.k12.ca.us/community/education_foundation/LBEFpfad.asp

Forming Collaborative Bodies to Support and Sustain a Common Vision

Forging a common vision for high-quality education among different sectors of the community is a necessary first step – but, to be sustained, that vision must be institutionalized. Resourceful mayors and communities have developed many kinds of partnerships and organizational structures to ensure that their hard-won reforms become a way of life.

Community Collaborations

Brooklyn Education Collaborative

The Brooklyn Education Collaborative is an advocacy coalition, representing parents and community groups from three school districts and the teachers union, for middle school reform.

- Natalie Bell, “Brooklyn parent group to DOE: Move forward on middle school reforms,” *New York Teacher*, March 17, 2005.
www.uft.org/news/teacher/reforms
- United Federation of Teachers, “Silent concert is loud and clear about missing courses,” April 28, 2005.
www.uft.org/parent/concert

Community Collaborative to Improve District 9 Schools (CC9)

CC9, at the time the data in this report was gathered,¹ was a community-led collaborative of parents, community members, community-based organizations, and other partners that organizes parents and neighborhood residents for school reform in the South Bronx, with support from the Community Involvement Program at New York University.² CC9 combined community organizing with developing relationships with the New York City Department of Education and the teachers union to design an innovative lead teacher program and transform the district into a model for how to improve a low-performing urban school district.

- Ocyntia Williams, “A Community-Led Reform: Improving Schools in the South Bronx,” *Voices in Urban Education*, no. 5 (Fall), 2004.
www.annenberginstitute.org/EKF/images/OcyntiaWilliamsVUE5.pdf
- “Community Matters in the Bronx”: Materials from Emerging Knowledge Forum 2005, convened by the Annenberg Institute for School Reform.
www.annenberginstitute.org/EKF/2005/Bronx.html
- Platform for Educational Improvement and Mission Statement
www.annenberginstitute.org/EKF/images/CC9_Platform.pdf
- Community Involvement Program
www.annenberginstitute.org/CIP/

Institutional Collaborations

Big Buildings, Small Schools

This report describes emerging efforts by communities such as Boston, Oakland, New York City, and Sacramento to convert large, comprehensive high schools

into “education complexes” made up of multiple, autonomous small schools under one roof. The implementation issues discussed include school-level autonomies, governance, leadership of high school reform at the district level, and the role of outside partners.

- Lili Allen and Adria Steinberg, *Big Buildings, Small Schools: Using a Small Schools Strategy for High School Reform*. Boston: Jobs for the Future, 2004.
www.jff.org (follow link to Knowledge Center/Publications and search on title)

A Call to Action: Transforming High School for All Youth

This 2005 publication from the National High School Alliance provides leaders at the national, state, municipal, district, school, and community levels with a common framework for building public will, developing supportive policies, and implementing practices needed to redesign high schools.

www.hsalliance.org/

Long Beach Education Partnership

The leaders of the city’s three largest educational institutions (California State University, Long Beach; Long Beach City College; and Long Beach Unified School District) began the partnership in 1994 after meeting to discuss how they could protect the education of young people in Long Beach’s worsening economic environment. The partners work together to increase achievement for all pre-kindergarten through graduate school students in a large, highly diverse, multi-lingual urban area, addressing problems

¹ The collaborative has since expanded its mission and changed its name to Community Collaborative to Improve Bronx Schools (CCB).

² Effective September 1, 2006, the Community Involvement Program is part of the Annenberg Institute for School Reform at Brown University.

ranging from day-to-day operational barriers to complex intellectual issues such as shaping the major redesign of the undergraduate preparation of elementary teachers.

www.ced.csulb.edu/about/partnerships.cfm

Partnerships for Capital Projects

The Appleseed Foundation

This organization examines a variety of options for public-private partnerships in school facilities financing. Methods of structuring the debt and partnering for construction are illustrated with case studies. Issues with state and local governments are cited, along with ideas for creative occupancy partnerships and the prudent management of facilities created by these partnerships.

www.appleseeds.net

School Facilities Financing Options: Overview

This resource list of links, books, and journal articles from the National Clearinghouse for Educational Facilities (funded by the U.S. Department of Education) provides an extensive and broad overview of issues and strategies for financing K–12 school buildings and grounds.

www.edfacilities.org/rl/financing_options.cfm

Ohio School Facilities Commission

The Ohio School Facilities Commission provides funding, management oversight, and technical assistance to local school districts for construction and renovation of school facilities to provide an appropriate learning environment for Ohio's schoolchildren.

www.osfc.state.oh.us

School-Construction Partnership in Akron

Imagine Akron Community Learning Centers is an aggressive, fifteen-year plan

to remodel or rebuild Akron Public Schools and transform the buildings into community learning centers. With joint funding from the state and local community, more than \$800 million is available for this program – the largest construction opportunity in the history of Akron.

www.imagineakronschools.com/content/whatis.htm

- Construction oversight
www.imagineakronschools.com/content/oversight.htm
- Joint use agreement
www.imagineakronschools.com/pdfs/coopagree.pdf

Expanding Services and Supports for Student Learning and Healthy Development

Supports for the healthy academic, social, emotional, and physical development of children and youth can be provided by community and civic groups as well as formal school programs. Mayors are in a unique position to link and help align these community resources to ensure that all youth have access to them and that they are connected to schooling and organized into clear and coherent pathways to success.

Community Learning Centers

Research and Practice in Community Schools

This report features twenty different community school models across America that help improve performance by mobilizing community resources in support of student learning. The report offers recommendations to all stakeholders involved with students, schools, families, and communities for creating and sustaining community schools.

- Martin J. Blank, Atelia Melaville, and Bela P. Shah, *Making the Difference: Research and Practice in Community Schools*. Washington, DC: Coalition for Community Schools, 2003.
www.communityschools.org/mtdhomepage.html

Redesigning Schools to Improve Learning

The concept of schools as community centers has been a hot topic for more than a hundred years. In this article, the author describes how to plan, budget, staff, design, and maintain community learning centers. This approach to principles of learning, curriculum, staffing, facilities, student as resource, parent roles, technology, staff development and more makes it possible to accomplish for all students three major goals of education: responsible citizenship, productive work, and lifelong learning. The Community Learning Centers program gives courageous school and community leaders the background and practical information to create high performance schools.

- Wayne Jennings, “Redesigning Schools to Improve Learning,” in *Bold Plans for School Restructuring*, edited by Sam Stringfield, Steven Ross, and Lana Smith. Mahwah, NJ: Lawrence Elbaum Associates, 1998. Reprinted by Design Share under the title “Community Learning Centers.”
www.designshare.com/articles/1/131-jennings/jennings-learn-ctr.pdf

Schools as Centers of Community

The KnowledgeWorks Foundation provides a systematic planning approach that can result in the successful development of schools as centers of communities. It outlines basic principles for designing

such schools and provides case studies of successful projects.

www.kwfdn.org/schools_communities/schools_centers

U.S. Department of Education: 21st Century Community Learning Centers

The 21st Century Community Learning Center program, a key component of President Bush’s No Child Left Behind Act, is an opportunity for students and their families to continue to learn new skills and discover new abilities after the school day has ended. The program provides expanded academic enrichment opportunities for children attending low-performing schools, as well as youth-development activities such as drug and violence prevention programs; technology education programs; art, music, and recreation programs; counseling, and character education to enhance the academic component of the program.

www.ed.gov/programs/21stcclc/index.html

Support for Vulnerable Students

BUENO Center for Multicultural Education, University of Colorado

The center is an integral part of the School of Education at the University of Colorado at Boulder. Through a comprehensive range of research, training, and service projects, the Center strongly promotes quality education with an emphasis on cultural pluralism. The Center is deeply committed to facilitating equal educational opportunities for cultural- and language-minority students.

www.colorado.edu/education/BUENO

Colorado Children’s Campaign

The Colorado Children’s Campaign has worked since 1985 to mobilize individuals and organizations to think and act on behalf of children, with particular

attention to the health, education, and safety of children most at risk.

- Colorado Children's Campaign
www.coloradokids.org
- Colorado Small Schools Initiative
www.coloradosmallschools.org
- Colorado Children's Campaign, *Denver's Latino Students: A Snapshot of Education and Opportunity*, October 2004. Can be downloaded from
www.coloradosmallschools.org/resources/cssiresearch.html

The Education Trust

The Education Trust is a national reform support organization that works for the high academic achievement of all students at all levels, pre-kindergarten through college, and to forever close the achievement gaps that separate low-income students and students of color from other youth. Its basic tenet is that all children will learn at high levels when they are taught to high levels. (See pages 15–16 for a description of The Education Trust's work in a Denver school.)

- The Education Trust home page
www2.edtrust.org/edtrust
- The Education Trust Annual Conference
www2.edtrust.org/edtrust/Conferences+and+Meetings

Escuela Tlatelolco

Escuela Tlatelolco is a community-based private school, developed in the late 1960s to provide an alternative education for young Chicanos, Mexicanos, and Raza Indigena, especially those who have not had success in traditional public school settings. The school aims to provide these

students with academic proficiency and instill in them cultural pride, confidence, and leadership.

www.escuelatlatelolco.org/

Long Beach Unified School District: 2003–2004 Winner, Broad Prize for Urban Education

The Broad Prize for Urban Education is a \$1 million prize awarded annually to the best urban school districts in the nation that make the greatest improvement in student achievement while reducing achievement gaps among ethnic groups and between high- and low-income students. Five urban school districts are selected as finalists each year. The winning district receives \$500,000 in scholarships for graduating seniors, and each finalist district receives \$125,000 in scholarships.

- More about Broad Prize on the Long Beach Unified School District Web site, "Did You Know?"
www.lbusd.k12.ca.us/district/didyouknow.asp

Reengaging Disconnected Youth Action Kit

This action kit from National League of Cities (NLC) contains policy and program ideas for municipal leaders and draws upon the latest research and best practices from the nation. It includes sections on education, workforce connections, transitions, and system building for disconnected youth.

- Available for download along with other Action Kits for Municipal Leaders
www.nlc.org/iyef/publications__resources/2181.cfm

Support for Teaching and Learning

Children First Reform Agenda (New York City)

The New York City Department of Education's Children First Reform Agenda grew out of a citywide series of community engagement meetings between Chancellor Joel Klein and his staff and thousands of parents, students, teachers, principals, department staff, community groups, education experts, faith-based leaders, and business groups. From the information and suggestions gathered and an analysis of best practices in New York City and other urban districts, the chancellor and mayor developed core proposals designed to give all New York's schools, teachers, and principals the resources and support they need to improve teaching and learning in individual schools and classrooms. www.nycenet.edu/Administration/Childrenfirst/CFAgenda.htm

- Gail Robinson, "Improving the Schools," *Gotham Gazette*, July 29, 2002. <http://gothamgazette.com/article/20020729/200/266>

Fact-Finding Panel Recommendation to Accept Lead Teacher Project (New York City)

When the current collective bargaining agreement between the New York City Department of Education and the United Federation of Teachers was being negotiated in 2003 and 2004, an impasse was reached. In response, the New York Public Employment Relations Board appointed a fact-finding panel, which recognized the success of the Lead Teacher program in the Bronx and recommended expanding it into a citywide program.

- State of New York Public Employment Relations Board. Findings of Fact and Report and Recommendations of the

Fact-Finding Panel. Report M2004-253, 268-279 New York (September 2005), p. 50.

www.perb.state.ny.us/pdf/m2004-253.pdf

New Teacher Compensation System (Denver)

Denver was a featured site at the Emerging Knowledge Forum on "smart school systems," convened by the Annenberg Institute for School Reform, St. Petersburg, FL, March 2005. This article discusses Denver's new teacher compensation system.

- "Equity Matters in Denver," Annenberg Institute, 2005. www.annenberginstitute.org/EKF/images/pdfs/Context_Denver.pdf
- Brad Jupp, "Creating Faculties that Support School Communities Smart Districts," *Voices in Urban Education*, no. 5 (Fall), 2004. Excerpt available at www.annenberginstitute.org/VUE/fall04/Jupp.html

Parents and Teachers Work Together to Improve Teacher Quality (New York City)

This article describes the collaboration between the CC9 community coalition in the Bronx and the teachers union to develop a lead teacher program.

- "A True Bronx Tale: How Parents and Teachers Joined Forces to Improve Teacher Quality," in *Philanthropy's Role in Fostering Partnerships: Collaborating with Unions, School Districts and Communities*, Grantmakers for Education, 2005. www.annenberginstitute.org/EKF/images/pdfs/CC9_Case_Study.pdf

Teacher-Education Program (Long Beach)

The Department of Teacher Education at California State University, Long Beach, offers a teacher-preparation (credential)

program for those desiring to become elementary teachers (K–8), course work for those preparing to be secondary or special education teachers, and graduate-level course work leading to master’s degrees, advanced credentials, and certificates.

www.ced.csulb.edu/teacher-ed/index.cfm

CityTEACH (Long Beach)

CityTEACH is a comprehensive academic and experiential teacher-preparation program at Long Beach City College for students who plan to become elementary school teachers. Students who successfully complete the CityTEACH program are eligible for priority transfer into the teacher preparation programs at Cal State–Long Beach and Cal State–Dominguez Hills.

<http://cityteach.lbcc.edu>

Extended Learning Opportunities

The Afterschool Hours

This article from the National League of Cities (NLC) highlights strategies and insights from the eight cities that participated in NLC’s technical assistance project on municipal leadership for expanding learning opportunities.

- Mark Ouellette, Audrey M. Hutchinson, and Nina Frant, *The Afterschool Hours: A New Focus for America’s Cities*. Washington, DC: National League of Cities, 2005.
www.nlc.org/content/Files/iyef-Lessons%20Learned%20Afterschool.pdf

Extending Opportunities to Learn

This Wallace Foundation report details the importance of surrounding children with high-quality opportunities to learn and grow in school, beyond the school day, and through engagement with the arts. REPORT ’04 profiles three examples

of these efforts: the New York City Leadership Academy which is pioneering new methods for training principals; plans by top leaders of Providence, Rhode Island, to provide children with more and better out-of-school learning opportunities; and the Children’s Theatre Company in Minneapolis, which has become a national beacon for providing young people with high-quality arts experiences.

www.wallacefoundation.org/WF/KnowledgeCenter/KnowledgeTopics/PhilanthropicIssues/WallaceREPORT04.htm

Mayor’s Early Childhood Initiatives (Denver)

The 5 By 5 Program, sponsored by the Mayor’s Office for Education and Children, aims to provide the city’s children with five cultural experiences before they reach the age of five. This free program, made possible through in-kind and financial support from the city’s cultural partners and corporate sponsors, is available to Denver Head Start families with children under the age of five. The program, building on Mayor Hickenlooper’s “Invest in Success” early childhood education summit, strives to introduce arts, culture, and play to spark imagination and stimulate creativity and learning.

- 5 By 5 Program
www.denvergov.org/dephome.asp?depid=1950
- Early childhood education summit press release
www.denvergov.org/Mayor/1688press1218.asp

Mayor’s Expanded Learning and Recreation Opportunities (St. Petersburg)

In St. Petersburg, Mayor Rick Baker introduced initiatives to expand learning and recreation opportunities for the city’s school children. These include using the

mayor's office to build stronger relationships between schools and local business and increasing access to school facilities for after-school use.

- Mayor's Mentors
www.stpete.org/mentors.htm
- "The Education Mayor," Editorial, *St. Petersburg Times*, April 20, 2004.
www.sptimes.com/2004/04/20/Opinion/The_education_mayor.shtml

Mobilizing Public and Political Will for Quality Schools

In most cases, mayors do not have direct authority over education systems in their cities. Many mayors have had success in engaging the public around education reform through using the power, influence, and resources at their disposal in creative ways. They can establish or encourage policies to support schools, appeal to a community's beliefs in the importance of public education, organize citywide events, campaign for public investment and involvement in schools, and marshal data to rally public support.

Policy

Family-Friendly Parental-Leave Policies (Nashville)

In 2000, Nashville's city government passed a civil service rule – Section 4.17 – to provide leave for city employees to visit their children's schools. Many private employers followed the city's example. The Mayor's Honor Roll recognizes businesses that allow and encourage their employees to take their children to school on First Day.

- Section 4.17: Parent Teacher Conferences
www.nashville.gov/moc/firstday_2004/section4.17.htm

- The Mayor's Honor Roll
www.nashville.gov/moc/firstday_2006/business.htm#honor_roll

Vanderbilt University Child and Family Policy Center

The mission of the Child and Policy Center is to develop, promote and implement public policy and community strategies that strengthen children and families through research, advocacy and education.

www.vanderbilt.edu/VIPPS/C&FPC/
www.familyreunion.org

Promoting Public Education

Practical Guide to Promoting America's Public Schools

This Learning First Alliance communications tool is designed to help educators, policymakers, and others promote the value of public schools to parents, the public, and your constituencies. The guide is based on an extensive analysis of new data on voters' values, their view of public schools' mission, and their vision of a good public school.

- Learning First Alliance home page
www.learningfirst.org
- Guide can be downloaded at
www.learningfirst.org/lfa-web/rp?pa=doc&docId=72

Telling Your Story: A Toolkit for Marketing Urban Education

This National School Board toolkit provides communication strategies to capture and share the success stories that are happening in schools with students, teachers, and principals. It is the product of the Council of Urban Boards of Education (CUBE) Communications Task Force Executive Group, whose mission is to help board members better communicate with their constituents by developing

strategies that build a more positive urban public school image and garners support in the community.

- Toolkit
www.nsba.org/site/docs/34700/34647.pdf
- CUBE
www.nsba.org/site/page_micro.asp?TrackID=&CID=80&DID=212

Community Events

Mayor's First Day Festival 2005 (Nashville)

The Festival features family fun, educational entertainment, and free school supplies and snacks. There are outdoor activities as well as live music in the park adjacent to the Gaylord Entertainment Center. The Web site has links to the mayor's Corporate Honor Roll and archives of past festivals.

www.nashville.gov/mocv/firstday_2005/

Mayor's Summit on Latino Academic Achievement (Denver)

Extensive documentation is available on the Web from the Mayor's Summit on Latino Academic Achievement held on October 20, 2004, including a message from Mayor Hickenlooper; the opening presentation by Kati Haycock, director of the Education Trust, about closing the achievement gap; the closing presentation by Federico Peña, calling the business community to action; a presentation; demographic information; a summary of the issues; a student mural; a video of the summit; conference proceedings; and results from the attendee evaluations. Approximately three hundred business, civic, and educational leaders attended the summit.

- Latino Summit Web site
www.denvergov.org/latinosummit

- Federico Peña's closing address
www.denvergov.org/LatinoSummit/template316582.asp

- Kati Haycock's keynote address
www.denvergov.org/LatinoSummit/template316572.asp

- Report: "Today's Latino Student: America's Future Human Capital," *Excelencia in Education*
www.denvergov.org/LatinoSummit/template316711.asp (follow link to Denver MayorSummit04.pdf)

About *Excelencia in Education*: Latinos are the largest and fastest-growing minority group in the U.S., yet lag behind other major racial and ethnic groups in higher-education attainment. *Excelencia in Education* aims to accelerate higher education success for Latino students by linking research, policy, and practice to serve Latino students and the institutions and programs where they participate.

www.edexcelencia.org

Public Investment in School Improvements

City Income Tax to Rebuild Schools (Akron)

Mayor Don Plusquellic, Superintendent Sylvester Small, and community leaders launched an all-out effort in 2003 to pass Issue 10, a proposed one-quarter-of-one-percent increase in the Akron city income tax with the goal of generating the matching funds needed to secure \$409 million from the state of Ohio to rebuild and renovate every school in Akron – without raising property taxes.

- "Issue 10 Kick Off," City of Akron News Release, March 31, 2003.
www.ci.akron.oh.us/News_Releases/2003/0331.html

- Laraine Duncan and Donna Loomis, “Funding and Rebuilding Schools as Community Learning Centers: Akron, Ohio,” *Voices in Urban Education*, no. 7 (Spring), 2005. Excerpt available at www.annenberginstitute.org/VUE/Spring05/Duncan.html

Community Design for New Community Learning Centers (Akron)

Mayor Don Plusquellic publicly noted that citizen involvement was the cornerstone of Issue 10. In one of the first steps in converting Akron’s public schools into Community Learning Centers (CLCs), representatives of the city, the schools, the consortium of architects that was retained to design the CLCs, and a consulting firm conducted a series of meetings to give the public the opportunity to help define, design, and build the first eight CLCs scheduled for construction in the initial phase of the largest capital expenditure program in the history of Akron.

- “Schools, City poised to take next step in shaping Akron’s future; Planning Teams will help define, design, and build first wave of Community Learning Centers,” City of Akron News Release, December 5, 2003. www.ci.akron.oh.us/News_Releases/2003/1205b.html

Property Tax to Fund New Incentive System for Teacher Compensation (Denver)

Denver voters approved a property-tax increase to finance a new compensation plan for Denver teachers – based on incentives rather than seniority – that attracted national attention. Bess Keller’s article describes the measure, which was designed by a district-union team and backed by the mayor, the city council, other business and civic leaders, and a

campaign war chest of more than \$1 million, mostly from foundations and businesses.

- Bess Keller, “Denver Voters Pave Way for Incentive Pay,” *Education Week*, November 9, 2005. www.edweek.org/agentk-12/articles/2005/11/09/11denver.h25.html (paid subscription or registration for limited free articles required)
- Brad Jupp, “Creating Faculties that Support School Communities,” *Voices in Urban Education* no. 5 (Fall), 2004. Excerpt available at www.annenberginstitute.org/VUE/fall04/Jupp.html
- ProComp: Denver Public Schools Professional Compensation System for Teachers <http://denverprocomp.org>

Sales Tax Referendum to Fund School Improvement (Ohio)

Summit Education Initiative: Issue 12 was a proposal for a one-half-percent sales tax that would have been distributed by a community improvement board to provide additional revenue for permanent improvements for Ohio school districts. Though the measure failed to pass, it helped pave the way for future efforts to generate local funds in order to access a state grant.

- Election Report 2002, Greater Cleveland Growth Association/Council of Smaller Enterprises http://intranet.cose.org/pdf/election_report_2002.pdf

Family and Community Involvement

Communities and Schools: A New View of Urban Education Reform

In this article, Mark R. Warren argues that if urban school reform in the United States is to be successful, it must be linked to the revitalization of the communities around schools. Warren identifies a growing field of collaboration between public schools and community-based organizations, identifying three different approaches: the service approach (community schools); the development approach (community sponsorship of new charter schools); and the organizing approach (school-community organizing). Warren discusses shared lessons across these approaches, and compares and contrasts the particular strengths and weaknesses of each.

<http://gseweb.harvard.edu/hepg/reprints.html>

Engaging Families at the Secondary Level

Contrary to popular belief, research indicates that teenagers want their parents and families involved in their lives. And, contrary to what many educators believe, research has found that parents – regardless of their economic status or background – want to be involved in their teenagers' lives. These two Web sites offer research-based advice and resources to help schools and districts foster successful parent involvement in secondary schools in ways that help improve student achievement.

- Southwest Educational Development Lab strategy briefs
www.sedl.org/connections/research-briefs.html

- *Meeting the Challenge: Getting Parents Involved in Schools*, August 2005 newsletter, Center for Comprehensive School Reform and Improvement
www.centerforcsri.org/index.php?option=com_content&task=view&id=130&Itemid=5

Guide to Public Engagement and School Finance Litigation

This guide is intended to encourage community organizations to employ public engagement strategies in the context of school finance litigation taking place in their states. While litigation may at times seem daunting and complex to non-lawyers, there is much that community-based organizations concerned with education reform can do to become involved in the process. Organizations can help their constituent groups and the public become involved as well, working to ensure that the outcomes of the litigation reflect the interests of their respective communities.

www.publiceducation.org/pdf/publications/public_engagement/litigation_guide.pdf

Taking a Closer Look: A Guide to Online Resources on Family Involvement

Harvard Family Research Project has compiled and categorized the large body of information on family involvement in order to make it easier for practicing educators to access and use. The document contains Web links to research, information, programs, and tools from over 100 national organizations. It provides information about parenting practices to support children's learning and development, home-school relationships, parent leadership development, and collective engagement for school improvement and reform.
<http://gseweb.harvard.edu/hfrp/projects/fine/resources/guide/index.html?pid=10625>

Using NCLB to Improve Student Achievement: An Action Guide for Community and Parent Leaders

This guide addresses the various provisions of No Child Left Behind. The guide highlights ways NCLB can be used to strengthen the public's voice in education, and to increase community and parental involvement in school-level and district-level operations and decisions.

www.publiceducation.org/pdf/nclb/NCLBBook.pdf

Using Data

2005 Kids Count Data Book

Data suggest national trends in child well-being are no longer improving in the rapid and sustained way they did in the late 1990s. Among the negative trends: the number of children who live with parents facing persistent unemployment grew to 4 million, an increase of more than 1 million since 2000. The state-by-state data contained in the 2005 Data Book are now part of an interactive database that allows you to generate custom graphs, maps, ranked lists, and state-by-state profiles; or, download the entire data set as delimited text files. The pull-down menus also allow you to read the book online or view the book in PDF.

www.aecf.org/kidscount/sld/databook.jsp

Alliance for Excellent Education

The Alliance for Excellent Education has provided all fifty governors with a statistical snapshot of high schools in their respective states. Each snapshot is offered as a quick state-by-state reference to essential statistics about high schools. Data includes funding, teachers' salaries, graduation rates, college readiness, and academic achievement. Statewide numbers are compared to the national average, and include national rankings where applicable.

- Press release
www.all4ed.org/press/pr_022205.html

BASRC Cycle of Inquiry

This guide includes the six steps of a school-level cycle of inquiry. The web site includes many other resources and tools for evaluating school improvement.

- BASRC home page (now Springboard Schools)
www.springboardschools.org
- Inquiry Tools page
www.springboardschools.org/tools_resources/coi_tools.html

Buried Treasure: Developing a Management Guide from Mountains of School Data

This guide provides a practical discussion of what is required to develop a school district "management guide," along with an actual guide built on evidence-based indicators. It begins with an imaginary discussion at Rebel Valley School District, during which a new superintendent leads his board through the guide. Indicators are discrete pieces of information, like water temperature or the Dow Jones Average, designed to alert leaders and members of the public about what is going on in large, complex systems. They provide warnings and hints about how well complex systems are functioning. They are, therefore, capable of alerting leaders to potential problems. Although they can help identify problems, they cannot provide solutions.

www.crpe.org/pubs/pdf/BuriedTreasure_celio.pdf

Education Counts Database

This database, maintained by Education Week, contains more than 250 state-level K-12 education indicators, as well as tools to create custom tables, graphs, and maps from a wealth of data. You can

select indicators on accountability, school finance, student achievement, and more, then create a table comparing states or look at year-over-year data.

www.edweek.org/rc/edcounts

Data Warehousing in School Districts

School districts have been upgrading technology, streamlining data collection, and addressing issues of data access and use in response to No Child Left Behind. But most districts have had little experience in data management, and there are few resources specifically designed to help district leaders use data effectively in their school-improvement programs. This Annenberg Institute report looks at eight districts that have used one promising technology – data warehousing – to make better school-improvement decisions.

- Tamara Mieles and Ellen Foley, *From Data to Decisions: Lessons from School Districts Using Data Warehousing*. Providence, Rhode Island: Annenberg Institute for School Reform at Brown University, 2005.

www.annenberginstitute.org/publications/DataWarehousing.html

Making Data Work: A Parent and Community Guide

This guide shows you how to use data to achieve your goals. The guide answers the questions: Why is data important? Where can I get data? How can I use data to understand what is happening in my school/district? How can I use data to improve my school/district?

www2.edtrust.org/edtrust/images/dataguidefinal.pdf

A Policy-Maker's Primer on Education Research: How to Understand, Evaluate and Use It

This is a guide to help policy-makers and other interested individuals answer three big questions: What does the research

say? Is the research trustworthy? How can the research be used to guide policy? Answering these questions will help policy-makers make evidenced-based decisions about education policies, gain a better understanding of research methods, and become more informed consumers of research.

www.mcrel.org/PDF/SchoolImprovementReform/9713TG_SchoolImprovementPrimer6-04.pdf

SchoolMatters

Three years after a federal law required states to collect a host of education data, much of that information and more is available in one place. A public-private partnership posts test scores, school spending, student demographics, and other relevant data. The site features research tools that allow users to compare achievement across districts, track districts' and individual schools' progress in reaching student-achievement goals under the federal No Child Left Behind Act, and find schools and districts that may be outperforming others.

www.schoolmatters.com

What Works Clearinghouse

This site offers researchers and educators reviews of scientifically based programs and strategies to help them in their decision making.

www.whatworks.ed.gov