



SUPPORTING AMERICA'S GREAT CITY SCHOOLS:

A Summary of Member Benefits,
Services, and Products



Council of the Great City Schools

THE NATION'S VOICE FOR URBAN EDUCATION

SEPTEMBER 2022



CONTENTS

- ABOUT THE COUNCIL OF THE GREAT CITY SCHOOLS 1
- OUR VISION 2
- OUR MISSION 2
- OUR GOALS 3
- ORGANIZATIONAL STRUCTURE 3
- WHAT MEMBERS GET FOR THEIR DUES 5
- DETAILED OVERVIEW OF COUNCIL SERVICES AND PRODUCTS 8
- COUNCIL SERVICES 9
- COUNCIL PRODUCTS 15
- AWARDS AND SCHOLARSHIPS 21
- COUNCIL STAFF 23
- LIST OF MEMBER DISTRICTS 24

ABOUT THE COUNCIL OF THE GREAT CITY SCHOOLS

The Council of the Great City Schools brings together the nation's largest urban public school systems in a coalition dedicated to the improvement of education for children in the inner cities. The Council and its member school districts work to help our schoolchildren meet the highest standards and become successful and productive members of society.

The Council keeps the nation's lawmakers, the media, and the public informed about the progress and problems in big-city schools. The organization does this through legislation, communications, research, and technical assistance.

The organization also helps to build capacity in urban education with programs to boost academic performance and narrow achievement gaps; improve professional development; and strengthen leadership, governance, and management.

The Council of the Great City Schools accomplishes its mission by connecting urban school district personnel from coast to coast who work under similar conditions. Staff with responsibilities for curricula, research and testing, finance, operations, personnel, technology, legislation, communications, and other areas confer regularly under the Council's auspices to share concerns and solutions and discuss what works in boosting achievement and managing operations.

In addition, joint efforts with other national organizations, corporations, and government policymakers extend the Council's influence and effectiveness outside member school districts to the larger, interdependent world that will ultimately benefit from the contributions of today's urban students.

Since the organization's founding in 1956, geographic, ethnic, language, and cultural diversity has typified the Council's membership. That diversity propels the coalition forward to see that all citizens receive an education that will equip them with the skills and knowledge to compete successfully in the world marketplace and to enhance the quality of their lives in a society changing with phenomenal speed. The wellspring of accomplishments and innovations rising from our inner cities testifies to the resounding benefits of investment in the nation's urban centers and in their public schools.



OUR VISION

Urban public schools exist to teach students to the highest standards of educational excellence. As the primary American institution responsible for weaving the strands of our society into a cohesive fabric, we—the leaders of America’s Great City Schools—see a future where the nation cares for all children, expects their best, appreciates their diversity, invests in their futures, and welcomes their participation in the American dream.

The Great City Schools are places where this vision becomes tangible and those ideals are put to the test. We pledge to commit ourselves to the work of advancing empathy, equity, justice, and tolerance, and we vow to do everything we can to vigorously resist the forces of ignorance, fear, and prejudice, as we teach and guide our students. We will keep our commitments, and as we do and as society supports our endeavors, cities will become the centers of a strong and equitable nation, with urban public schools successfully teaching our children and building our communities.

OUR MISSION

It is the special mission of America’s urban public schools to educate the nation’s most diverse student body to the highest academic standards and prepare them to contribute to our democracy and the global community.





OUR GOALS

- To educate all urban school students to the highest academic standards.
- To lead, govern and manage our urban public schools in ways that advance the education of our children and inspire the public's confidence.
- To build a confident, committed and supportive urban community for raising the achievement of urban public schoolchildren

ORGANIZATIONAL STRUCTURE

School districts located in cities with populations over 250,000 and student enrollments over 35,000 are eligible for membership in the Council of the Great City Schools. Membership is also open to those districts serving a state's largest city, depending on its urban characteristics.

The **Board of Directors** is composed of the superintendent and one board of education member from each member district, making the Council the only national educational organization so constituted and the only one whose purpose and membership is solely urban.

The board meets twice a year to determine and adopt policies. It elects a 24-member executive committee, which exercises governing authority when the board is not in session.

The Board of Directors has established five special task forces to address major issues facing the membership. These include **English Language Learners and Bilingual Education Task Force** to focus on issues around the education of English language learners.

A **Task Force on Achievement and Professional Development** was established to eliminate gaps in the academic achievement of traditionally marginalized communities (e.g., race/ethnicity, disability status, English learner status).

A **Task Force on Leadership, Governance, Management, and Finance** addresses concerns about issues surrounding urban school leadership and management. **Black and Latino Young Men and Boys Task Force** works to implement the pledge the membership took to improve conditions and outcomes for these

students. And the organization has recently initiated a **Black and Latina Young Women and Girls Task Force** to strengthen its commitment to equity.

Three subcommittees of the Executive Committee provide support in financial and organizational areas:

By-Laws: Defines the Council’s mission, responsibilities, and composition within the framework of applicable laws and regulations.

Audit: Reviews and studies budgetary matters and ensures that revenues are properly managed.

Membership: Determines eligible cities for membership and recruits, screens, and recommends new members.

The Executive Committee is also made up of representatives from **Historically Black Colleges and Universities** and deans from the **Great City Colleges of Education**.



WHAT MEMBERS GET FOR THEIR DUES



Access to the Council's network of urban public school leaders and staff to gain insights, get answers to questions, and share successes. This includes access to a member-only website with resources.



Access to the Council's team of experts in education legislation, policy, and regulations to ensure member districts have the updated information on federal policy developments and can address special advocacy needs.



Access to coaching and technical assistance to school boards to support their governance role in the district.



Access to leadership support for Superintendents and their executive teams to improve leadership and management.



Access to Council award programs and scholarships honoring special achievements in urban education, presented at conferences and meetings throughout the year.



Access to timely updates and summaries on key policies issued or under consideration by the U.S. Congress, the White House, and federal agencies, including the U.S. Department

of Education, Office of Civil Rights, U.S. Department of Agriculture, National Assessment Governing Board, Centers for Disease Control, Department of Homeland Security, Federal Communications Commission, Federal Emergency Management Agency, and others.



Use of the Council's strategic support teams to review instructional programs, special education, bilingual education, budget and finance operations, business services, and other functions of member district school systems to ensure they are operating effectively and efficiently.



Access to the role-alike conferences and Zoom meetings held throughout the year with Great City Schools' superintendents, school board representatives and chairs, chief academic officers, chief financial officers, chief operating officers, bilingual education directors, special education directors, general counsels, transportation directors, food service directors, facilities directors, chief information officers, security directors, chiefs of schools, chiefs of curriculum for core content areas, equity officers, social and emotional learning directors, and others.



Access to the Council's digital monthly newsletter, *Urban Educator*, reporting the latest developments in urban schools across the country and providing an outlet for member districts to showcase their successes and progress. [Click here to subscribe to *Urban Educator*](#).



Representing urban schools to ensure a strong voice for urban public education on national task forces, commissions, advisory groups, and meetings of other K-12 organizations.



Access to the Council's unique performance management system and Key Performance Indicators (KPIs), allowing districts to compare operations and academic outcomes on over 500 measures with peer districts.



Access to the Council's online [jobs board](#), allowing members to advertise their vacant administrative positions.



Ability to participate in the Council's research projects and have access to all the organization's analyses, special reports, case studies, research briefs, surveys, and data.



Technical assistance and guidance for member districts participating in the NAEP Trial Urban District Assessment.



Receipt of a district-specific annual report that itemizes services that the Council provides to the member district and the return-on-investment districts get for their dues.



Voting rights for the superintendent and one school board representative on the Council's Board of Directors, which meets twice each year during our Legislative Conference in the spring and our Annual Fall Conference.



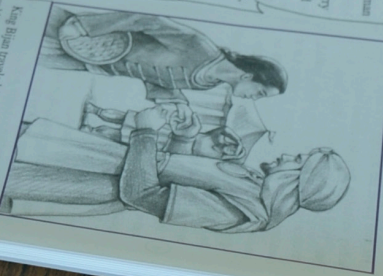
Complimentary registration for the superintendent and school board representative to the Council's Annual Legislative Meeting and Fall Conference.



Guidance and technical assistance to solve operational problems with federal grant programs.



The Wisdom of Nahid



King Bhan traveled far and wide but, at first, he did not find out why men were despairing in his kingdom. He saw a large group of men in a village near the edge of a village. When he asked them why they were so sad, they told him that a flood had washed away their crops and their homes. King Bhan was very angry. He wanted to punish the people who were so sad. He decided to send them to a faraway land. He told his men to take the people there. They took them to a faraway land. King Bhan was very angry. He wanted to punish the people who were so sad. He decided to send them to a faraway land. He told his men to take the people there. They took them to a faraway land.

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End-of-Grade Reading Practice

Name _____
 Teacher _____
 School _____
 City _____
 Date of Birth _____

Practice One

1. (A) (B) (C) (D)
2. (A) (B) (C) (D)
3. (A) (B) (C) (D)
4. (A) (B) (C) (D)
5. (A) (B) (C) (D)
6. (A) (B) (C) (D)
7. (A) (B) (C) (D)
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36. (A) (B) (C) (D)
37. (A) (B) (C) (D)
38. (A) (B) (C) (D)
39. (A) (B) (C) (D)
40. (A) (B) (C) (D)
41. (A) (B) (C) (D)
42. (A) (B) (C) (D)
43. (A) (B) (C) (D)
44. (A) (B) (C) (D)
45. (A) (B) (C) (D)





**DETAILED OVERVIEW
OF COUNCIL SERVICES
AND PRODUCTS**

COUNCIL SERVICES



We help member districts with Legislative and Advocacy Services by:

- Providing legislative advocacy for urban schools before all branches of the federal government, bringing millions of dollars in extra federal support to urban school districts each year.
- Providing ongoing briefings on the status of federal funding, updates to federal regulations and waivers, and other key legislative policies and actions at the federal level impacting member districts.
- Hosting exclusive legal webinars with external counsel, Husch Blackwell, on issues affecting urban school districts, including navigating the conversations on race and First Amendment considerations in the age of social media.
- Submitting comments to federal agencies, including the U.S. Department of Education, to advocate for maximum funding and flexibility for member districts.
- Intervening in federal court cases on behalf of member school districts, including submitting amicus briefs to the U.S. Supreme Court when appropriate.
- Creating partnerships, as needed, with other advocacy groups to promote issues facing urban education.



We help member districts with Research Services by:

- Conducting statistical analyses, research, and surveys on the conditions, successes, and challenges of urban schools, to inform policy and decision-making in member districts. Recent research topics include teacher recruitment and retention; teacher workforce diversity; and the impact of federal relief funds in member districts.
- Serving as a clearinghouse for research, data, and information on issues concerning urban schools, including publishing reports on why some urban school districts see faster improvements than others.
- Advancing the effective use of assessment and performance data in urban schools.
- Supporting districts participating in TUDA by conducting analyses of NAEP data to identify effective strategies that led to improvements on NAEP scores and convening meetings of the TUDA Task Force to advise the National Assessment Governing Board (NAGB) and the National Center for Education Statistics (NCES).
- Providing technical assistance to member districts on assessment systems, student information systems, research and evaluation practices, data visualizations and dashboards, and the strategic use of data



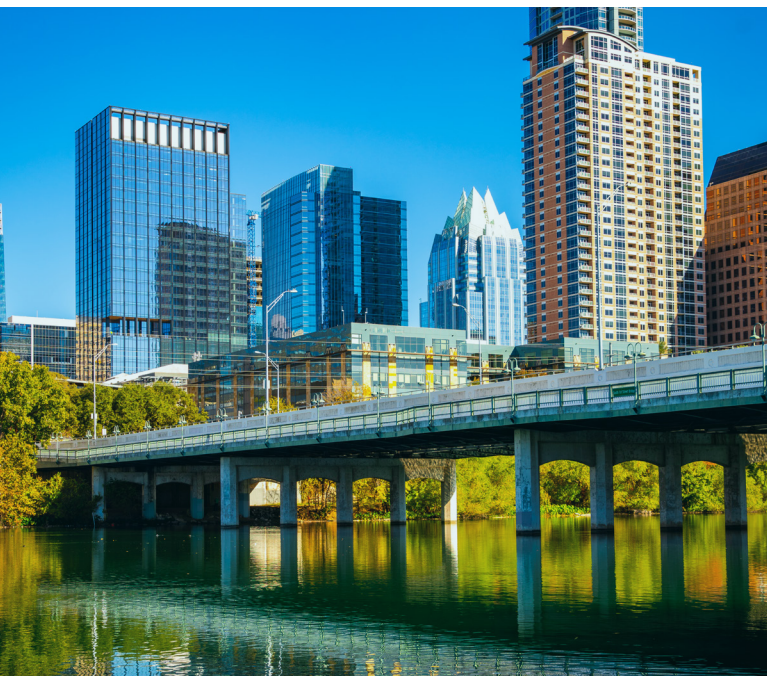
in districts. This includes convening regular meetings with member districts using three of the leading formative assessments.

- Providing research and guidance for the Council’s Task Force on Black and Latino Young Men and Boys and the Task Force on Black and Latina Young Women and Girls.
- Analyzing results from the National Assessment of Educational Progress (NAEP), Academic Key Performance Indicators (KPI) data, and the Office of Civil Rights (OCR) data to assess disproportionality and academic progress among young men and women of color across Council member districts.



We help member districts with Communication Services by:

- Developing major public relations initiatives that focus attention on urban education priorities, rally public support, and articulate the needs and direction of urban schools. This includes issuing press releases on Council activities as well as statements on critical current events impacting the lives of urban students.
- Highlighting member district achievements through Council publications, websites, and social media channels.



- Writing articles and opinion pieces in nationally circulated newspapers and magazines, as well as generating broadcasts and commentary on television, radio, and social media in support of urban schools.
- Creating and disseminating Public Service Announcements to highlight the progress of urban schools and to inform the public on issues critical to member districts.
- Offering technical assistance to member school districts on working effectively with the press and establishing successful communications operations.
- Hosting an annual National Town Hall Meeting on urban issues of the day, as part of the Annual Fall Conference.
- Providing a social media toolkit for member districts to share messages about district successes.



We help member districts with Achievement and Professional Development Services by:

- Assessing the quality of the instructional program of our member districts with a focus on improving Tier 1 instruction by providing strategic support and professional development.
 - Reviewing special education programs to ensure equitable access to high
-

quality instruction in the least restrictive environment.

- Convening meetings with district representatives and educational publishers to build a shared understanding of district needs and the gaps in current resources.
- Collaborating with district staff and external partners to design and implement tools to support curriculum and instruction in member districts.
- Providing support to districts on curriculum initiatives using the Council’s resource *Supporting Excellence: A Framework for Developing, Implementing, and Sustaining a High-Quality District Curriculum* and its accompanying curriculum quality assessment rubric.
- Connecting the work of the Council to the work done by leading mathematics, science, history/social science, and literacy organizations to keep the membership informed and to help shape the work of those organizations in addressing urban education.
- Developing key academic performance indicators to allow districts to benchmark instructional progress and to promote effective instructional investments.
- Supporting member districts with scaling the use of diverse and complex texts and tasks during core instruction within and outside the classroom.



We help member districts with Bilingual, Immigrant, and Refugee Education Services by:

- Providing support, materials, analyses, and tools to highlight and address the academic needs of English learners (Els).
- Providing updates and summaries of various policies regarding grading and promotion for English learners and instruction in foundational skills.
- Developing a series of hybrid courses through our Professional Learning Platform (PLP) to support professional development and elevate instruction for Els in ELA/ELD, mathematics, and writing.
- Providing annual opportunities for district El staff to meet with educational publishers to review and provide feedback on instructional materials for Els.
- Providing technical assistance to Council member districts on how to support newcomer students, including refugee students and students with interrupted formal education.
- Meeting with officials from federal agencies to communicate member district needs related to serving Els, including welcoming refugees into member districts and communities.



We help member districts with Leadership, Governance, and Management Services by:

- Providing technical assistance and professional development to improve the management and operations of member districts.
- Hosting the annual Harvard/CGCS Accelerating Board Capacity Institute, providing professional development and leadership and governance training to delegations of member district leaders and school boards.
- Providing training, coaching, and guidance to district leaders and school board members as a part of the Dr. Michael Casserly Urban School Executive Leadership Institute.
- Providing School Board training, support, and guidance to cohorts of school board members, board chairs, board support staff, and board coaches.
- Providing coaching and other supports for superintendents in member districts, under the direction of the Council's Superintendent-in-Residence.
- Providing specialized professional development to urban school executives to build the pipeline of rising district administrators.



We provide Strategic Support Teams for districts.

The Council provides in-depth district assessments, technical assistance, and peer reviews to its members. For each Strategic Support Team, the Council assembles a group of experts, including Council staff and current or retired member district staff. The Teams conduct on-site and virtual interviews with key district staff and may also visit schools and classrooms. At the end of the review, the district receives a comprehensive report with findings and recommendations. A sample of past reports is available on the [Council's website](#). Reviews are conducted in the following areas:

- Curriculum and Instruction (e.g., reading and math programming; instructional strategy and organization; professional development; low performing schools; accountability systems; special education; bilingual education; and other areas as requested);
- Management and Operations (e.g., organizational structure; staffing levels and personnel operations; procurement; finance and budget operations; management information systems; technology; interoperability; facilities management; governance; transportation; food services; and other areas as requested);
- Research and Assessment (e.g., testing; research department structure; data

collection and use; program evaluation; and other areas as requested);

- Communications (e.g., department structure; marketing; internal communications; community outreach; publications; and media relations); and
- Federal Programs (e.g., Titles I, II, III, IV; afterschool programs; use of federal funds; and program alignment).

 **We host member districts at Convenings and Conferences.**

The Council convenes two major conferences each year: the spring Legislative and Policy Conference and the Annual Fall Conference of the Great City Schools. For these two meetings, all conference registration fees are waived for Council member superintendents and the school board representative to the Council.

Spring Legislative and Policy Conference: a forum held in Washington, D.C., each March for the membership to discuss recent developments in federal legislation and funding and to advocate the policy positions of urban public schools.

Annual Fall Conference: a general forum held each fall in one of the member cities for the entire membership to discuss special issues in urban education and to share information and best practices across districts to improve outcomes for urban students.

Additionally, the Council hosts a series of job-alike meetings. These meetings are held in Council member cities and member district staff are invited to learn from outside experts and share best practices among their colleagues.

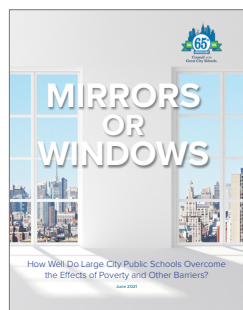
- Bilingual, Immigrant, Refugee Education Directors
- Chief Financial Officers
- Chief Human Resources/Talent Development Directors
- Chief Information Officers
- Chief Operating Officers
- Curriculum, Research, and Instructional Leaders
- Public Relations Executives



COUNCIL PRODUCTS

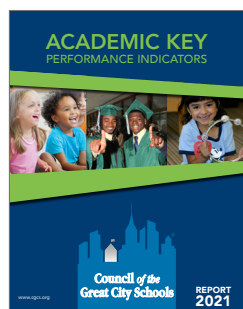
Throughout the year, the Council publishes reports and periodicals to inform the membership, highlight best practices, and share research findings. Additionally, [press releases](#) are issued to call attention to major releases or provide Council input on major issues. Examples of recent publications are listed below.

Research



[Mirrors or Windows: How Well Do Large City Public Schools Overcome the Effects of Poverty and Other Barriers?](#) Over the last twenty years of district-

level assessments on the Nation's Report Card, the participating urban school districts have narrowed the achievement gap in mathematics and reading by about 50 percent. The *Mirrors or Windows* study found that urban students are making significant progress academically, despite having to overcome the effects of poverty. *June 2021*

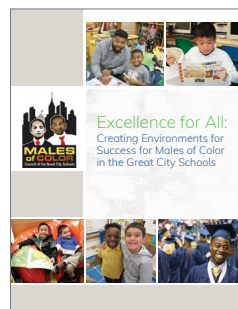


[Academic Key Performance Indicators, 2021 Report.](#)

The 2021 report presents an updated set of data through school year 2019-20. This report presents several different ways

that member districts can analyze the data

themselves by disaggregating results, showing trends, and combining variables. This year, a companion online dashboard was released to members that added the ability to conduct several comparisons and analysis beyond what is presented in the printed report. *October 2021*



[Excellence for All: Creating Environments for Success for Males of Color in the Great City Schools.](#)

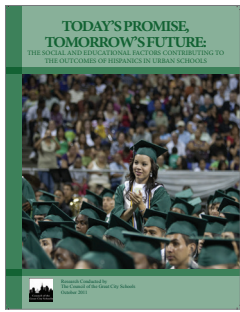
This report contributes to the ongoing dialogue of raising our expectations

for males of color and provides a resource for school districts seeking to build or recalibrate their initiatives to improve the academic outcomes of young men and boys of color. Throughout the report there are exemplars of initiatives from across the nation's big cities as well as promising practices in various areas. *October 2017*



[Call for Change: The Social and Educational Factors Contributing to the Outcome of Black Males in Urban Schools.](#) The purpose of this study is to bring much-needed attention to

the comprehensive challenges of Black males in the United States. *October 2010*



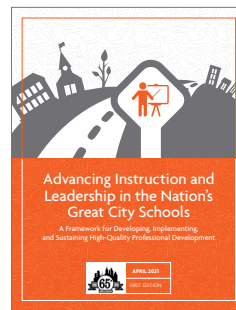
Today's Promise, Tomorrow's Future: The Social and Educational Factors Contributing to the Outcomes of Hispanics in Urban Schools.

The study focuses on the lives of Hispanic students in big-city schools from early childhood to adulthood and analyzes distinctions between Hispanic and Latino English language learners. *October 2011*

Additionally, the Research Department has presentations on the following topics, available upon request:

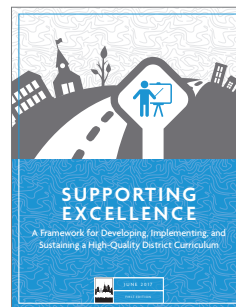
- Black and Latina Young Women and Girls Task Force. As part of this Task Force, the Council provides annual reports on trends in student performance and engagement among Black and Latina young women and girls in our districts. *September 2021*
- The State of Unfinished Learning and Student Recovery. These presentations provide updates to member districts on the academic recovery students are making since the pandemic-related school closures during the spring of 2020 and parts of the 2020-21 school year. *March 2022*
- American School District Panel Reports. Custom reports are provided for member districts showing how they responded in aggregate to a series of surveys seeking feedback on education policy and practice. *April 2022*

Achievement and Professional Development



Advancing Instruction and Leadership in the Nation's Great City Schools: A Framework for Developing, Implementing, and Sustaining High-Quality Professional Development.

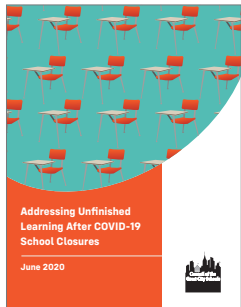
This guide aims to present district instructional leaders and staff with a core set of criteria for what high-quality professional development entails. It focuses on practical issues of district-level implementation in multiple teaching and learning environments and provides clear, concrete guidance for district leaders in selecting, designing, implementing, and sustaining high-quality professional development. *April 2021*



Supporting Excellence: A Framework for Development, Implementing, and Sustaining a High-Quality District Curriculum.

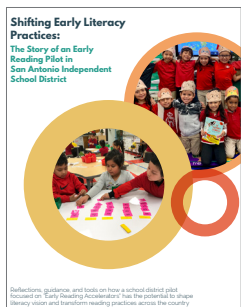
A framework that provides instructional leaders and staff with a core set of criteria for what a high-quality curriculum entails. This guide annotated samples and exemplars from districts across the country. It also provides actionable recommendations for developing, implementing, and continuously improving upon a district curriculum, ensuring that it reflects shared instructional beliefs and

common and high expectations for all students.
July 2017 (Second Edition coming October 2022)



[Addressing Unfinished Learning After COVID-19 School Closures](#). This resource highlights how to address unfinished learning by focusing on key transition grades and

the importance of identifying the essential content for the grade. This approach provides the space and opportunities to provide just in time supports for all students while they engage in grade level work, and acquire facility with academic language demands, skills and concepts to accelerate their learning. To illustrate these approaches, the document provides examples of just-in-time scaffolds to accelerate student learning in mathematics and English language arts. *June 2020*



[Shifting Early Literacy Practices: The Story of an Early Reading Pilot in San Antonio Independent School District](#). This publication is the result of a collaboration between CGCS and Student

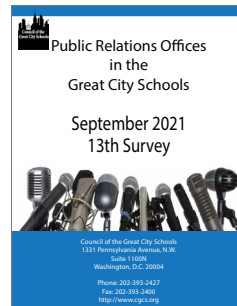
Achievement Partners and includes reflections, guidance, and tools developed during a school district pilot focused on “Early Reading Accelerators.” The work has the potential to shape literacy vision and transform reading practices across the country. *May 2021*

Communications



[Communications Toolkit for Reopening Schools after COVID-19: Recommendations for Communication Departments](#). Provides sample communication

materials drawn from urban school districts across the country, and recommendations for effective messaging during the COVID-19 crisis, from initial reopening through the challenges that will arise during the 2020-21 school year. *September 2020*

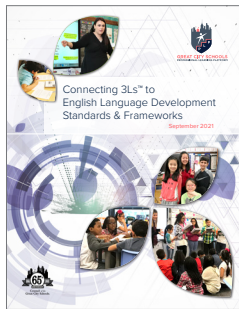


[Public Relations Offices in the Great City Schools](#).

In an effort to determine the structure and function of Public Relations offices in member districts, the Council distributes a survey

every other year requesting information on these offices. The first one was published in 1997, and the reports are available upon request. *September 2021*

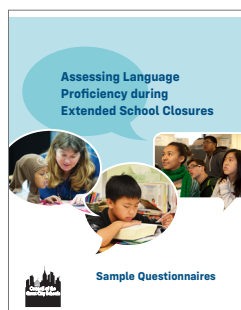
English Learners



[Connecting 3Ls™ to English Language Development Standards and Frameworks.](#)

This publication makes explicit connections between the 3Ls™

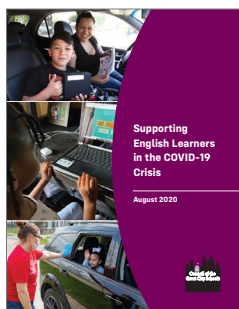
(Learning, Language, and Literacy) approach to instruction for English learners (ELs) and the English Language Development (ELD) standards and frameworks adopted to guide instruction for ELs. *September 2021*



[Assessing Language Proficiency during Extended School Closures.](#)

This document provides sample questionnaires across grade bands that are designed to provisionally

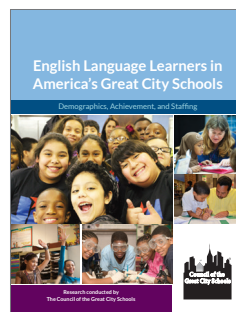
identify students as English learners (ELs) during the COVID-19-related school closures, which impede the administration of face-to-face screening protocols. *May 2020*



[Supporting English Learners in the COVID-19 Crisis.](#)

This guide is the ninth in a series developed by the Council of the Great City Schools to help districts as they prepare

to reopen schools in the 2020-21 school year. *August 2020*



[English Language Learners in America's Great City Schools.](#)

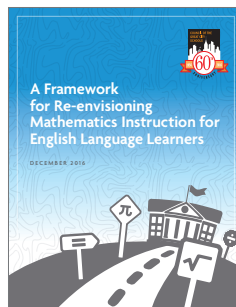
This report presents the results of a two-year study to gather data on the fastest-growing demographic group in the nation's schools. It updates most of the data presented in the Council's first-ever study on English language learner (ELL) programs that was released in 2013. *April 2019*



[Re-envisioning English Language Arts and English Language Development for English Language Learners.](#)

Presents the Council's criteria for determining whether English language

arts materials are compatible with college and career standards and appropriate for English language learners. *May 2017*

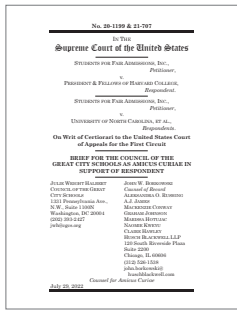


[A Framework for Re-envisioning Mathematics Instruction for English Language Learners.](#)

The overarching purpose of this document is to define a vision for mathematics

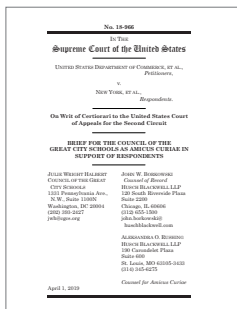
instruction that explicitly attends to the needs of ELLs, addressing the interdependence of language and mathematics. *December 2016*

Legislative



[CGCS Amicus Brief in the United States Supreme Court on the Higher Education Admissions Cases: Students for Fair Admissions, Inc. v. President and Fellows](#)

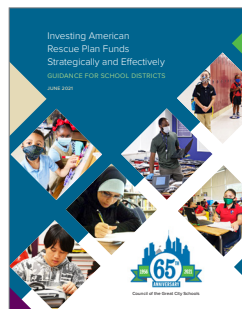
[of Harvard College and Students for Fair Admissions, Inc. v. University of North Carolina, et al.](#) An Amicus Brief submitted to advocate for the Council members before the Supreme Court. *August 2022*



[CGCS Amicus Brief in the United States Supreme Court on the Citizenship Question: United States Department Of Commerce, et al. v. New York, et al.](#)

An Amicus Brief submitted to advocate for the Council members before the Supreme Court. *April 2019*

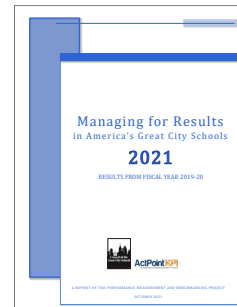
Governance and Management



[Investing American Rescue Plan Funds Strategically and Effectively: Guidance for School Districts.](#)

This document lays out a framework for the nation's large city school systems to spend federal relief funds strategically and effectively. It sets out overarching goals for the use of funds; articulates broad investment

strategies; defines principles for the effective use of funds; and asks a series of questions that leaders and stakeholders should ask themselves as they embark on planning, implementation, and evaluation efforts. *June 2021*



[Managing for Results in America's Great City Schools, 2021, Results from Fiscal Year 2019-2020.](#)

This annual report, first released in 2002, tracks performance measures across member districts, allowing members to benchmark their work and improve business operations. *October 2021*



[Student Outcomes-Focused Governance: A Continuous Improvement Framework.](#)

The framework is built around six research-informed competencies that describe school board behaviors and the degree to which they create the conditions for improvements in student outcomes: Vision & Goals; Values & Guardrails; Monitoring & Accountability; Communication & Collaboration; Unity & Trust; and Continuous Improvement. *October 2021*





AWARDS AND SCHOLARSHIPS

Green-Garner Award is the Council's annual urban education award for outstanding leadership by a superintendent or school board member.

Queen Smith Award for Commitment to Urban Education is the Council's annual award for outstanding service to urban education among professional educators and teachers.

Dr. Michael D. Casserly Educational Justice and Courage Award is the Council's annual award to a person who has made outstanding contributions in the field of K-12 urban education by taking a courageous and passionate stance on the issue of educational justice and equality. As a part of this award, the recipient identifies one student from a member district to receive a \$10,000 scholarship to pursue higher education.

Dr. Shirley S. Schwartz Urban Education Impact Award is the Council's annual award for exemplary partnerships between universities and urban school districts.

CGCS – Bernard Harris Scholarships in Math and Science are the Council’s annual scholarships to graduating African American and Hispanic seniors in member school districts who plan to pursue college majors in STEM fields (in collaboration with the Harris Foundation).

Research and Assessment Leadership Award is the Council’s annual award for an outstanding urban school official who exemplifies leadership, innovation, and commitment to improving student achievement.

Making Strides Together Award is the Council’s annual award to an outstanding urban school official who exemplifies leadership, innovation, commitment, and professionalism in improving instructional quality and raising student achievement.

Valeria Silva Award for Outstanding Contributions to ELL Achievement is the Council’s award for an outstanding district administrator or school principal who has made significant and lasting contributions to improving the academic achievement for English learners (ELs).

Distinguished Service Award is the Council’s annual award to a chief operating officer in a member school district who has demonstrated outstanding leadership in a non-instructional operating area.

Bill Wise Award is the Council’s annual award to a Chief Financial Officer in a member school district who has demonstrated outstanding leadership in financial management.

Information Technology Leadership Award is the Council’s annual award to a Chief Information Officer for outstanding leadership in the area of information technology and/or management information services.

Award for Excellence in Financial Management: the Council’s award to recognize Council member districts that meet the highest standards of financial accountability and performance.



COUNCIL STAFF

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Brian Garcia, *Research Manager*

Chester Holland, *Research Manager*

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Austin
Baltimore
Birmingham
Boston
Bridgeport
Broward County, FL
Buffalo
Charleston
Charlotte-
Mecklenburg, NC
Chicago
Cincinnati
Clark County, NV
Cleveland
Columbus
Dallas
Dayton
Denver
Des Moines
Detroit
Duval County, FL
East Baton Rouge

El Paso
Fayette County, KY
Fort Worth
Fresno
Guilford County, NC
Hawaii Department
of Education
Hillsborough County, FL
Houston
Indianapolis
Jackson
Jefferson County, KY
Kansas City
Long Beach
Los Angeles
Memphis-Shelby
County, TN
Miami-Dade
County, FL
Milwaukee
Minneapolis
Nashville
New Orleans
New York City
Newark
Norfolk
Oakland
Oklahoma City

Omaha
Orange County, FL
Palm Beach County, FL
Philadelphia
Phoenix Union
Pinellas County, FL
Pittsburgh
Portland
Providence
Puerto Rico
Richmond
Rochester
Sacramento
St. Louis
St. Paul
San Antonio
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San Francisco
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Wichita
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