LEADERSHIP, GOVERNANCE, MANAGEMENT, AND FINANCE TASK FORCE
COUNCIL OF THE GREAT CITY SCHOOLS

Task Force on Urban School Leadership, Governance, Management, and Finance

2024-2025

Task Force Goals

To improve the quality of leadership in urban public education.
   To improve the effectiveness of urban school boards
   To lengthen the tenure of urban school superintendents
To enhance accountability, management, and operations of the nation’s urban public
   To challenge the inequities in state funding of urban public schools.
   To increase federal funding and support of urban public schools.
To pass new federal school infrastructure legislation to help repair, renovate and build
   urban public school buildings.
To enhance the ability of urban schools to use Medicaid for health services to students.
   school systems.

Task Force Chair

Joyce Wilkerson, Philadelphia School Board

Task Force Members

Brandon Craig, Cincinnati School Board
   Valerie Davis, Fresno School Board
   Roger Leon, Newark Superintendent
   Mary Skipper, Boston Superintendent
LEADERSHIP
The Michael Casserly
Urban Executive Leadership Institute

2024 COHORT

Rochelle Cox
Interim Superintendent
Minneapolis Public Schools

Dr. Drew Echelson
Chief of Schools and Accountability
Boston Public Schools

Dr. Karla Estrada
Deputy Superintendent
Los Angeles Unified School District

Dr. Fateama Fulmore
Deputy Superintendent
NOLA Public Schools

Jose Martinez
Chief of High Schools
Orange County Public Schools

Dr. Dexter Moore, Jr.
Chief of Staff
Oakland Unified School District

Dr. Eric Rosser
Superintendent
Poughkeepsie City School District

Andrew Strope
Deputy Superintendent
Indianapolis Public Schools

Shannon Trejo
Deputy Commissioner of School Programs
Texas Education Agency

Dr. Angela Whitelaw
Deputy Superintendent
Memphis-Shelby County Schools
# AGENDA

**Thursday, March 14**

*Please note all sessions held in Pennsylvania Room (2nd Floor).*

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:30am</td>
<td>Continental Breakfast</td>
</tr>
<tr>
<td>10:07am</td>
<td>Media Relations Case Study</td>
</tr>
<tr>
<td>10:10am</td>
<td>Michael Casserly, Strategic Advisor, CGCS</td>
</tr>
<tr>
<td>11:15am</td>
<td>Navigating the Political Landscape at State, and Federal Level while focusing on Student Achievement</td>
</tr>
<tr>
<td>11:18am</td>
<td>Michael Hinojosa, Superintendent-in-Residence, CGCS</td>
</tr>
<tr>
<td>12:00pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:07pm</td>
<td>Benefits and Contract Negotiations</td>
</tr>
<tr>
<td>12:15pm</td>
<td>Mason Moses, Senior Vice President, Executive Compensation Consultant, TCG Advisors</td>
</tr>
<tr>
<td>1:15pm</td>
<td>Navigating the Political Landscape: Local, State, and Federal</td>
</tr>
<tr>
<td>1:20pm</td>
<td>Cindy Marten, Deputy Secretary of Education, US Department of Education</td>
</tr>
<tr>
<td>2:15pm</td>
<td>Best Practices Presentation</td>
</tr>
<tr>
<td>2:20pm</td>
<td>Shannon Trejo, Deputy Commissioner of School Programs, Texas Education Agency</td>
</tr>
<tr>
<td>2:45pm</td>
<td>Navigating the local Political Landscape in a Council District</td>
</tr>
<tr>
<td>2:50pm</td>
<td>Michael Hinojosa, Superintendent-in-Residence, CGCS</td>
</tr>
<tr>
<td>3:30pm</td>
<td>Best Practices Presentation</td>
</tr>
<tr>
<td>3:35pm</td>
<td>Dr. Eric Rosser, Superintendent, Poughkeepsie City School District</td>
</tr>
<tr>
<td>5:40pm</td>
<td>Meet in Hotel Lobby</td>
</tr>
<tr>
<td>5:43pm</td>
<td>Dinner is a 10-minute walk from the hotel. The reservation is at 6:00pm.</td>
</tr>
<tr>
<td>6:00pm</td>
<td>Dinner at Equinox (hosted by TCG Advisors)</td>
</tr>
<tr>
<td>6:07pm</td>
<td>Located at 900 19th Street NW, Washington DC</td>
</tr>
</tbody>
</table>
**Friday, March 15**

*Please note all sessions held in Pennsylvania Room (2nd Floor).*

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00am</td>
<td>Continental Breakfast</td>
</tr>
<tr>
<td>9:07am</td>
<td>Politics – Power – Influence</td>
</tr>
<tr>
<td></td>
<td><em>Michael Hinojosa, Superintendent-in-Residence, CGCS</em></td>
</tr>
<tr>
<td>10:00am</td>
<td>Managing the Media and Politics in Red and Blue States</td>
</tr>
<tr>
<td></td>
<td><em>Alberto Carvalho, Superintendent, Los Angeles Unified School District</em></td>
</tr>
<tr>
<td>11:00am</td>
<td>Fireside Chat: Media and Politics on Steroids While Improving Student Achievement</td>
</tr>
<tr>
<td></td>
<td><em>Kaya Henderson, former Chancellor, District of Columbia Public Schools</em></td>
</tr>
<tr>
<td></td>
<td><em>Dr. Michael Casserly, Strategic Advisor, CGCS</em></td>
</tr>
<tr>
<td>12:00pm</td>
<td>Lunch</td>
</tr>
<tr>
<td></td>
<td>Individual or Group Consultation Regarding Contracts and Benefits</td>
</tr>
<tr>
<td></td>
<td><em>Mason Moses, Senior Vice President, Executive Compensation Consultant, TCG Advisors</em></td>
</tr>
<tr>
<td>1:00pm</td>
<td>Media Relations from Perspective of 13 Years in a CGCS District</td>
</tr>
<tr>
<td></td>
<td><em>Michael Hinojosa, Superintendent-in-Residence, CGCS</em></td>
</tr>
<tr>
<td></td>
<td><strong>Media Relations</strong></td>
</tr>
<tr>
<td></td>
<td><em>Daisy Gonzalez-Diego President DGD Communications</em></td>
</tr>
<tr>
<td></td>
<td><em>Former Communications and Community Engagement Officer</em></td>
</tr>
<tr>
<td></td>
<td><em>Miami-Dade County Public Schools</em></td>
</tr>
<tr>
<td>2:00pm</td>
<td>Navigating the Political Landscape at State, and Federal Level while focusing on Student Achievement</td>
</tr>
<tr>
<td></td>
<td><em>Michael Hinojosa, Superintendent-in-Residence, CGCS</em></td>
</tr>
<tr>
<td>4:30pm</td>
<td>3-2-1 Activity</td>
</tr>
<tr>
<td>5:00pm</td>
<td>Adjourn</td>
</tr>
</tbody>
</table>
Michael Hinojosa, Ed.D.
Superintendent-in-Residence
Council of the Great City Schools
mhinojosa@cgcs.org
cell 214.986.3978

Michael Casserly, Ph.D.
Namesake, Strategic Advisor, former CEO
Raymond C. Hart, Ph.D.,
Executive Director
Michael Hinojosa, Ed.D.,
Superintendent-in-Residence
Media Relations

Case Study

Dr. Michael Casserly, Strategic Advisor to the Council of the GREAT City Schools

Local Politics

Tip O’Neill “All politics is local”

- Deal with people’s most prized possessions, their money and their kids...they will have an opinion
- Everybody went to school (not necessarily public school)
- Democracy is ugly but it is the best thing going
- Virtually the largest employer in the community
- There you go trying to put logic into an illogical situation
Local Politics

County or Parish

- Dependencies such as health department (finances?)
- Superintendent is highest paid government official in the county and often in the state (people resent it)
- Crises reveal political influences
- Largest of many districts and municipalities but the 800-pound gorilla (or not)

Local Politics

City

- Namesake high profile
- Mayor v. City Manager or both (quarterly meetings of senior staff)
- Dependencies such as key department (finances?)
- Taxpayers are always confused except for tax bill
- Typically overlapping jurisdictions
Local Politics

Elected Officials

- Two types of board members
- Politicians v. Statesmen
- Demand Respect
- Understand the why
- Recent shift in strategy
- Understandings (Ron Price)

Benefits and Contract Negotiations

Lunch Presentation
Mason Moses, Senior Vice President
Executive Compensation Consultant
TCG Advisors
Local, State, and Federal

Cindy Marten, Deputy Secretary of Education, US Department of Education

- Teacher to Principal to Superintendent San Diego USD
- Increasing student achievement will navigate the Media and Political Landscape at all levels

Best Practices Presentation

Dr. Shannon Trejo
Deputy Commissioner, Texas Education Agency
Politics

- Politics – the activities associated, especially the debate or conflict among individuals or groups having or hoping to achieve power
- Power – the ability to direct or influence the behavior of others or the course of events
- Influence – the capacity to have an effect on the character, development, or behavior or someone or something or the effect itself
Managing the Media and Politics

Alberto Carvalho
Superintendent, Los Angeles Unified School District

Navigating Media and Politics...
   in red and blue states while maintaining the focus on student achievement

Improved Student Achievement

Fireside Chat
Kaya Henderson
Former Chancellor, District of Columbia Public Schools

Media and Politics on Steroids
Interview by Dr. Michael Casserly, Strategic Advisor, CGCS
Benefits and Contract Negotiations

Lunch Dialogue
Mason Moses, Senior Vice President
Executive Compensation Consultant
TCG Advisors

Media Relations

Daisy Gonzalez-Diego
Founder and President, DGD Communications
Former Chief of Communications and Community Engagement,
Miami-Dade County Public Schools

Media and School District Experience
Media Relations-Long Term

- Build relationships with beat reporters (but never trust them, two types of trust)
- Establish quarterly meetings with editorial board
- Return all calls promptly (you or your trusted team members)
- Never take a cold call (even from a ‘trusted reporter’)
- “Off the record” v. Strategic ‘Embargoed’ information

Media Relations-Long Term

- Board Operating Procedures Superintendent Spokesperson for the District, delegated as appropriate
- Board Chair Spokesperson for the Board
- Urban v. County v. Suburban
- Namesake District (the Governor and the FBI know who you are and what you are doing)
- Weekly inform Board of Media Contacts
- Mission driven v. Profit Driven
Media Relations-Long Term

- Never Speculate
- Stay focused on District Matters
- Have a Protocol on Privacy Matters (legal, personnel, FERPA)
- All you have is your reputation, never lie
- Great leaders accept blame when things go wrong, give credit to others when things go well
- Don’t let Comms be a punching bag

Media Relations-Crises

- You cannot talk your way out of things you (the district) behave yourself into
- Run to the Problem not Away from it
- Video yourself (yikes) prep sessions
- Never use negative works (corruption v. accountability)
- Acknowledge (block and bridge)
- Develop a message and stick to it in a genuine manner
Media Relations-Crises

- Contact the Board Chair ASAP
- Never delegate bad news – the leader must step up
- Get direction from Chair about informing Board
- Execute Routines (Board weekly update v. Trustee notices v. staff calls v. superintendent calls)
- Anger, denial, grief, and finally acceptance

Media Relations

Editorial Board (Quarterly)

- Update on 3-4 major initiatives
- Opportunity to impact influence makers
- Opportunity to influence beat writers (plant stories)
- Open ‘mic’ on issues important to them
Media Relations

News Conference (not Press)

- Use sparingly typically for big issues or announcements
- Make succinct comments about the Who, What, Why, etc.
- Important Points (not talking points, FOIA)
- Take limited number of questions (Comms will announce time for 2 more questions)
- Individual interviews depend on topic

State and Federal Politics

- “De facto” face of the State in Most Instances
- The Governor knows who you are even if you do not interface with the office
- Must navigate political landmines in the best interest of the District
- Militants don’t get to the table, if they do, they do not stay at the table
State and Federal Politics

- Cannot die on every hill, pick your battles wisely
- Significant influence, but you must use it wisely
- Don’t be a WASP, know what you are in favor of
- Know when to play offense and know when to play defense
- Much easier to kill bills than to pass bills
- Umbrella v. niche organizations

State and Federal Politics

- United States Senators know who you are
- Know how committees work
- Know how timelines work
- Know how key, young staffers are in getting things done
- Education *should* be non-partisan but it is probably not
- Many legislatures have starting incentivizing the behavior that they want
Politics

- Politics makes for strange bedfellows
- Keep your friends close and your enemies closer
- Friends come and go, and enemies accumulate
- Three answers to important questions: legal, political, practical

NGT Results

1. To
2. Be
3. Re-prioritized
Shadowing Recommendations

- Jill Baker, Long Beach
- Alberto Carvalho, Los Angeles
- Romules Durant, Toledo
- Errick Greene, Jackson
- Aleesia Johnson, Indianapolis
- Kyla Johnson-Trammell, Oakland
- Marty Pollio, Jefferson County (KY)
- Sonja Santelises, Baltimore City
- Nikolai Vitti, Detroit

Administrivia

- Best Practice Presentations
- Questions
- Comments
- Concerns
- Miscellaneous
Logistics

- Hotels available to book
  - May – Minneapolis
  - June – Portland
    - Potential Saturday dinner
  - July – Chicago
    - Confirmed Saturday dinner

3-2-1

- 3 things you learned
- 2 things you liked
- 1 thing you are wondering about

Email to apateriya@cgcs.org
## AGENDA

**Friday, May 10**  
*Please note meeting and meals are in the Finland Room.*

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
</table>
| 9:30am | Continental Breakfast  
Voluntary 3-2-1 Shadowing                                        |
| 10:07am| **Talent Management** (Identification, Development, Promotion)  
*Dr. Michael Hinojosa, Superintendent-in-Residence, CGCS*             |
| 11:30am| **Best Practices Presentation**  
*Dr. Angela Whitelaw, Deputy Superintendent, Memphis-Shelby County Schools* |
| 12:00pm| Lunch                                                                 |
| 1:00pm | Organizing for Success  
*Dr. Michael Hinojosa, Superintendent-in-Residence, CGCS*             |
| 2:00pm | **Teacher Excellence Initiative and Accelerating Campus Excellence**  
*Dr. Michael Hinojosa, Superintendent-in-Residence, CGCS*               |
| 3:00pm | **Threading the Needle with Labor Relations while Multi-tasking**  
*Dr. Joe Gothard, Superintendent, Saint Paul Public Schools*            |
| 6:00pm | Meet in Hotel Lobby  
*Dinner is a 6- to 8-minute walk from the hotel. The reservation is at 6:30pm.* |
| 6:30pm | Dinner at The Capital Grille (hosted by Riverside Insights)  
*Located at: 801 Hennepin Avenue, Lasalle Plaza, Minneapolis*          |
### Saturday, May 11

*Please note meeting and meals are in the Finland Room.*

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00am</td>
<td>Continental Breakfast</td>
</tr>
<tr>
<td>9:07am</td>
<td><strong>A Labor Relations Journey at Scale</strong></td>
</tr>
<tr>
<td></td>
<td><em>Dr. Jesus Jara, Former Superintendent, Clark County School District</em></td>
</tr>
<tr>
<td>10:15am</td>
<td><strong>Case Studies on Labor Relations and Human Capital</strong></td>
</tr>
<tr>
<td></td>
<td><em>Michael Casserly, Strategic Advisor, CGCS</em></td>
</tr>
<tr>
<td>12:00pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:00pm</td>
<td><strong>Best Practices Presentation</strong></td>
</tr>
<tr>
<td></td>
<td><em>Dr. Drew Echelson, Chief of Schools and Accountability, Boston Public Schools</em></td>
</tr>
<tr>
<td>1:30pm</td>
<td><strong>Coaching for Success, Visibility, and a Good Life</strong></td>
</tr>
<tr>
<td></td>
<td><em>Dr. Michael Hinojosa, Superintendent-in-Residence, CGCS</em></td>
</tr>
<tr>
<td>3:30pm</td>
<td>3-2-1 Activity</td>
</tr>
<tr>
<td>4:00pm</td>
<td>Adjourn</td>
</tr>
</tbody>
</table>
Shadowing Report

- 3 things you learned
- 2 things you liked
- 1 thing you are wondering about

Talent Management

Michael Hinojosa, Superintendent in Residence
Council of the GREAT City Schools

- Talent Identification
- Talent Development
- Talent Promotion
Talent Identification

Organic Entry Plan

Q4. Who are the most respected people on staff and why did you select them?

- Write them down and meet them ASAP
- Who is not mentioned?
- Code power relationships

To Resume

Q3. What relationships will you build over the next six months that will help you most in accomplishing your strategy? (one must be external)

- Look for key people on key complex tasks
- Notice key staff who present ELT or Board
- Ask about omissions
Talent Identification

Chief of Staff, Chief of Schools, CAO, Chief Accountability Officer

Every Six Months Identify “Best” Principal and “Best” Principal Supervisor

- Must have diversity in every regard
- Based upon data in every regard
- Sentenced for six months to Executive Leadership Team

Talent Identification

Chief of Staff, Chief of Schools, CAO, Chief Accountability Office

Once Per Year Identify “15 Best” Principals to participate in Principal Group

- Must have diversity in every regard
- Based upon data in every regard
- Have credibility with peers
Talent Identification

Senior Staff Meeting

Utilize Nominal Group Technique to Identify HiPo Team
(High Potential Central Staff Members)
- Each chief nominates up to 3 (formal and informal)
- Clarify and advocate why
- Priority voting

Talent Development

Principal Group

HiPo Group
Talent Development

- Six Half Day Sessions
- Start or Finish with a meal
- Off-site Pristine Local
  - Dallas Regional Chamber of Commerce
  - Arboretum
  - Microsoft Campus

Talent Development

- Best Practices Presentations
- Personality Styles
- Nominal Group Technique
- Teach Everything I Know
- Treat Them Like Rock Stars
Talent Development

- Cohort Model Professional Learning Community
- Peek Behind the Curtain at Decision Making
- Feedback on Problems of Practice
- Get to Request Agenda Items (nothing off limits)

---

Talent Development

Shadowing Opportunities

1. School Visits
2. Executive Leadership Team meeting participation
3. Attend Advisory Committee Meeting
Talent Promotion

Succession Planning
- Acting v. Interim
- Internal First
- Multiple Deputy Chiefs for every Chief
- Like Bama, don’t rebuild...reload

45 Future Ready Superintendents
- 32 Male, 13 Female
- 19 Latino/a, 18 White, 7 Black, 1 Other
- Texas, Georgia, Maryland, New Mexico, Tennessee, Arizona, Wisconsin, Colorado
Best Practices Presentation

Dr. Angela Whitelaw
Deputy Superintendent
Memphis-Shelby County Schools

Organizing for Success

Direct Reports to the Superintendent
- Span of Control 5-7 People
- Size and Context Matters
- Everyone one wants to until they do
Organizing for Success

Direct Reports to the Superintendent

- To Resume
- Evaluations/Job Descriptions/SMART Goals
- No one likes a micromanager
- Progress Monitoring

Organizing for Success

Direct Reports to the Superintendent

- If you bring paper into my office, you leave with it
- If I have to make all of the decisions, why do I need you?
- If you bring a problem, bring at least one proposed solution
Organizing for Success

Direct Reports to the Superintendent

- If you make a mistake own it (I make mistakes at full speed)
- Effort is good, results are better
- If you are not very good you don’t get to stay
- People at the top get less rope (impact is huge)

Organizing for Success

Direct Reports to the Superintendent

- Organizational Theory and Design
- Titles
- Words Matter such as ‘Cabinet'
- Two Types of Trust
Organizing for Success

Teamwork is a Contact Sport
- Senior Staff
- Chief’s Meetings
- Executive Leadership Team

Organizing for Success

Senior Staff
- All Major Division Heads
- Every Monday Afternoon 1:37 for 1 hour
- No agenda-urgent items only
- Double round robin (ok to pass)
Organizing for Success

Chief’s Meeting
- Organized by Chief of Staff
- All Major Division Heads
- Every Thursday Morning 10:37 for 1.5 hours
- Pending Items as determined by COS
- Collaborative Agenda Items (I attend unless out of town)

Organizing for Success

Executive Leadership Team
- All Major Division Heads + Best Principal & Principal Supervisor
- Every other Monday Morning 8:37 for 3 hours
- Only important items on agenda
- Anyone can put item on agenda including principal
Organizing for Success

Executive Leadership Team

- Agenda topics due to my secretary by noon on Wednesday prior to Monday meeting
- Deck (maximum 10 slides) due by noon of Thursday
- Agenda prepared and loaded by noon Friday
- Available all weekend to review by all members

Once every six months an off-site retreat at my high rise
- Only futuristic type topics on agenda
- One and half day session
- Socializing in my apartment with wife and dogs
Talent Management

Performance Management (Next Month)

Teacher Excellence Initiative
Accelerating Campus Excellence
Core 4 Customer Service

Threading the Needle with Labor Relations while Multi-tasking

Dr. Joe Gothard
Superintendent, Madison Metropolitan School District
Former Superintendent, Saint Paul, Minnesota
2024 AASA National Superintendent of the Year
Silent Assassin
Labor Relations at Scale

Dr. Jesus Jara
Former Superintendent, Clark County School District
Nominee Green-Garner 2022
Experience in Florida and Massachusetts
Senor Smoke

Case Studies

Dr. Michael Casserly
Human Capital
Toxic Town Public Schools
(Martinez, Trejo, Whitelaw)
Labor Relations
Tarnished Town Independent School District
(Cox, Fulmore, Moore) (Estrada, Echelson, Rosser, Strope)
Best Practices Presentation

Dr. Drew Echelson
Chief of Schools and Accountability
Boston Public Schools

Coaching for Success

School Visits
- Every Wednesday Morning for 27 Years
- Drive perimeter of school
- Check in with Secretary
- Walk the building with Principal
Coaching for Success

School Visits

- Greet custodial staff on duty
- Greet cafeteria staff
- Walk every hallway
- Open ended questions with Principal

---

Coaching for Success

School Visits

- Review I-pad with school data
- Never tip my hand
- WW Samuell and Friday Night Lights
- Chief of School Leadership
Coaching for Success

Breakthrough Coach

- Do everything they say you will be fired
- Clean your office
- Meet with your secretary daily
- Your job is to do what your secretary tells you to do
- You job is to do nothing, to coach (put me in Coach)

Coaching for Success

Family Life

- Great life, great wife
- Dallas Mustangs (coach)
- La Familia
- Spent every weekend with my boys
- Spend all holidays together
Administrivia

Best Practice Presentations
Questions
Comments
Concerns
Miscellaneous

3-2-1

- 3 things you learned
- 2 things you liked
- 1 thing you are wondering about
# AGENDA

## Friday, June 7

*Please note meetings are held in Broadway I and meals are held in Broadway II, on the Plaza Level*

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:30am</td>
<td>Continental Breakfast</td>
</tr>
<tr>
<td>10:07am</td>
<td>Community Relations at Scale&lt;br&gt; <em>Dr. Michael Hinojosa, Superintendent-in-Residence, CGCS</em></td>
</tr>
<tr>
<td>11:15am</td>
<td>From Crisis to Clarity through Performance Management&lt;br&gt; <em>Addison Davis, Former Superintendent, Hillsborough County Public Schools</em></td>
</tr>
<tr>
<td>12:30pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:15pm</td>
<td>Best Practices Presentation&lt;br&gt; <em>Dr. Dexter Moore, Jr., Chief of Staff, Oakland Unified School District</em></td>
</tr>
<tr>
<td>1:45pm</td>
<td>Performance Management starting with Superintendent Evaluation&lt;br&gt; <em>Dr. Michael Hinojosa, Superintendent-in-Residence, CGCS</em></td>
</tr>
<tr>
<td>3:00pm</td>
<td>Performance Management via Datacom&lt;br&gt; <em>Dr. Nikolai Vitti, Superintendent, Detroit Public Schools Community District</em></td>
</tr>
<tr>
<td>4:00pm</td>
<td>Case Study on Community Relations and Performance Management&lt;br&gt; <em>Dr. Michael Casserly, Strategic Advisor, CGCS</em></td>
</tr>
<tr>
<td>5:45pm</td>
<td>Meet in Hotel Lobby&lt;br&gt; <em>Dinner is a 3- to 5-minute walk from the hotel. We’ll meet in the lobby at 5:45pm and walk over. The reservation is at 6:00pm.</em></td>
</tr>
<tr>
<td>6:00pm</td>
<td>Dinner at Southpark Seafood&lt;br&gt; <em>(hosted by STEMScope/Accelerate Learning)</em>&lt;br&gt; <em>Located at: 901 SW Salmon St, Portland</em></td>
</tr>
</tbody>
</table>
**Saturday, June 8**

*Please note meetings are held in Broadway I and meals are held in Broadway II, on the Plaza Level*

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00am</td>
<td>Continental Breakfast</td>
</tr>
<tr>
<td>9:07am</td>
<td><strong>Student Outcome Goals</strong></td>
</tr>
<tr>
<td></td>
<td><em>Dr. Michael Hinojosa, Superintendent-in-Residence, CGCS</em></td>
</tr>
<tr>
<td></td>
<td><em>Dr. Ray Hart, Executive Director, CGCS</em></td>
</tr>
<tr>
<td>10:30am</td>
<td><strong>Enrollment Management via Transformation and Innovation</strong></td>
</tr>
<tr>
<td></td>
<td><em>Dr. Michael Hinojosa, Superintendent-in-Residence, CGCS</em></td>
</tr>
<tr>
<td>12:00pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:00pm</td>
<td><strong>Best Practices Presentation</strong></td>
</tr>
<tr>
<td></td>
<td><em>Rochelle Cox, Associate Superintendent, Minneapolis Public Schools</em></td>
</tr>
<tr>
<td>1:30pm</td>
<td><strong>Community Relations of Enrollment and Performance Management</strong></td>
</tr>
<tr>
<td></td>
<td><em>regarding College and Career Readiness</em></td>
</tr>
<tr>
<td></td>
<td><em>Dr. Michael Hinojosa, Superintendent-in-Residence, CGCS</em></td>
</tr>
<tr>
<td>3:30pm</td>
<td>3-2-1 Activity</td>
</tr>
<tr>
<td>4:00pm</td>
<td>Adjourn</td>
</tr>
</tbody>
</table>
Michael Hinojosa, Ed.D.
Superintendent-in-Residence
Council of the Great City Schools
mhinojosa@cgcs.org
cell 214.986.3978

WiFi: Hilton Meeting Room
Pwd: CGCS2024

Michael Casserly, Ph.D
Namesake, Strategic Advisor, former CEO
Raymond C. Hart, Ph.D.
Executive Director
Michael Hinojosa, Ed.D.
Superintendent-in-Residence
Community Relations at Scale

Dr. Michael Hinojosa
Superintendent-in-Residence CGCS

- Governmental
- Civic
- Grassroots and Grass Tops

Community Relations at Scale

Governmental

- Local
- State
- National
Community Relations at Scale

Local

- Ad Hoc Committee
- Mayor
- Delegation
- Municipal

Community Relations at Scale

State

- Legislative Branch
- Executive Branch
- Boards and Commissions
- State Education Agency
Community Relations at Scale

Federal
- Legislative Branch
- Boards and Commissions (E-Rate, Nutrition)
- Department of Education
- Only 4% of Dallas ISD Budget

Community Relations at Scale

Civic
- Kitchen Cabinet
- Umbrella Chambers
- Ethnic Chambers
- Regional and Local Chambers
Community Relations at Scale

Civic
- United Way
- Collective Impact Organizations
- Boards and Commissions
- Superintendent’s Business and Community Advisory Committee

Community Relations at Scale

Grass Roots
- Ethnic Groups
- Voting Blocs
- Rotary
- Be selective
Performance Management

From Crisis to Clarity:
Transforming and Strengthening a Large Diverse School District

Addison Davis
Former Superintendent
Hillsborough County Public Schools

Best Practices Presentation

Dr. Dexter Moore, Jr.
Chief of Staff
Oakland Unified School District
Performance Management

Superintendent’s Evaluation Instrument (Hinojosa)

- Process
- Product
  - 60% Student Achievement
  - 20% Financial Stewardship
  - 20% Stakeholder Satisfaction

Performance Management Via Datacom

Dr. Nikolai Vitti
Superintendent
Detroit Public Schools Community District
Case Study

Performance Management and Community Relations

Dr. Michael Casserly
Strategic Advisor former Executive Director, CGCS

Shadowing Report

- 3 things you learned
- 2 things you liked
- 1 thing you are wondering about
Student Outcome Goals

Dr. Ray Hart & Dr. Michael Hinojosa

- Review of Data
- 3-4 Outcome Goals
- Guardrails
- SMART

Performance Management

Great Expectations Framework
Superintendent Evaluation Instrument

Dr. Michael Hinojosa
Superintendent-in-Residence
Council of the Great City Schools
Enrollment Management

PEW Report Jigsaw
Dallas ISD Biomedical School Article
Public School Choice

Best Practices Presentation

Rochelle Cox
Associate Superintendent
Minneapolis Public Schools
Community Relations

Performance and Enrollment Management

- College and Career Readiness
  - P-Tech
  - Career Institutes

Benefits and Contract Negotiations

Dr. Michael Hinojosa
Superintendent-in-Residence
Council of the Great City Schools
Administrivia

Best Practice Presentations
Questions
Comments
Concerns
Miscellaneous

3-2-1

- 3 things you learned
- 2 things you liked
- 1 thing you are wondering about

*Please email to Alka before you leave today.*
Council of the Great City Schools  
**Michael Casserly Urban Executive Leadership Institute for Superintendents**  
**July 12 – 13, 2024**  
**Westin Michigan Avenue**  
**909 Michigan Avenue**  
**Chicago, IL 60611**  

**Session Focus: Academics**  
**Session Sponsor: Curriculum Associates**

---

**AGENDA**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Friday, July 12</strong></td>
<td></td>
</tr>
<tr>
<td>9:30am</td>
<td>Breakfast</td>
</tr>
</tbody>
</table>
| 10:07am | **Title: TBD**  
*Dr. Janice Jackson, Former Chief Executive Officer and Chief Academic Officer, Chicago Public Schools* |
| 11:30am | **Best Practices Presentation**  
*Dr. Fateama Fulmore, Deputy Superintendent, NOLA Public Schools* |
| 12:00pm | Lunch                                                                   |
| 1:00pm | **Mirrors or Windows Deep Dive**  
*Dr. Michael Casserly, Namesake, Strategic Advisor, former Executive Director, CGCS*  
**Great City ISD Case Study Activity**  
Lessons Learned and Takeaways |
| 5:40pm | **Meet in Hotel Lobby**  
*Dinner is a 5-6-minute walk from the hotel. We’ll meet in the lobby at 5:40pm. The reservation is at 6:00pm.* |
| 6:00pm | **Dinner at Fig and Olive** *(Hosted by Curriculum Associates)*  
Located at: 104 East Oak Street, Chicago, IL 60611 |
Saturday, July 13

*Please note meals are in Marquette Park and meeting is in Grant Park, both on Level Three.*

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00am</td>
<td>Breakfast</td>
</tr>
<tr>
<td>9:07am</td>
<td><strong>A Case for Academic Planning in the Urban Context: From Confusion to Coherence</strong> &lt;br&gt; <em>Dr. Denise Collier, Former Chief Academic Officer, Dallas ISD</em></td>
</tr>
<tr>
<td>10:15am</td>
<td><strong>Mirrors or Windows Research Execution</strong> &lt;br&gt; <em>Dr. Brenda Larsen-Mitchell, Interim Superintendent, Clark County School District</em></td>
</tr>
<tr>
<td>12:00pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:00pm</td>
<td><strong>Best Practices Presentation</strong> &lt;br&gt; <em>Jose Martinez, Chief of High Schools, Orange County Public Schools</em></td>
</tr>
<tr>
<td>1:30pm</td>
<td><strong>Theory of Action: School System or System of Schools</strong> &lt;br&gt; <em>Dr. Michael Hinojosa, Superintendent-in-Residence, CGCS</em></td>
</tr>
<tr>
<td>3:30pm</td>
<td>3-2-1 Activity</td>
</tr>
<tr>
<td>4:00pm</td>
<td>Adjourn</td>
</tr>
<tr>
<td>7:00pm</td>
<td><strong>Optional Dinner at Gibson's (Hosted by Curriculum Associates)</strong> &lt;br&gt; <em>1028 N Rush St, Chicago, IL 60611</em></td>
</tr>
</tbody>
</table>
GOVERNANCE
Governance Services Goals/Priorities

The goal of the governance services team is to provide training, coaching, and other support regarding effective governance to Council Districts in order to influence their leadership toward improving student outcomes.

The Council’s Governance Services team consists of AJ Crabill (Director of Governance), Cindy Elsbernd (Governance Services Manager), and a cadre of coaches and assistant coaches trained in Student Outcomes Focused Governance (SOFG).

Student Outcomes Focused Governance (SOFG) Coaching

Even though school boards have an inherent desire to see improvements in student outcomes, comprehensive analysis of hundreds of hours of school board meetings from across the nation reveals that few school boards invest a meaningful percentage of their time in behaviors that most correlate with improvements in student outcomes. Simply put, the design of most school board meetings and processes is focused on managing adult inputs, not governing for student outcomes. In the absence of a coherent framework for what it means to “govern,” school board members often view the school board as being one layer above management. But that is a flawed understanding of governance; in reality the proper alignment of the school board is one layer below the community. This sounds like mere semantics, but the difference in mindset manifests in wildly divergent adult behaviors in the boardroom -- the board positioning itself as inward focused super manager of adult inputs rather than a community vision- and values-focused protector of student outcomes.

This clarifies why 100 years of school board orthodoxy have failed to protect children from unintentional, but very real, educational malpractice. When school boards approach “governing” the way it’s always been done they -- again, typically without intending to -- create school systems where improvements in student outcomes occur either in spite of the school board, or not at all. This norm is deeply ingrained in school board culture nationwide and requires dramatic transformation in adult behavior. But change is often difficult -- particularly for public officials who are often punished for any significant change in direction from the status quo.
This leads to a simple axiom: **student outcomes don’t change until adult behaviors change**. Or said differently when placed in the context of governing, patterns of behavior that are exhibited in the boardroom can reasonably be expected to be found paralleled in the classroom. This concept, which offers a summation of the current literature and research on school board behaviors and their relationship to improving student outcomes, is as elegant as it can be confounding.

The intention of **Student Outcomes Focused Governance (SOFG)** is to translate existing research and the collective experience of dozens of board members and superintendents into a governance system that empowers board members and superintendents to confront and overcome common barriers to adult behavior change that could improve student outcomes. Student Outcomes Focused Governance has three components: 1) the **SOFG framework** that allows school boards to measure their adult behavior change over time, 2) the SOFG workshop series that orients school boards to the framework, and 3) the SOFG Coach training and certification system that rigorously prepares individuals who will lead the workshops and support the school board’s implementation of the framework. All three are necessary for setting school boards on the path to being intensely focused on improving student outcomes.

Districts receiving SOFG coaching support via a professional services agreement (PSA) with the Council include Albuquerque, Anchorage, Atlanta, Aurora, Austin, Buffalo, Charlotte-Mecklenburg, Cincinnati, Cleveland, Clark County, Des Moines, Fresno, Jefferson County, Oklahoma City, Pittsburgh, Providence, Rochester, Sacramento, San Diego, San Francisco, Seattle, and Tulsa.

At least five more Council districts are exploring the implementation of SOFG and considering a PSA with CGCS for coaching support and we continue to provide maintenance support to several districts who have gone through the initial SOFG implementation process.

**Student Outcomes Focused Governance (SOFG) Cohorts**

Our SOFG Cohorts provide professional development for school board members and district staff to learn about and/or support implementation of the framework. The four 2023 cohorts had participants from 16 member districts and wrapped up in early December.

There are three SOFG Cohorts in 2024 with participants from 19 member districts. The cohorts kicked off with opening workshops in February in Louisville, KY.
## 2024 SOFG COHORTS

<table>
<thead>
<tr>
<th>IMPLEMENTING SOFG BOARD (ISB)</th>
<th>IMPLEMENTING SOFG STAFF (ISS)</th>
<th>ADVANCED GOVERNANCE &amp; COACHING (AGC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>This cohort provides a community of learning and practice among board members from districts who have been implementing SOFG and those who are exploring continuous improvement. Participants have the opportunity to dive deeper into the knowledge, skills, and mindset foundational to the adult behavior change that creates the conditions for improving student outcomes.</td>
<td>This cohort provides a community of learning and practice among district professionals who support school boards and superintendents in implementation of effective practices that create the conditions for improving student outcomes. This community allows members to share problems of practice with fellow professionals, learn from one another, and explore best practices in a range of areas.</td>
<td>This cohort provides incredibly rigorous, high-level course work designed to prepare participants to guide school boards through Student Outcomes Focused Governance (SOFG) implementation. Its high-performance expectations makes it ideal for individuals who would like to pursue SOFG coaching certification.</td>
</tr>
</tbody>
</table>

### Governance Technical/Tactical Support


This includes support for SOFG implementation as well as providing guidance on any number of governance topics such as superintendent searches, policies and board operating procedures, and others to member districts on an as needed basis.

### Fall Conference Governance Track

Over the course of the last two Fall Conferences, our team has worked to align a full track of effective governance sessions. At the 2023 Fall Conference, we successfully filled the 2-day
breakout schedule which often drew a standing room only crowd. A similar track has been created for the 2024 Fall Conference in Dallas.

"WHAT HAPPENS ON THE DAIS DOESN’T STAY ON THE DAIS"

School systems exist to improve student outcomes. How we choose to lead our school systems matters! The Council of the Great City Schools is working with districts and leaders across the nation to adopt practices that create the conditions for improving student outcomes!

School board members, superintendents and the staff who support them are invited to attend our specially curated track of sessions focusing on effectiveness in the boardroom and successfully cascading that effectiveness to the classroom.

Look for the Governance and Leadership Sessions in Aqua 310B on Thursday and Friday during the CGCS 67th Annual Fall Conference in San Diego, CA.

We look forward to seeing you!

Support for Board Roles in the Equity-Centered Pipeline Initiative (ECPI)

The CGCS team is also supporting the application of the Wallace Foundation Research on Principal Supervision & Support Structures to the work of School Boards. The Council is continuing work with seven ECPI Council districts which began in the last quarter of 2023 to develop plans for each in continued support of their initiatives in strengthening pipelines of equity-focused school leaders beyond their Wallace Foundation grant funding.

We know that much of this work belongs to the superintendent, so this work is focused on drawing from the clear lessons that can be learned from Wallace’s principal supervision research regarding how school boards can support pipeline development and maintain an effective governance role.
Council of the Great City Schools Leadership Institute:
A Harvard Business School Executive Education Program
July 21-24, 2024

Apply by April 22, 2024
Cost Per Participant $4,050
Program Overview

Program Objective
• This new custom-designed Executive Education program is being launched by Harvard University and the Council of the Great City Schools to strengthen the competencies and capabilities of member school boards and superintendents. The program recognizes the essential role school boards play in improving and sustaining student outcomes and creating the conditions for urban school system success.

Target Participants
• Council Member School Board Chairs, New Board Members, and Other Board Members
• Council Member District Superintendents

Program Structure and Dates
• 4-day residential program, July 21-24, 2024
• Multiple plenary class sessions
• Daily breakout sessions and team time
• Networking lunches, receptions, and dinners

Program Location
• Harvard Business School Executive Education Complex, Boston, MA
About the Program

Classroom sessions will use the famous Harvard Business School (HBS) case study method along with opportunities to participate in small team discussions, simulations, and application exercises. The program will focus on three broad themes, including—

• Mission/Goal/Strategy Alignment
• What Success Looks Like
• How to Shape the Conditions for Success and Assess Progress

In addition to classroom sessions, you will experience dedicated small-group sessions to help you develop the skills you need to function better when you return home. Sessions will use the Student Outcomes Focused Governance Model developed by the Council of the Great City Schools that will leave you with tangible tools for immediately improved governance for your district.
# Program Fees and Benefits

**$4,230  Full Price**  
**$4,050  Your Cost, with Council Discount and Subsidies**

## What does this cover?

<table>
<thead>
<tr>
<th>What does this cover?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty instruction from professors from the Harvard Business School (HBS), Harvard Graduate School of Education (HGSE), and the Harvard Kennedy School of Government (HKS)</td>
<td></td>
</tr>
<tr>
<td>Three-night single-occupancy bedroom per person</td>
<td></td>
</tr>
<tr>
<td>Standard daily meal and beverage services, including breakfast, morning break, lunch, afternoon break, dinner, and opening and closing receptions</td>
<td></td>
</tr>
<tr>
<td>Use of Harvard Business School facilities, including on-campus classrooms, breakout rooms for small group meetings, the HBS fitness center, and Baker Library;</td>
<td></td>
</tr>
<tr>
<td>Program materials including books, program notes and program binder, case studies, articles, program handouts, and evaluations</td>
<td></td>
</tr>
<tr>
<td>Harvard certificate at the conclusion of the program</td>
<td></td>
</tr>
<tr>
<td>Administrative support, including pre-program administration, mailings, and support during the program</td>
<td></td>
</tr>
<tr>
<td>Program Web Site, which includes electronic access to case materials, faculty biographies, program logistics, and program schedule</td>
<td></td>
</tr>
<tr>
<td>Bus transportation to the airport from HBS at the conclusion of the program</td>
<td></td>
</tr>
<tr>
<td>HBS tote bag for each participant</td>
<td></td>
</tr>
<tr>
<td>Group photo</td>
<td></td>
</tr>
<tr>
<td>A one-year complimentary subscription to The Harvard Business Review for each participant</td>
<td></td>
</tr>
<tr>
<td>Access to the HBS Working Knowledge site</td>
<td></td>
</tr>
<tr>
<td>An invitation to join the LinkedIn Harvard Business School Executive Education Group, the official group for past participants and alumni of Harvard Business School Executive Education programs</td>
<td></td>
</tr>
</tbody>
</table>
Program Fees and Benefits

What is not included and is the responsibility of the individual program participant?

- Participant travel to the Harvard Business School Campus
- Off-campus lodging before, during, or after the program
- Transportation from the airport to the Harvard Business School campus
- All food service and meals not previously stated above
- Non-standard food or beverage requirements, location changes, or entertainment
- Costs associated with any medical treatment (including emergency medical transportation) incurred by participants during the program
- Extra-program costs, outdoor activities, social & cultural events, off-campus meals or special items ordered
- All incidental charges such as telephone calls, laundry, dry-cleaning, etc.
How will my board benefit?

**Improved student achievement begins with strong and effective school board governance.** Faculty from the Harvard Business School, the Graduate School of Education, and the Kennedy School of Government are internationally recognized as thought leaders on crucial governance issues, dynamic relations with high-performing urban school systems, non-profit organizations, and top organizations around the world. The challenges that urban school boards face are unique, but there is also much to be learned from other sectors and from each other.

**The Institute will provide a rare opportunity** to interact with other big-city school board members and superintendents on the critical issues of improved governance and better student outcomes. Measurable outcomes for your board and your district should include—

<table>
<thead>
<tr>
<th>Increased student academic outcomes over time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased use of board time to focus on student achievement</td>
</tr>
<tr>
<td>Improved relations between the board and the superintendent, leading to stronger governance and longer superintendent tenure</td>
</tr>
<tr>
<td>Better understanding of and targeted use of evidence and data to monitor district progress</td>
</tr>
<tr>
<td>Better management of conflict</td>
</tr>
<tr>
<td>Prioritization of district goals over individual needs</td>
</tr>
<tr>
<td>Enhanced two-way communications with the community in a way that reflects shared values</td>
</tr>
</tbody>
</table>
How to enroll?

Please email Ray Hart, Executive Director of the Council of the Great City Schools, at rhart@cgcs.org by close of business May 10, 2024, with the names of board members and superintendents who will attend.

Please include the email addresses of all participants. Only one list of participants is needed per district; individuals need not respond separately.

We encourage both the board president and superintendent to attend as well as other board members. (This event is professional development, but we encourage you to consult with your legal counsel to ensure that “open meetings” requirements are met.)

There are a limited number of seats for this unique opportunity, so we encourage you to register as soon as possible.
MANAGEMENT SERVICES
Management Services Goals/Priorities

The goal of the Management Services is to provide support to member districts in the areas of finance, human resources, information technology, and operations.

Priority: Lead conferences for Management Services that educate, excite, and inspire participants.

Connects to GOAL 2: To lead, govern, and manage our urban public schools in ways that advance the education of our students and enhance the effectiveness and efficiency of our institutions.

➢ Associated Activities:
  o Establish a rolling 3-year calendar for each conference.
  o Standardize sponsorship levels and solicit early sponsorship from partner organizations.
  o Pursue continuing education credits for participants.
  o Syllabus for career tracks
  o District participation
    ▪ Work with district leadership in developing conference agendas around issues and topics that are of most interest and benefit to the attendees.

➢ Chief Operating Officers Conference
  o Theme: Student Outcome Focused Operations
  o Attendees: This meeting is for Chief Operating Officers, Facilities Directors, Safety and Security Directors, Child Nutrition Directors, and Transportation Directors.
o **Agenda**: a copy of the agenda can be found [here](#).

o **Distinguished Service Award**: Machion Jackson, Deputy Superintendent, Operations in Detroit Public Schools Community District, was awarded the Dr. Robert “Bob” Carlson Leadership in Operations Award. The award is presented annually to a person serving in the Chief Operating Officer or equivalent role from among the Council of the Great City Schools member districts that displays outstanding leadership, contributes to the ongoing work of the CGCS, and upholds high moral and ethical standards. Machion was not able to receive the award in person, but her Detroit colleagues accepted on her behalf. Read [more](#).
 Chiefs Information Officers Conference

- **Theme:** Data-Driven Futures: Enhancing Learning Outcomes through Technology.
- **Focus:** How data analytics and educational technologies can be used to enhance learning outcomes, including predictive analytics to identify at-risk students, personalized learning pathways, and data-informed instructional strategies.
- **Attendees:** This meeting is for Chief Information Officers, Director and Managers of Enterprise Applications (Business Solutions), IT Infrastructure & Architecture, Project Management, Customer Service & Support, IT Communications, and IT Security.

### Agenda

- **Agenda:** a copy of the agenda can be found [here](#).
- **Distinguished Service Award:** Evangelina (Eva) Mendoza, Chief Information Officer, in San Antonio Independent School District, was awarded the Distinguished Service Award at the Council’s 2024 Chief Information Officers Conference in Portland, OR.
- **Criteria for consideration include, but not limited to:**
  - Active in monthly Job-Alike meetings
  - Responsive to surveys and queries
  - Participate on IT reviews
  - Presentations at CGCS conferences
  - Participation on subcommittees that develop resources (Whitepapers, editorial feedback)
  - Contribute to strategic leadership discussions
- **Here is a highlight reel of conference pictures.**
Chief Financial Officer and Directors of Procurement, Risk Management, and Internal Audit Conference

- Planning is underway to host this conference in West Palm Beach, November 19-22, 2024.

- **Theme**: Empowering Student Success: Leveraging AI for Comprehensive Financial, Procurement, and Risk Excellence in Urban K-12 Education

- **Focus**: In a unified commitment, CFOs, Risk Managers, Procurement, and Internal Audit Professionals come together, leveraging innovative strategies and technologies, including AI, to enhance financial management while prioritizing student outcomes in urban K-12 education.

- **Attendees**: This meeting is for Chief Financial Officers, Risk Managers, Procurement Leaders, and Internal Auditors.

Priority: Increase member participation through value added services

**Connects to GOAL 2**: To lead, govern, and manage our urban public schools in ways that advance the education of our students and enhance the effectiveness and efficiency of our institutions.

- **Associated Activities**:
  - Actively engage with leaders throughout the functional areas (emails, text, surveys, etc.)
  - Convenes Strategic Support Teams (SSTs) to provide technical support to member districts. SSTs will focus on the areas of organizational structure, staffing levels, human resources, facilities operations, maintenance and operations, budget and finance operations, information technology, safety and security, procurement, food services, and transportation.
  - Actively recruit key leaders to participate.
  - Create processes and procedures to streamline associated activities.
  - Follow up with districts after SST to track implementation of recommendations.
  - Member spotlights of those districts doing something exceptionally well

- **Strategic Support Teams (SSTs)** are designed to provide a high-level review of a specific area of an organization. A team consists of practitioners who are either currently in leadership roles or those that previously served in senior roles for the function being reviewed.

- **SST Deployment July 2023 through June 2024**
  - Duval County Public Schools Finance – October 2023
  - Cleveland Metropolitan School District Safety – October 2023
- Anchorage Public Schools – November 2023
- School District of Philadelphia Transportation – December 2023
- Cleveland Metropolitan School District IT – February 2024
- Birmingham City Schools Finance – March 2024
- Boston Public Schools HR – May 2024
- Hawaii Department of Education – June 2024

➢ SST Schedule July 2024 – June 2025
  - Broward County Public Schools Procurement – July 2024

➢ Management Services – CGCS Communities Launch. These platforms are uniquely tailored for each community to engage in ongoing discussions and collaboration. As of June 2024, all Management Services Communities have launched.

<table>
<thead>
<tr>
<th>Order</th>
<th>Community Name</th>
<th>Community Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Information Technology</td>
<td><strong>Chief Information Officers</strong> in large, urban K-12 school districts serve a variety of roles to keep the IT infrastructure safe, secure, and reliable across all facets of the district.</td>
</tr>
<tr>
<td>2</td>
<td>Transportation</td>
<td><strong>Pupil Transportation Leaders</strong> in large urban K-12 school districts serve as key architects of safe, efficient student transportation. This dynamic community actively encourages collaboration, fostering the exchange of innovative strategies to navigate the distinct challenges of urban environments. Together, they raise standards, tackle shared issues, and build a supportive network that enhances transportation systems. Their collective efforts prioritize the safety, accessibility, and overall well-being of students across diverse urban landscapes.</td>
</tr>
<tr>
<td>3</td>
<td>Human Resources</td>
<td><strong>Chief Human Resource Officers (CHROs)</strong> in large urban K-12 school districts converge as a dynamic community, prioritizing collaboration, networking, and collective problem-solving. With a steadfast commitment to student outcomes, they lead strategic HR initiatives, aligning practices with educational goals. This collaborative space empowers CHROs to share innovative approaches, ensuring a diverse and inclusive workforce. By fostering professional development and talent recognition, the community attracts top educators. Through effective communication and relationship-building, these leaders promote a shared vision for student success. The community serves as a hub for inspiration, fostering a supportive environment, ultimately enhancing educational outcomes in urban settings.</td>
</tr>
<tr>
<td>4</td>
<td>Chief Operating Officers</td>
<td>This platform is uniquely tailored for <strong>Chief Operating Officers (COOs)</strong> to converge as a community dedicated to collaboration, networking, and collective problem-solving. Responsible for facilities, custodial, grounds, child nutrition, construction/capital building programs, and pupil transportation, these leaders share insights, best practices, and innovative solutions. Emphasizing student outcomes, the COO community fosters a supportive environment where ideas flourish, bridging gaps and enhancing operational efficiency. Together, they create a synergy that goes beyond individual roles, forming a collaborative hub that elevates</td>
</tr>
<tr>
<td>Order</td>
<td>Community Name</td>
<td>Community Description</td>
</tr>
<tr>
<td>-------</td>
<td>----------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>the K-12 educational experience and addresses challenges unique to the diverse urban context.</td>
</tr>
<tr>
<td>5</td>
<td>Safety &amp; Security</td>
<td>Safety &amp; Security Leaders in large urban K-12 school districts play a pivotal role in fostering a secure environment for students and staff. Charged with the responsibility of ensuring the well-being of all, their goal extends beyond conventional security measures to actively encourage collaboration within the community. By cultivating strong relationships with local law enforcement, parents, and educators, these leaders create a unified front against potential threats. Emphasizing open communication channels, proactive training, and community involvement, they strive to build a culture where everyone feels invested in maintaining a safe and nurturing educational environment for the next generation.</td>
</tr>
<tr>
<td>6</td>
<td>Facilities</td>
<td>Facilities Leaders overseeing a variety of functions in large urban K-12 school districts play a pivotal role in creating a conducive learning environment. Responsible for maintaining cleanliness, safety, and sustainability, their goal extends beyond operational efficiency to fostering collaboration within the community. By orchestrating teamwork among staff, educators, and students, these leaders enhance the overall school experience. Prioritizing open communication, resource optimization, and innovative solutions, they contribute to a thriving educational ecosystem where everyone feels invested in creating and maintaining a positive and inspiring school environment.</td>
</tr>
<tr>
<td>7</td>
<td>Finance</td>
<td>This platform is uniquely tailored for Chief Financial Officers (CFOs) collaboration in large urban K-12 school districts. It serves as a dynamic space where financial leaders converge, with a strategic focus on student outcomes-driven funding. CFOs leverage its capabilities to foster seamless communication. Prioritizing this collaborative tool, they cultivate a unified approach to financial oversight, ensuring alignment with the collective vision and goals of the diverse urban school community. The platform becomes a powerful catalyst for strategic partnerships, enhancing cohesion among financial leaders and strengthening their collective leadership impact, specifically directed towards student-centric financial decisions. Financial leaders are empowered to make informed decisions that optimally serve the educational needs of the district, emphasizing positive student outcomes through targeted funding.</td>
</tr>
<tr>
<td>8</td>
<td>Child Nutrition</td>
<td>This platform is uniquely tailored for Child Nutrition Leaders in large urban school districts to foster collaboration and networking. Dedicated to enhancing student outcomes, this community serves as a dynamic space where leaders unite to address challenges, share innovative solutions, and collectively drive progress in child nutrition. With a focus on creating</td>
</tr>
<tr>
<td>Order</td>
<td>Community Name</td>
<td>Community Description</td>
</tr>
<tr>
<td>-------</td>
<td>--------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>healthier, more nourishing school meals, these leaders collaboratively shape policies and practices, ensuring optimal well-being for students. Through shared expertise and collective problem-solving, this community empowers Child Nutrition Leaders to navigate complexities, ultimately enriching the educational experience and promoting the health and success of students in urban school districts.</td>
</tr>
<tr>
<td>9</td>
<td>Procurement</td>
<td>This platform is uniquely tailored for <strong>Procurement/Purchasing Leaders</strong> in large urban school districts. Unleash the potential of collective wisdom, as we converge to elevate student outcomes through innovative procurement strategies. This dynamic space is your nexus for collaboration, networking, and solution-driven discussions. Engage with fellow leaders, unravel challenges, and amplify the impact of your role in shaping educational excellence. Together, we forge a community where procurement pioneers unite, fostering an environment where every decision contributes to the holistic success of students. Join us in redefining the future of education through collaborative leadership and purposeful procurement.</td>
</tr>
<tr>
<td>10</td>
<td>Risk Management</td>
<td>This platform is uniquely tailored for <strong>Risk Management Leaders</strong> dedicated to optimizing student outcomes. This dynamic community serves as a platform for professionals to unite, exchange insights and collectively tackle the unique challenges prevalent in large urban school districts. Here, members contribute expertise, foster innovative problem-solving, and shape robust risk management practices. Join us in elevating leadership, forging valuable connections, and collectively driving positive change for safer, more successful learning environments within the urban K-12 landscape.</td>
</tr>
<tr>
<td>11</td>
<td>Internal Auditors</td>
<td>This platform is uniquely tailored for <strong>Internal Auditor Leaders</strong> in large urban school districts. This community is a dynamic space dedicated to collective problem-solving, fostering meaningful connections, and advancing the common goal of elevating student outcomes. Join this vibrant group of experts where collaboration is encouraged and celebrated. This is where Internal Auditor Leaders unite, forming a powerful network for continuous learning and mutual support. Together, we navigate complexities, drive positive change, and shape the future of urban education through effective collaboration and problem-solving.</td>
</tr>
</tbody>
</table>

- District Requested Survey July 2023 through June 2024  
  (Attached pdf)
Priority: Build leadership capacity among district Management Services

Connects to GOAL 2: To lead, govern, and manage our urban public schools in ways that advance the education of our students and enhance the effectiveness and efficiency of our institutions.

➢ Associated Activities:
  o Monthly Job Alike Meetings - Job Alike meetings are intended to provide a forum for business units (facilities, transportation, safety & security, finance, IT, HR, etc.) across CGCS to receive updates on legislative matters, discuss issues that may be important to the members, and an opportunity to network to name a few. Leaders are welcome to invite members of their teams that could benefit from the dialogue and/or growth opportunity. It’s an offering that is intended to add value for member districts and participation is optional.
  o Expand the Council’s urban school executive’s management training program to include chief operating officers, chief financial officers, human resource directors, chief information officers. The Michael Casserly Institute is a way to engage with leaders within organizations that have the potential and interest to lead at the next level. It is designed for individuals who meet the highest professional standards and have the attributes to assume senior executive positions to take on the challenges that large urban school districts face. There are presently active participants in CFO and CIO tracts.

Working Groups to Develop Guidelines and Standards

➢ Interoperability Cohort Program
  The Interoperability Coalition Program was funded with a grant from the Gates, CZI, and Michael and Susan Dell Foundations. ISTE and CCSSO partnered with CGCS in this program. The program was funded for three years and concluded on October 31, 2023. The program focus was to assess the maturity levels in systems and interoperability and data privacy and support the district in their efforts to improve their data governance and management, Edtech procurement policies and practices, governance and project management, and data privacy.

CGCS invited the following 21 member districts to participate in this three-year program.
Based on the initial, interim and final assessments the participating districts showed significant progress in the six focus areas.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Number of Districts Showing Growth EOY 1 Assessment</th>
<th>Percentage of Districts Showing Growth After 1 Year (13 districts reporting)</th>
<th>Number of Districts Showing Growth Final Assessment</th>
<th>Percentage of Districts Showing Growth After 2 Years (16 districts reporting)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership and Vision</td>
<td>8</td>
<td>62%</td>
<td>14</td>
<td>87.5%</td>
</tr>
<tr>
<td>Procurement</td>
<td>6</td>
<td>46%</td>
<td>14</td>
<td>87.5%</td>
</tr>
<tr>
<td>Governance</td>
<td>12</td>
<td>92%</td>
<td>14</td>
<td>87.5%</td>
</tr>
<tr>
<td>Technology and Infrastructure Landscape</td>
<td>7</td>
<td>54%</td>
<td>16</td>
<td>100%</td>
</tr>
<tr>
<td>Implementation Fidelity</td>
<td>4</td>
<td>31%</td>
<td>9</td>
<td>56.3%</td>
</tr>
<tr>
<td>Privacy</td>
<td>6</td>
<td>46%</td>
<td>10</td>
<td>62.5%</td>
</tr>
</tbody>
</table>

The final report was shared with the coalition members and program funders. Individual district reports were shared with each district. Dr. Tom Ryan, Shahryar Khazei, Maritess Plewnarz, and Eric Vignola represented CGCS in this program.

Overview of K-12 Gen AI Maturity Tool

The Council of The Great City Schools (CGCS), in partnership with the Consortium for School Networking (CoSN) and supported by a grant from Amazon Web Services (AWS), has developed the K-12 Gen AI Maturity Tool. This tool serves as a vital resource for assessing the current state of AI readiness within school districts. It evaluates readiness across six major domains: Leadership, Operational, Data, Technical, Security, and Legal Risk. The tool has been recognized in several professional publications and translated for use internationally, highlighting its broad applicability and value.

Phase Two Workshop

With additional funding from AWS, CGCS conducted a half-day, face-to-face workshop with leadership teams from four school districts, three of which are CGCS member districts. The workshop’s objectives
were to validate self-assessment findings from the K-12 Gen AI Maturity Tool and establish future organizational goals for Gen AI. This initiative also aimed to identify cross-functional leadership roles to guide policy development, manage risks, develop procedures, and coordinate AI implementation.

The participating districts included:

- **Chicago Public Schools (CPS)**
- **Fresno Unified School District (FUSD)**
- **Clark County School District (CCSD)**

**District Feedback and Next Steps**

**Clark County School District (CCSD):**

- Utilized the workshop to kick off their AI strategic planning efforts.
- Next steps include formalizing a district cross-functional group with the CIO taking the lead.

**Chicago Public Schools (CPS):**

- Provided positive feedback and is currently editing a guidebook for AI implementation, scheduled for public release on May 23.
- Established a Gen AI Steering Committee and an Operational Steering Committee, starting this summer.
- Plans to integrate AI into a 5-year strategic plan with capital funding included.

**Fresno Unified School District (FUSD):**

- Leveraged the workshop to enhance AI understanding among the cabinet members and is at the beginning of their AI journey.
- Recognized the importance of understanding risks and developing appropriate guardrails as staff and students are already using AI.

**CGCS CIO Conference**

The CGCS CIO Conference, held in Portland, initiated an AI cross-functional planning team to provide ongoing direction, resources, and support to member schools. The team aims to include cross-functional representation from instruction and operational job-alike groups. Their goal is to address ongoing policy, processes, and guidance for AI implementation.

**Conclusion**

The efforts and feedback from the participating districts underscore the importance and impact of the K-12 Gen AI Maturity Tool and the workshops. As districts continue to advance in their AI journeys, CGCS remains committed to supporting these initiatives through comprehensive resources, strategic planning, and cross-functional collaboration.
Educational Sector Government Coordinating Council (GCC)

At the start of 2023-2024 school year, the U.S. Department of Education (Department) and federal agency partners announced a series of commitments to support K-12 cybersecurity improvements. One of these commitments is the Department’s plan to establish an Education Sector Government Coordinating Council (GCC), a federally recognized coordinating body of governmental entities in the education sector that will voluntarily commit to Department-led coordination and facilitation of information sharing, technical assistance, and guidance to combat K-12 cybersecurity incidents.

Planning session topics will include but not be limited to the following:

- **GCC Membership**
  - Ensuring broad representation
  - Addressing any criteria questions and recommendations

- **Governance Structure Considerations**
  - Consensus and collaboration
  - Situational contingencies, such as recognition and disclosure of limitations imposed by state or local authorities that govern one or more members that prevent them from entering into consensus
  - Actions of individual members may not be binding for the government agency or organization they represent

- **Executive Committee Responsibilities**
  - Meeting location and agenda development
  - Monitoring and closure of issues and initiatives
  - Administrative and meeting support, including logistics and meeting minutes
  - Communications
  - Member and records management
  - Maintenance of Education Facilities Subsector GCC governance documents

- **Technical Assistance**
  - Target Audience(s)
  - Organizing Structure

- **Federal Partner Collaboration Opportunities**
  - CISA
  - FCC

The following individuals represent CGCS in GCC:

- Willie Burroughs - Director of Management Services, CGCS
- Shahryar Khazei - CIO, Los Angeles Unified School District (retired)
- Don Wolff - CTO, Portland Public Schools
- Mark Racine - CTO, Boston Public Schools
MANAGEMENT SERVICES SURVEY REQUESTS
<table>
<thead>
<tr>
<th>Date of Request</th>
<th>Requestor</th>
<th>Contact Information</th>
<th>District</th>
<th>Functional Area</th>
<th>Request/Inquiry</th>
<th>Survey Launch</th>
</tr>
</thead>
<tbody>
<tr>
<td>6/29/23</td>
<td>Roderick Richmond</td>
<td><a href="mailto:richmond9962@bellsouth.net">richmond9962@bellsouth.net</a></td>
<td>Memphis Shelby County Schools</td>
<td>Facilities</td>
<td>A member district is considering transferring athletic field maintenance from its Facilities Department to its Athletics Department and is interested in learning how other districts are managing these functions. In addition, the requesting district would like to have the supporting job descriptions, essential functions, and scope of work for this role. They are also interested in knowing if the district’s athletics department provides centralized support (e.g., scheduling, professional development, regulatory oversight) versus a decentralized model where the athletic director at the school level manages any/all of the aforementioned essential functions.</td>
<td>6/30/23</td>
</tr>
<tr>
<td>7/2/23</td>
<td>Sharon Reese</td>
<td><a href="mailto:sreese2@pps.net">sreese2@pps.net</a></td>
<td>Portland Public Schools</td>
<td>HR</td>
<td>A member district is trying to determine if there are any council member districts that offer a multilingual stipend or other form of compensation to licensed administrators, particularly principals or vice-principals, for their language skills or use. Portland Public Schools (PPS) offers a multilingual stipend to classified and certified staff who are fluent in a language that 15% or more of the students in their school speak that language. We do not offer one to administrators.</td>
<td>7/5/23</td>
</tr>
<tr>
<td>7/2/23</td>
<td>Eugene Baker</td>
<td><a href="mailto:GBaker@dadeschools.net">GBaker@dadeschools.net</a></td>
<td>Miami Dade County Schools</td>
<td>IT</td>
<td>A member district is interested in learning what time and attendance system others are using and its impact on the ERP payroll system.</td>
<td>7/5/23</td>
</tr>
<tr>
<td>7/2/23</td>
<td>Kathi Hayward</td>
<td><a href="mailto:haswaka@tulsaschools.org">haswaka@tulsaschools.org</a></td>
<td>Tulsa Public Schools</td>
<td>Finance</td>
<td>A member district is currently exploring the development of a compensation philosophy statement. They are interested in learning from other districts that have undertaken similar work.</td>
<td>7/10/23</td>
</tr>
<tr>
<td>7/2/23</td>
<td>Chris Turner</td>
<td><a href="mailto:Chris.Turner@WashoeSchools.net">Chris.Turner@WashoeSchools.net</a></td>
<td>Washoe County School District</td>
<td>IT</td>
<td>We are interested in learning what board policies other districts are developing on artificial intelligence</td>
<td>7/20/23</td>
</tr>
<tr>
<td>7/2/23</td>
<td>Luke Newman</td>
<td><a href="mailto:newman3@usd259.net">newman3@usd259.net</a></td>
<td>Wichita Public Schools</td>
<td>Facilities</td>
<td>A member district is in the process of opposing the latest electricity rate increase. In connection with that effort, they are attempting to collect information from other members of CGCS concerning their electrical usage and the rates paid.</td>
<td>7/26/23</td>
</tr>
<tr>
<td>7/2/23</td>
<td>Dr. Gabriella Blakey</td>
<td><a href="mailto:gabriella.blakey@aps.edu">gabriella.blakey@aps.edu</a></td>
<td>Albuquerque Public Schools</td>
<td>Facilities</td>
<td>A member district is interested in learning what protocols (if any) districts have for monitoring and taking action if indoor/outdoor temperatures are deemed &quot;too hot&quot; or &quot;too cold&quot;.</td>
<td>7/27/23</td>
</tr>
<tr>
<td>7/2/23</td>
<td>Dr. Kristina Mason</td>
<td><a href="mailto:Kristina.Mason@WashoeSchools.net">Kristina.Mason@WashoeSchools.net</a></td>
<td>Washoe County School District</td>
<td>HR</td>
<td>A member district is interested in obtaining exemplars for Executive Leadership (Cabinet/Chief) level positions as they revise and update their compensation for this employee group. The following information is requested: Salary range and schedule; Compensation package to include (benefits, monetary additives, non-monetary additives, other); and Leadership manuals.</td>
<td>7/28/23</td>
</tr>
<tr>
<td>11/16/23</td>
<td>Eddie Muns</td>
<td><a href="mailto:eddie.muns@jefferson.kyschools.us">eddie.muns@jefferson.kyschools.us</a></td>
<td>Jefferson County Public Schools</td>
<td>Finance</td>
<td>Jefferson County School District is interested in learning how other districts are reporting time and attendance for their employees.</td>
<td>11/21/23</td>
</tr>
<tr>
<td>11/15/23</td>
<td>Chris Turner</td>
<td><a href="mailto:chris.turner@washoeschools.net">chris.turner@washoeschools.net</a></td>
<td>Washoe County School District</td>
<td>IT</td>
<td>We are excited by the opportunity to have our I.T. Department audited for structure, efficiency, security, compliance, special projects, staffing, and effectiveness, so I would like to politely request: Any RFP / RFQ you may have used for your own I.T. audit, but particularly Any vendors or consultants that perform K12 I.T. audits If you have examples, please email me directly (<a href="mailto:chris.turner@washoeschools.net">chris.turner@washoeschools.net</a>).</td>
<td>11/21/23</td>
</tr>
<tr>
<td>11/7/23</td>
<td>Rennette Apodaca</td>
<td><a href="mailto:rennette.apodaca@aps.edu">rennette.apodaca@aps.edu</a></td>
<td>Albuquerque Public Schools</td>
<td>Finance</td>
<td>ERP Financial System Survey.</td>
<td>11/28/23</td>
</tr>
<tr>
<td>Date of Request</td>
<td>Requestor</td>
<td>Contact Information</td>
<td>District</td>
<td>Functional Area</td>
<td>Request/Inquiry</td>
<td>Survey Launch</td>
</tr>
<tr>
<td>-----------------</td>
<td>---------------------------</td>
<td>------------------------------------</td>
<td>-----------------------------------</td>
<td>-----------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>11/28/23</td>
<td>Kathi Hayward</td>
<td><a href="mailto:haywaka@tulsaschools.org">haywaka@tulsaschools.org</a></td>
<td>Tulsa Public Schools</td>
<td>Finance</td>
<td>We are looking into the ACP program for our students. One of the things we are</td>
<td>12/4/23</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>working to determine is to if we need to have an agreement with the ACP</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>vendor or if we can simply communicate to our community that the program</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>exists. Would you be able to survey the Council and see how each district</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>handles this?</td>
<td></td>
</tr>
<tr>
<td>12/21/23</td>
<td>Joe Phillips</td>
<td><a href="mailto:josiah.phillips@browardschools.com">josiah.phillips@browardschools.com</a></td>
<td>Broward County Public Schools</td>
<td>IT</td>
<td>We are looking into the ACP program for our students. One of the things we are</td>
<td>1/3/24</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>working to determine is to if we need to have an agreement with the ACP</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>vendor or if we can simply communicate to our community that the program</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>exists. Would you be able to survey the Council and see how each district</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>handles this?</td>
<td></td>
</tr>
<tr>
<td>12/4/23</td>
<td>Jadine Chou</td>
<td><a href="mailto:jochou@cps.edu">jochou@cps.edu</a></td>
<td>Chicago Public Schools</td>
<td>Safety</td>
<td>Conduct survey of other districts in determining how resources are allocated</td>
<td>12/21/23</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12/21/23</td>
<td>Ali Malik</td>
<td><a href="mailto:ali.malik@houstonisd.org">ali.malik@houstonisd.org</a></td>
<td>Houston Independent School District</td>
<td>Finance</td>
<td>The district is requesting an Excel or csv file of data for all years for the</td>
<td>12/21/23</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Managing for Results KPI</td>
<td></td>
</tr>
<tr>
<td>1/2/24</td>
<td>Melanie Harris</td>
<td><a href="mailto:mharris@philasd.org">mharris@philasd.org</a></td>
<td>School District of Philadelphia</td>
<td>IT</td>
<td>We are attempting to collect data as it relates to resources allocated for district</td>
<td>1/10/24</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>benefits. Please provide your feedback through the survey.</td>
<td></td>
</tr>
<tr>
<td>1/24</td>
<td>David Palmer</td>
<td><a href="mailto:dpalmer@cgcs.org">dpalmer@cgcs.org</a></td>
<td>CGCS</td>
<td>Benefits</td>
<td>We are attempting to collect data as it relates to resources allocated for district</td>
<td>1/10/24</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>benefits. Please provide your feedback through the survey.</td>
<td></td>
</tr>
<tr>
<td>1/5/24</td>
<td>Yolanda Mendez</td>
<td><a href="mailto:YMendez@NPS.K12.NJ.US">YMendez@NPS.K12.NJ.US</a></td>
<td>Newark Board of Education</td>
<td>HR</td>
<td>With the change on the I-9 implementation guidelines now going back to face</td>
<td>1/30/24</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>face to face review, I would be interested in hearing how you are all implementing</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>the back-log and moving forward with the process. Of particular interest is how</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>implementation is done in large districts that do not participate with E-verify.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Also, is there a vendor that anyone is utilizing that perhaps has been able to</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>establish a best practice in this area?</td>
<td></td>
</tr>
<tr>
<td>1/11/24</td>
<td>Christopher Doherty</td>
<td><a href="mailto:CDoherty@bcps.k12.md.us">CDoherty@bcps.k12.md.us</a></td>
<td>Baltimore City Public Schools</td>
<td>Finance</td>
<td>One thing that your friends at Baltimore City Schools are trying to do (better) is</td>
<td>1/26/24</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>maximize the value, effectiveness and oversight of our contracts with vendors</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>by close and knowledgeable contract monitoring/management. In your district,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>do you have a “program” person (ex. Academics person, Math Coordinator,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Director of After School Programs, etc.) as the lead Contract Monitor, or a</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>“support” person (ex. Procurement person, Accounting person, Finance person,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>AP person, etc.) play that role? Do you have a “Contract Monitor” as a separate</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>job title? Or is it more like ‘extra duties, as assigned.” Bit more context:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Once a contract gets up and going - especially big and complex ones - they can be</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>challenging to monitor/manage very closely, especially when vendor personnel</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>are scattered across a wide range of schools, etc. and no single school feels the</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>level of ownership that they might if such vendor was “only” their vendor. Right</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>now, we assign “Contract Monitors” to each contract, and they invariably come</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>from the program office most closely linked to the goods and/or services being</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>provided, but often the same person is the same CM for multiple contracts and such</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>person is not always able to keep up/stay on top of things and we are trying to</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>improve.</td>
<td></td>
</tr>
<tr>
<td>1/12/24</td>
<td>Joseph Sanches</td>
<td><a href="mailto:joseph.sanches@palmbeachschools.org">joseph.sanches@palmbeachschools.org</a></td>
<td>Palm Beach County Schools</td>
<td>Facilities</td>
<td>Please share, if you have one, a RFP and contract for Emergency/Disaster</td>
<td>1/23/24</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Response Contracting Services in which respondents need to demonstrate the</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>experience, capacity and access to resources in order to rapidly respond to a</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>large-scale disaster.</td>
<td></td>
</tr>
<tr>
<td>Date of Request</td>
<td>Requestor</td>
<td>Contact Information</td>
<td>District</td>
<td>Functional Area</td>
<td>Request/Inquiry</td>
<td>Survey Launch</td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------</td>
<td>---------------------</td>
<td>----------</td>
<td>-----------------</td>
<td>----------------</td>
<td>---------------</td>
</tr>
</tbody>
</table>
| 1/12/24         | Jocelyn 'Josie' Sturgis | jocelyn.sturgis@dmschools.org | Des Moines Public Schools | HR | Two resource questions:  
a. I was asked by a partner district if there are any softwares for allocation planning (ie, how many staff members are needed based on different enrollment demographics). We do these all by hand, but I wasn’t sure if there was a resource for looking up similar items?  
b. We currently use a manual process for Workman’s Comp claims that doesn’t meet what I would consider best practice for a couple of different reasons. Is there any resources for identifying what other larger school districts do for processes like this? | 1/30/24 |
<p>| 1/24/24         | Allison Monbleau | <a href="mailto:allison.monbleau@palmbeachschools.org">allison.monbleau@palmbeachschools.org</a> | Palm Beach County Schools | Operations | A member district is seeking feedback regarding bus routing polices, ridership policies, driver pay, and transportation and maintenance metrics. | 2/23/24 |
| 12/13/23        | Jim Jury | <a href="mailto:jim.jury@jefferson.kyschools.us">jim.jury@jefferson.kyschools.us</a> | Jefferson County Public Schools | Transportation | As we continue to struggle with bus driver recruitment, I’m wondering if any of you have deployed any recruitment strategies that have been a success when it comes to getting bus drivers? I’d love to hear what’s working for you! | 1/26/24 |
| 1/26/24         | Carolyn Callahan | <a href="mailto:carolyn.callahan@jefferson.kyschools.us">carolyn.callahan@jefferson.kyschools.us</a> | Jefferson County Public Schools | Transportation | I am attempting to gather some information for our District Leadership surrounding customer service in the GGSC member districts. We are interested in finding out if other districts have any customer service positions at the District, Department, or school level. These would be positions that are strictly focused on customer service culture and initiatives in the district. Would you be able to send a request email out to the member districts to see if they could provide me with this information? | 1/29/24 |
| 1/29/24         | Krug, Miroslava | <a href="mailto:mkrug@cps.edu">mkrug@cps.edu</a> | Chicago Public Schools | Facilities | I’m the new COO in Aurora Public Schools this year and we are looking to address our critical driver shortage. I was hoping you could help in soliciting any potential RFPs member schools have submitted before partnering with 3rd party transportation companies (i.e. First Student, Durham, or any others.). Any help would be appreciated. | 1/31/24 |
| 1/29/24         | Craig Lyle | <a href="mailto:crlyle@aurorak12.org">crlyle@aurorak12.org</a> | Aurora Public Schools | Transportation | MPS is taking possession of 25 electric buses and would appreciate the following: School District, Number of electric buses, Number of electric vehicles, Insurance Company, Limit of Liability, Physical Damage deductible, Annual premium for electric buses, Average repair cost per bus, Average repair cost per vehicle | 2/1/24 |
| 1/29/24         | Jeff Thomas | <a href="mailto:jethomas@atlanta.k12.ga.us">jethomas@atlanta.k12.ga.us</a> | Atlanta Public Schools | Risk Management | I am hoping you can assist me in obtaining HR staffing information as we are trying to do a comparison of the areas below. I need administrative and clerical positions along with the total number of employees for school district. Any assistance you can provide would be greatly appreciated. | 2/29/24 |
| 2/7/24          | Dr. Dawn Baglos | <a href="mailto:dbaglos@dadeschools.net">dbaglos@dadeschools.net</a> | Miami Dade County Schools | HR | I am emailing you on behalf of Soheil Katal, CIO of LAUSD. He asked that I share this google form link with you to share with other GCSC members. We are conducting a survey on devices and would appreciate their feedback. | 2/29/24 |
| 2/7/24          | Soheil Katal | <a href="mailto:soheil.katal@lausd.net">soheil.katal@lausd.net</a> | Los Angeles Unified School District | IT | I wondered if you have a posting board? I currently have the attached position available and wanted to reach a larger audience. Any help would be appreciated. | 2/29/24 |
| 2/12/24         | Kelly H. Kluttz | <a href="mailto:kellyh.kluttz@cms.k12.nc.us">kellyh.kluttz@cms.k12.nc.us</a> | Charlotte Mecklenburg Schools | Finance | | 2/12/24 |</p>
<table>
<thead>
<tr>
<th>Date of Request</th>
<th>Requestor</th>
<th>Contact Information</th>
<th>District</th>
<th>Functional Area</th>
<th>Request/Inquiry</th>
<th>Survey Launch</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/6/24</td>
<td>Francesse Canty</td>
<td><a href="mailto:fcanty@bostonpublicschools.org">fcanty@bostonpublicschools.org</a></td>
<td>Boston Public Schools</td>
<td>HR</td>
<td>I am looking for some organization charts for a few districts that are comparable to BPS. We would like to see where the Chief Financial Officer sits with respect to the Superintendent. Additionally, what is the typical salary?</td>
<td>2/13/24</td>
</tr>
</tbody>
</table>
| 2/22/24         | David Switzer   | david.switzer@cms.k12.nc.us | Charlotte Mecklenburg Schools | Facilities   | What system are you currently using to process work orders in your district?  
- How does your schools and departments use the work order system outside of entering a work order?  
- What specific features of your current system do you find most useful?  
- What are the main challenges you face when using your current work order system/CMMS?  
- How user-friendly do you find the interface for entering work orders in your current system?  
- How important is mobile access to the work order system/CMMS for your team?  
- Are there any specific challenges or difficulties your customers encounter when submitting work orders?  
- Do you receive adequate support or training on how to use the work order system effectively?  
- What finance system does your district use and does it interface with your work order system?  
- What additional features or functionalities would you like to see if you were looking into a new work order system/CMMS?  
- Do you have a current SOP for work orders processing that you can share?  
If so, please attach. | 2/27/24      |
| 2/28/24         | Althea Albert-Santiago | Althea.Albert-Santiago@slps.org | St. Louis Public Schools | Child Nutrition   | St. Louis Public Schools is seeking information from other districts regarding a couple RFPs that they are developing and would appreciate your feedback. The request is as follow:  
**Fresh Fruit and Vegetable Program**  
- Bid for the Fresh Fruit and Vegetable Program  
- Vendors that could provide services for 39 elementary schools  
**District Vending Services** - vendors that could provide vending services for 39 elementary schools  
- Vendors that could provide services for 39 elementary schools | 2/29/24      |
| 2/16/24         | Dave Mauck      | dave.mauck@fayette.kyschools.us | Fayette County Public Schools | Facilities   | Request: I am looking for some information on school specific Facility Maintenance Budgetary Numbers broken down by High / Middle / and Elementary School SqFtage. The industry standard for facility maintenance is 1-4% of replacement or new install value. I know that currently we are quoting out a new high school here in Lexington and it is already over the $500.00 mark / sqft... Any help you could get me on a standard specific to schools would be greatly appreciated.  
*Response:* My apologies that it’s taking so long to get back to you. Unfortunately, I'm not aware of any literature that exists within CGCS. There is/was a report that I referenced often as a COO called State of Our Schools. I've attached the 2021 release. I’m also including a 2014 report that was generated by the CGCS entitled Reversing the Cycle of Deterioration in the Nation’s Public School Buildings. We are planning to commission a task force to update the report. | 2/28/24      |
<table>
<thead>
<tr>
<th>Date of Request</th>
<th>Requestor</th>
<th>Contact Information</th>
<th>District</th>
<th>Functional Area</th>
<th>Request/Inquiry</th>
<th>Survey Launch</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/20/24</td>
<td>Keith Sumas</td>
<td><a href="mailto:Keith.Sumas@atlanta.k12.ga.us">Keith.Sumas@atlanta.k12.ga.us</a></td>
<td>Atlanta Public Schools</td>
<td>Safety</td>
<td>What is the process for asking Council of the Great City Schools’ members if they have a regulation or policy for classroom doors being locked during instructional hours? If one exists, can they share it?</td>
<td>3/26/24</td>
</tr>
<tr>
<td>4/14/24</td>
<td>Tammi Chun</td>
<td><a href="mailto:tammi.chun@k12.hi.us">tammi.chun@k12.hi.us</a></td>
<td>Hawaii Department of Education</td>
<td>Other</td>
<td>A member district is interested in obtaining examples of Business Continuity &amp; Disaster recovery plans. Please share your district’s plans by uploading files to this Google folder Disaster Recovery + Business Continuity. Survey sent to current list of COOs and CIOs.</td>
<td>4/25/24</td>
</tr>
<tr>
<td>4/23/24</td>
<td>Toni Thompson</td>
<td><a href="mailto:TThompson@saisd.net">TThompson@saisd.net</a></td>
<td>San Antonio Independent School District</td>
<td>Other</td>
<td>A member district is interested in obtaining examples of Business Continuity &amp; Disaster recovery plans. Please share your district’s plans by uploading files to this Google folder Disaster Recovery + Business Continuity. Survey sent to current list of COOs and CIOs.</td>
<td>4/25/24</td>
</tr>
<tr>
<td>5/2/24</td>
<td>Daniel Garcia</td>
<td><a href="mailto:daniel.garcia3@fwisd.org">daniel.garcia3@fwisd.org</a></td>
<td>Fort Worth Independent School District</td>
<td>Safety</td>
<td>Can you put out a question to our group to inquire if anyone is using an AI Weapons Detection Solution that they would recommend?</td>
<td>5/6/24</td>
</tr>
<tr>
<td>5/3/24</td>
<td>Pedro Salcido</td>
<td><a href="mailto:pedro.salcido@lausd.net">pedro.salcido@lausd.net</a></td>
<td>Los Angeles Unified School District</td>
<td>IT</td>
<td>A member district is trying to collect some contract comparisons on Apple device contracts. Specifically, they are trying to ascertain the device cost negotiated with other big urban districts to develop a benchmark comparison on negotiated contracts with Apple Inc.</td>
<td>5/6/24</td>
</tr>
</tbody>
</table>