



Annual Report 2018 - 2019





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ANNUAL REPORT

2018-2019

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I want to go to Iowa

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STATE

Study
Biology



MESSAGE FROM THE CHAIR

“Our urban districts continue to improve academics, narrow achievement gaps, enhance college and work readiness, boost graduation rates, and manage taxpayer resources.”

—Larry Feldman

June 30, 2019

It is an honor to serve the membership of the Council of the Great City Schools and provide these reflections on our year together. I know you will find the information contained in this Annual Report to be beneficial, inspiring, and affirming.

To begin, your Council of the Great City Schools is alive, fully engaged, and fiscally solvent. From the credibility and integrity of our Executive Director to the outstanding staff members who comprise the Council, our urban students are represented by consummate professionals. They are dedicated to ensuring a high-quality education for all students with all the accountability and rigor that urban public education strives to achieve. Our Academic and Operational KPIs, our new ELL materials procurement program, and our most recent Supreme Court *amicus curiae* on the Census are but a few examples.

In education circles, it is often said that ‘change is the only constant’ – a reality we accept as we work in our public fishbowl. Our urban districts continue to improve academics, narrow achievement gaps, enhance college and work readiness, boost graduation rates, and manage taxpayer resources, but we also face ever-increasing challenges from legislative assemblies and the relentless changes of technology. Our ability to operate successfully under these circumstances often tests us and our capacity for change. Despite how we are sometimes described, urban public education has been very responsive and adaptive to this ever-changing landscape. The Council’s support and the symbiotic relationships among our member districts and their respective school boards and superintendents have been critical to our ability to rise to the challenges we face and deliver what our urban children require to be successful.

We understand that our students are more diverse socio-economically, speak more languages, have varying gender identifications, worship according to different creeds, have multiple racial and national origins, experience education differently, and possess substantial special educational needs—more so than any other students in the nation. True to our nature, we view this diversity as a strength for us and the nation. As such, our efforts require enhanced attention to the emotional, social, and mental health of our students. We

see this every day in different ways as we work to deliver the promise of a free and high-quality education steeped in the protections of life, liberty, and the pursuit of happiness. That pursuit, which is becoming more difficult with each new cohort of students, continues to challenge us to fulfill our professional responsibilities with the compassion and dedication inherent in our life’s chosen work. We don’t always get everything right, but we are often reassured that we are on the right track when we listen to the aspirations of our graduates, their protests of the status quo, and their promises to rebuild a better world. Our students speak with passion and creativity, dedication and compassion, and commitment to justice for all.

Each year a new future emerges, calling us to be stronger, more resilient, sustainable, and effective. The challenges are enormous and, at times, overwhelming, but our resolve is unbreakable and our commitment more tenacious than ever. We are connected by hope, promise, and optimism by the Council and each other. We walk with heads up, knowing that each morning as the sun rises, we greet our students and welcome them with smiles and outstretched arms, ready to lift them up to see beyond the horizon.

My dear friends, I am so proud of what we have accomplished together. You are the light for our children and you have not wavered in that commitment. Nor has the Council. I have been blessed this year with the opportunity to learn from you, share ideas, and be inspired by you. I have attended almost every meeting and forum of the organization, from its executive committee to its many job-alike groups. I have experienced firsthand the unique family that binds us and keeps us secure in our work. I have also been blessed to know the elegance, statesmanship, and intellectual resolve of our Executive Director and the entire Council staff. I will always cherish this year. My friends, our Annual Report tells the story of a Council, its family members, and their untiring spirit, a spirit that refuses to step aside when it comes to educating the minds, hearts, and lives of the children entrusted to us. I could not be prouder. You have touched not just me, but more importantly, the children we serve. Thank you for allowing me to serve.

Larry Feldman
Chair of the Board, 2018-2019

MESSAGE FROM THE DIRECTOR



June 30, 2019

I am most pleased and proud to present this annual report to the membership on the activities of the Council of the Great City Schools during the 2018-19 program year.

The Council had another amazing and productive year, but it was also a year filled with challenges. The debate about public education has become noisier, budget cuts continue to erode financial support for our districts, and the pressure to improve saw no limits. Still, the organization and its member urban school districts persist in our efforts to boost student achievement, improve leadership and management, and strengthen public confidence—the three pillars of our joint work.

The organization had a number of notable achievements this year. First, we wrote one of our best amicus briefs this year challenging the Administration's efforts to insert a citizenship question into the 2020 Census. The majority opinion released at the end of June clearly reflected some of the evidence we presented on the likely effects of such language on our districts. Second, we launched an historic joint procurement alliance that will allow any school district in the country to buy math materials for English learners with the assurance that they are securing first-rate products compatible with college- and career-readiness standards. No one has ever done anything like it before.

Third, the Council designed a new program with Harvard University to provide professional development for our school board members and superintendents. Fourth, we launched our new academic Key Performance Indicators after several years of testing and refining them. Fifth, we started a new initiative to test ways to improve the balanced literacy programs in place in so many of our districts.

On top of those accomplishments, the Council published its annual *Managing for Results* report with nearly 500 key performance indicators. We released a comprehensive study of *English Language Learners in America's Great City Schools* and published a new report on *Best Practices in Urban Public School Procurement*. We continued to fiercely advocate for the interests of urban schools and students on Capitol Hill and in the agencies. We began a Professional Learning Platform to help our districts with struggling learners. And we played an important role in getting the National Assessment Governing Board to think hard about its misaligned math frameworks.

Finally, the Council continued to provide its top-flight strategic support team reviews to the membership, and we held a phenomenal annual conference in Baltimore featuring an all-student panel that gave everyone hope for the future.

I thank Larry Feldman for his extraordinary leadership this year in chairing the board of directors and executive committee. He is one of the warmest, most creative, and committed board chairs that the Council has ever had. Thank you.

And I thank the Council's exceptional staff, who continue to perform at the top of their games and astonish everyone with their productivity. Thank you for a great year.

Michael Casserly
Executive Director

"The organization and its member urban school districts persist in our efforts to boost student achievement, improve leadership and management, and strengthen public confidence--the three pillars of our joint work."

—Michael Casserly



ABOUT THE COUNCIL



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.

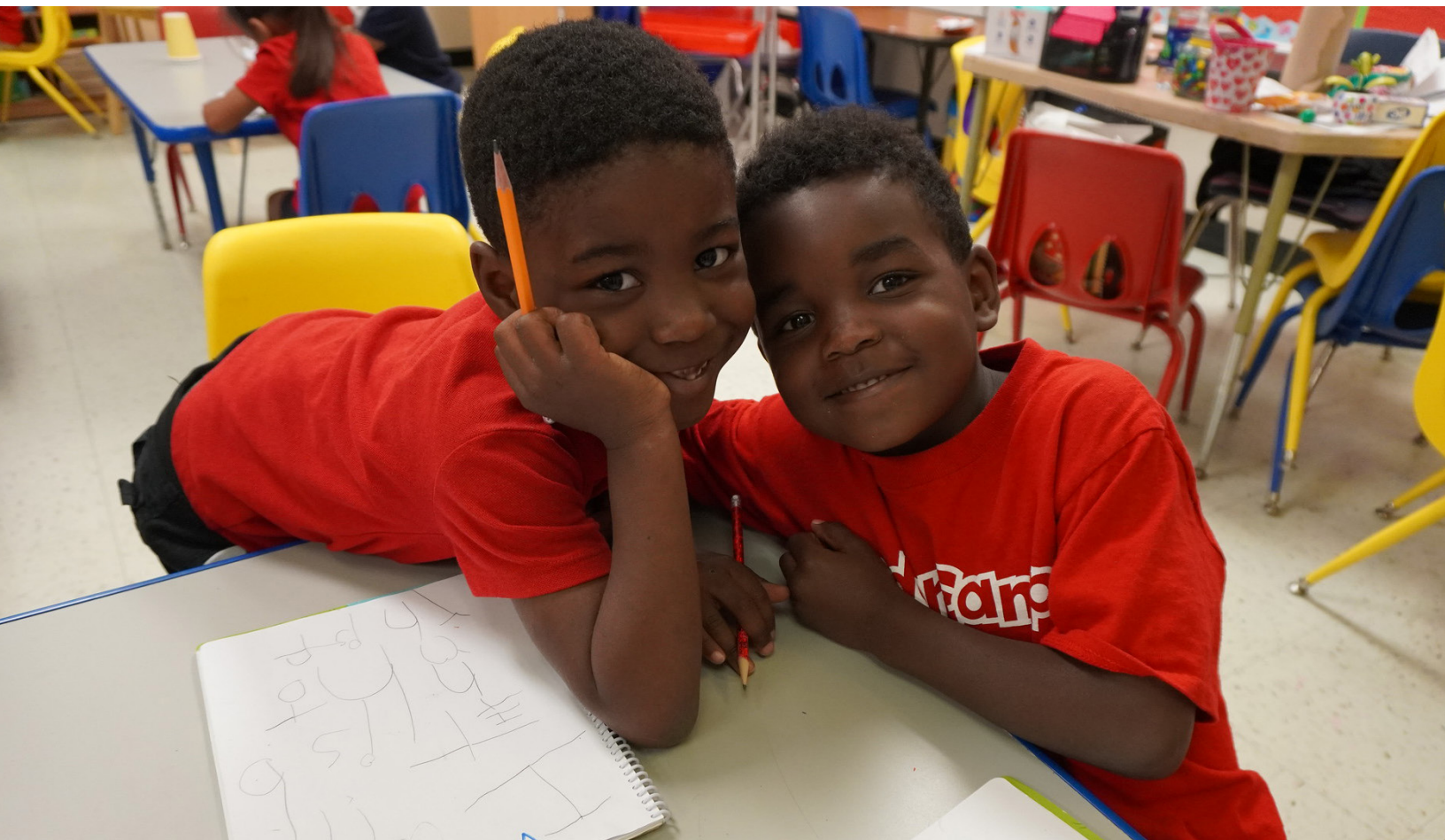
Since the organization's founding in 1956, geographic, ethnic, language, and cultural diversity has typified the Council's membership. That diversity propels the coalition forward to see that all citizens receive an education that will equip them with the skills and knowledge to compete successfully 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.



Jill Biden, center, poses with the Council leadership, left to right, Chair-elect Eric Gordon, Past chair Felton Williams, Council Executive Director Michael Casserly, Chair Lawrence Feldman, Baltimore CEO Sonja Brookins Santelises, Denver school board member Allegra Haynes and Secretary-Treasurer Michael O'Neill.



Constitutional scholar Khizr Khan holds up a pocket-sized U.S. Constitution during his address to urban educators at the Annual Fall Conference in Baltimore.



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



Clark County Schools Superintendent Jesus Jara (Las Vegas), Guilford County Schools Superintendent Sharon Contreras (Greensboro, N.C.) and Charlotte-Mecklenburg Schools Superintendent Clayton Wilcox participate in a session on school governance at the Annual Fall Conference.



Fort Worth school board trustee Ashley Paz and Fort Worth Schools Superintendent Kent Scribner give a presentation together at the Annual Fall Conference.

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 an **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 students by race. A **Task Force on Leadership, Governance, Management and Finance** addresses concerns about issues surrounding urban school leadership and management. A **Task Force on Males of Color** works to implement the pledge the membership took to improve conditions and outcomes for these students. And the organization has recently initiated a **Females of Color 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.

In addition to these governing bodies, a network of deans of the **Great City Colleges of Education** and staff liaisons from various school district departments encourage information exchange with counterparts in other cities. Common concerns in areas such as student achievement, public relations, technology, human resources, finance, research, legislation, special education, and curriculum connect urban education personnel from member cities to share the ideas and experiences of the larger group.



Columbus Schools Superintendent Talisa Dixon talks with school board member Michael Cole at the Council's Annual Legislative/Policy Conference.



Albuquerque Schools Superintendent Raquel Reedy presents information at the Annual Fall Conference.

Characteristics



CHARACTERISTICS OF THE GREAT CITY SCHOOLS

Total Student Enrollment	7.8 million
Hispanic	44%
African American.....	27%
White	18%
Asian/Pacific Islander.....	8%
Alaskan/Native American/Other.....	2%
Free/Reduced Price Lunch Eligibility.....	71%
English Language Learners.....	16%
Students With Individualized Education Plan (IEP's).....	15%
Total Number of Teachers.....	470,756
Student-Teacher Ratio.....	17:1
Number of Schools.....	13,772

CONFERENCES

Public Relations Executives Meeting
July 12-14, 2018
Garden Grove, CA

Annual Fall Conference
October 24-28, 2018
Baltimore, MD

Chief Financial Officers Conference
November 6-9, 2018
Nashville, TN

HRD/Personnel Directors & Chief Information Officers Meeting
February 13-15, 2019
Albuquerque, NM

Legislative/Policy Conference
March 16-19, 2019
Washington, DC

Chief Operating Officers Conference
April 2-5, 2019
Columbus, OH

Bilingual, Immigrant & Refugee Education Directors Meeting
May 14-18, 2019
Fort Lauderdale, FL

Curriculum & Research Directors Meeting
June 24-27, 2019
San Diego, CA

ANNUAL FALL CONFERENCE

“We as a nation managed to rebirth a system of racial and social control that would have Dr. King turning in his grave today.”

—Michelle Alexander



A line-up of impassioned advocates, including students, addressed more than 1,000 urban school superintendents, senior administrators, board members and deans of education assembled in Baltimore for the Council of the Great City Schools’ 62nd Annual Fall Conference, October 24-28, hosted by Baltimore City Public Schools.

During a national town hall meeting that was live streamed, eight students from urban schools across the country participated in a discussion that focused on the need for discipline policies that do not criminalize students, the value of humanizing all immigrants, the potential power of the youth vote in local politics, and the urgent need for student pressure in ensuring stronger anti-gun policies. Reacting to a *Washington Post* statistic that showed only 16 percent of Americans ages 18 to 24 voted in the nation’s 2014 midterm elections, Nick Paesler of Oregon’s Portland Public Schools said the country needs “more voting organizations and advocacy voting in our schools.” Esther Ubadigbo of Des Moines Public Schools suggested the practice of teachers promoting positive discourse in their classrooms would empower students “to get out in the world and make a difference.”

Longtime community college professor Jill Biden continued the theme of conscientious activism in her speech to conferees. Watching her grandmother teach inspired

Biden to follow in her footsteps and want to help children “see the world in a different way.” The nation’s former second lady urged urban educators to “shape the minds and hearts of the next generation, strengthen our schools and make a world that is worthy of our children.”

Khizr Khan further pressed educators to be engaged with issues that impact national education priorities. The father of an American soldier who was killed in the Iraq War, he said he accepted the invitation to speak at the 2016 National Democratic Convention after a class of 4th-graders wrote him for help, fearing one of their classmates, an immigrant, was going to be “thrown out of this country.” Kahn told educators that in this divided nation, they are the “moral compass” and “the candle bearers.”

Conferees also heard from Michelle Alexander, the author of *The New Jim Crow*, who said that in the United States today the denial and repression of civil rights, such as voting and jury service, “would have Dr. [Martin Luther] King turning in his grave.” Alexander observed that no other institution impacts the lives of children of color as schools do. Instead of continuing to manage students as though they are prisoners, she said, schools and teachers should treat students “the way we would want our kids treated,” with care, compassion, and nurturing.

LEGISLATIVE/ POLICY CONFERENCE

Big-city school educators converged in the nation's capital March 16-19 to discuss the education priorities of the new Congress at the Council of the Great City Schools' Annual Legislative/Policy Conference.

Conferees heard from Neera Tanden, CEO of the Center for American Progress, who said that growing up poor, her progress through school and in her profession were enabled by dedicated teaching and her community's "investment in public education." Calling out Americans' divisiveness on such issues as race and religion, Tanden told conference attendees that "schools can be the place where we fight against these divisions, where we see people who are different from ourselves and where we invest in the experience of children who are so different from us."

Frank Brogan, assistant secretary at the U.S. Department of Education, encouraged urban educators to employ innovation in developing tools to measure student progress. He also assured conferees that U.S. Secretary of Education Betsy DeVos would be recommending policy and funding proposals for preventing school violence, and called on educators at the local level to implement plans for high-quality social and emotional learning as a strategy for violence prevention.

Also addressing the conference was Deborah Stein, network director for the Partnership for America's Children, which is working with the U.S. Census Bureau to help them improve their plans to reach out to families with young children.

She informed the conference of a critical need for urban school districts to help their communities achieve a complete census count and ensure that no child gets missed.

Pointing to the health and safety dangers dilapidated schools pose to millions of students, Rep. Dwight Evans (D-Pa.) shared details of his Rehabilitation of Historic Schools Act, a bill that would provide tax credits for spending to upgrade school buildings. The congressman believes that school buildings are a vital part of the nation's infrastructure and that using tax credits to fix aging schools can encourage private investment. "We have neighborhoods across this country that are on the brink of tipping either toward blight or growth," Evans said. "To transform these neighborhoods, school buildings have to be at the heart of it."





Students at the Council's Town Hall Meeting at the 62nd Annual Fall Conference participated in a discussion on issues facing today's youth. Participants, left to right, Evelyn Reyes, Joshua Lynn, Lily Kwiatkowski, Nick Paesler, Esther Ubadigbo, Bishop Crosby, Kay Galarza, Mei-Ling Ho-Shing and moderator Fez Zafar.



Council Chair Larry Feldman talks with U.S. Secretary of Education Betsy DeVos during a meeting between DeVos and Council school leaders.

HIGHLIGHTS OF COUNCIL ACTIVITIES

COMMUNICATIONS

The Council of the Great City Schools works to give the public and the press a balanced and accurate view of the challenges, developments, and successes of urban public schools. In 2018-19 the Council—

- Relaunched the CGCS-Bernard Harris Math and Science Scholarship Program, awarding scholarships to students from Atlanta, Broward County, Houston, and Los Angeles.
- Coordinated a national town hall meeting featuring an all-student panel and moderator focusing on civic engagement, voting efforts, social justice and equity, guns, immigration, and other student issues.
- Issued more than a dozen press releases on Council activities, including statements on teacher strikes in Los Angeles and Denver and the U.S. Commerce Department's adding a citizenship question to the 2020 census.
- Fielded scores of inquiries from national and regional media outlets such as the *New York Times*, *Washington Post*, *Education Week* and *U.S. News and World Report*.
- Published eight issues of the *Urban Educator*, the Council's award-winning newsletter.
- Published the organization's Annual Report.
- Hosted the 18th Annual Public Relations Executives Meeting in Garden Grove, California.
- Participated in the National Association of Black Journalists Conference and the Education Writers Association Conference.
- Managed the organization's Blue Ribbon Corporate Advisory Group.
- Transitioned to a new Director of Communications to lead the department.

LEGISLATION

In voicing its proposals and ideas to Congress and other federal policymakers, the Council helps shape legislation to strengthen the quality of schooling for the nation's urban children. In 2018-19, the Council—

- Filed an amicus brief in the U.S. Supreme Court and submitted comments to the U.S. Department of Commerce on the inclusion of a "citizenship question" in the 2020 Census.
- Provided Council members with continuous updates during the 35-day partial government shutdown, including information on the impact on federal funding for education.
- Submitted comments to the U.S. Department of Education on proposed regulatory changes to Title IX.

- Opposed the Administration's proposed cuts in federal funding for teachers, professional development, student safety, and afterschool programs, and advocated for substantial increases in education appropriations in the House-passed FY 2020 funding bill.
- Requested that the U.S. Department of Homeland Security withdraw its proposed "Public Charge" regulations due to the impact on families with mixed immigration and citizenship status.
- Provided a witness and drafted congressional testimony on the importance of federal action supporting school infrastructure, and successfully promoted amendments in the Rebuild America's Schools Act (H.R. 865).
- Submitted comments to the U.S. Department of Treasury's Internal Revenue Service on the closure of tax loopholes used for private school scholarship programs.
- Participated in roundtable discussions with two Council districts and the U.S. Secretary of Agriculture on the flexibility needed to provide healthy school meals in urban schools.
- Submitted recommendations to the Senate Agriculture Committee and the House Education Committee on the reauthorization of the federal school meal/child nutrition programs.
- Submitted comments to the U.S. Department of Education on the Ed-Flex provisions of the Every Student Succeeds Act (ESSA).
- Offered multiple recommendations to the Administration on the implementation of ESSA, including fiscal provisions affecting Title I, data collection and reporting, and evidence-based strategies for turning around low-performing schools.
- Submitted comments to the U.S. Department of Education on the retention of Gainful Employment rules.
- Hosted a series of legal webinars with Husch Blackwell on issues facing urban school districts, including developments on the Supreme Court, federal guidance on desegregation, Title IX, and student discipline.

HIGHLIGHTS OF COUNCIL ACTIVITIES

- Convened the Annual Legislative/Policy Conference, which featured four days of briefings on ESSA, school infrastructure, Deferred Action for Childhood Arrivals (DACA), civil rights protections, and federal funding.
- Hosted monthly conference calls with member districts and the Universal Service Administrative Company (USAC) to maximize E-Rate funding.
- Responded to scores of member district questions on federal legislation and served as an intermediary for the membership in resolving problems with the U.S. Department of Education.
- Fielded multiple information requests from Congress, the U.S. Department of Education, the U.S. Department of Agriculture, the Federal Communications Commission, and other agencies.
- Provided support to member districts participating in the Wallace Foundation project on turnaround schools and principal supervisors.
- Held a webinar on the importance of counting all children in the 2020 Census and provided materials for engaging the school district community and educating the public on the Council's website.

RESEARCH

Timely data collection and analysis allow the Council to prepare comprehensive reports, predict trends, and assess the effects of various policies, reforms, and practices on student performance. In 2018-19, the Council—

- Conducted a national survey, in partnership with Mathematica and Vanderbilt University, that focused on principal supervisors in urban school districts, including their preparation and professional development, how they interact with other central office departments, and their relationship with the schools and principals they serve.
- Presented findings from the principal supervisor survey at a Wallace Foundation national convening of district superintendents, chief academic officers, chief of school officers, researchers, and other educational personnel.
- Collected, analyzed, and reported on the Council's Academic Key Performance Indicators (KPIs) on student achievement levels, attendance, suspensions, course participation, AP attainment, graduation rates, special education trends, and principal and teacher demographic data.
- Automated and piloted an online data dashboard for the Council's Academic KPIs that contains longitudinal data collected across four years.
- Served as the lead evaluator for a Kellogg Foundation grant to improve early literacy achievement in the San Antonio Independent School District.
- Conducted research to support the work of the Council overall and the Council's reviews of district academic and operational functions.
- Convened the annual meeting of research directors in San Diego.
- Conducted research on urban school progress on the Trial Urban District Assessment (TUDA) of the National Assessment of Educational Progress (NAEP).
- Provided technical support to districts on NAEP and other National Center for Education Statistics (NCES) results during the U. S. Department of Education Assessment Workshops.
- Convened the Trial Urban District Assessment Task Force to advise the National Assessment Governing Board and the National Center for Education Statistics. The Task Force consists of 10 representatives from Council member districts providing recommendations and feedback on the development and operation of the TUDA program.
- Represented urban school district interests at meetings of the National Assessment Governing Board, National Academies of Science, American Educational Research Association, Partnership for Readiness for College and Careers, Smarter Balanced Assessment Consortium, National Center for Education Statistics, National Association for the Education of Young Children, National Network of Education Research – Practice Partnerships, Association of Latino Administrators and Superintendents, National Association of Assessment Directors, Directors of Research and Evaluation, Council of Chief State School Officers, Council of Large Public Housing Authorities, and the Educational Testing Service.
- Responded to numerous member requests for statistical information and research assistance.
- Managed the data collection, analysis, and reporting of the Council's Operational Key Performance Indicators.
- Provided technical assistance to member districts on setting up or enhancing programs for males of color.
- Analyzed NAEP and Academic KPI data to assess the progress of young men of color across Council member districts. The analysis was shared at the Council's Males of Color Task Force Meeting and in the Annual Academic Key Performance Indicators report.
- Provided assistance to strategic support teams to help address issues in several school districts related to curriculum, research, English language learner instruction, supports for young men of color, and student achievement overall.
- Relunched edwires.org, a site for member districts to collaborate, communicate, and share information.

HIGHLIGHTS OF COUNCIL ACTIVITIES

ACHIEVEMENT AND PROFESSIONAL DEVELOPMENT

Improving the performance of all students and closing achievement gaps is one of the Council's most important priorities. In 2018-19, the Council—

- Collaborated with Student Achievement Partners, the Kellogg Foundation, and the San Antonio Independent School District to implement an early reading accelerators pilot project to improve early reading skills.
- Conducted site visits to districts that have shown substantial gains on NAEP among disadvantaged students and students of color in order to document shared characteristics and strategies.
- Convened the Achievement and Professional Development Task Force at the Annual Fall Conference and March Legislative Conference.
- Planned and hosted two webinars, in partnership with WestEd, for Council district curriculum leaders and the CGCS Mathematics Advisory committee concerning the draft 2025 NAEP Mathematics Framework.
- Convened the annual meeting of chief academic officers in San Diego. The conference theme was The Great Exchange: Shining the light on solutions that address the needs of our lowest performing students.
- Collaborated with Achieve to survey member districts about the state of science education and to release a report detailing the status of district policies, summarizing best practices, and making recommendations to districts on how to strengthen their science programs.
- Updated www.commoncoreworks.org to enable greater access to Council materials.
- Collaborated with strategic partners in supporting urban districts with standards implementation and school turnaround initiatives. Made numerous presentations to other organizations in support of college- and career-readiness standards.
- Provided strategic support teams to member districts in the areas of instruction and special education.
- Provided districts with on-site and virtual support on their curriculum initiatives using the Council's resource *Supporting Excellence: A Framework for Developing, Implementing, and Sustaining a High-Quality District Curriculum*.
- Connected districts with their peers to answer requests for information on a host of academic issues.
- Provided analysis of mathematics curriculum information to the National Assessment Governing Board for their consideration in updating the 2025 NAEP Mathematics Framework.
- Connected the work of the Council to work done by leading mathematics and literacy organizations to keep the membership informed and to help shape the work of those organizations in addressing urban education.

LEADERSHIP, GOVERNANCE, AND MANAGEMENT AND SCHOOL FINANCE

The Task Force on Leadership, Governance, Management and Finance addresses the quality and tenure of leadership and management in and funding of urban schools. In 2018-19, the Council—

- Designed a professional development program with the Harvard Business School for member school board members and superintendents.
- Provided on-site technical assistance and professional development on effective governance to numerous member boards of education and superintendents.
- Managed two programs of professional development for mid-level managers who aspire to assume positions as Chief Financial Officers and Chief Information Officers as part of the Michael Casserly Urban School Executive Institute.
- Conducted strategic support team reviews in the Charleston County School District, Indianapolis Public Schools, Clark County School District, El Paso Independent School District, Seattle Public Schools, Aurora Public Schools, Buffalo City Schools, Broward County Schools and Milwaukee Public Schools.
- Convened meetings of member district Chief Financial Officers, Human Resources Directors, Chief Operating Officers, Chief Information Officers, Chiefs of Safety & Security, Facilities Directors, Transportation Directors, Food Service Directors, Internal Auditors, Risk Managers, and Procurement Directors.
- Convened two meetings of the Leadership, Governance, Management and Finance Task Force at the Annual Fall Conference and March Legislative Conference.
- Published *Managing for Results in America's Great City Schools* with an expanded set of operational key performance indicators.
- Published *Best Practices in Urban School Procurement*.
- Fielded numerous requests to recommend people for key administrative positions and responded to member requests for management and operational information and services.

BILINGUAL, IMMIGRANT AND REFUGEE EDUCATION

America's urban schools serve more than 26 percent of the nation's English language learners. In 2018-19, the Council—

- Finalized the Council's inaugural Professional Learning Platform with 11 courses and more than 400 videos to help members work with struggling students. Hosted two facilitator training sessions for the ELA courses and one training session for the math courses. More than 20 districts participated in these sessions.

- Concluded a two-year joint purchasing project to improve mathematics instructional materials for ELLS, using LAUSD's procurement guidelines, resulting in the selection of three products from Curriculum Associates, Open Up Resources, and Imagine Learning. Any of the Council-member districts and districts throughout the U.S. can purchase the selected products using the approved contracts.
- Hosted a publishers-only training on the Council's criteria for the selection of quality instructional materials at the BIRE 2019 meeting in Ft. Lauderdale.
- Launched inaugural courses on Complex Thinking and Communication as part of the Council's professional learning platform available to all member districts at a deeply discounted rate. The update includes the finalized Foundations course, a five-course pathway for ELA, and a re-designed set of five mathematics courses.
- Hosted three facilitator training sessions for the ELA professional development courses and one district-sponsored training session for the Math courses.
- Assisted districts in planning the roll out of the Council's professional development courses on Complex Thinking and Communication to ensure coherence with other district initiatives and collaboration among colleagues.
- Conducted a site visit to assist with the implementation of the 3Ls approach taught through the Council's ELA pathway.
- Finalized data collection, analysis, and the report on *English Language Learners in America's Great City Schools*. Presented report at the 2019 March Legislative Conference and the BIRE 2019 meeting.
- Conducted an SST review of English instruction in Puerto Rico and developed a multiyear plan to improve English instruction and expand dual language schools in Puerto Rico.
- Assisted Providence Public Schools in responding to a Department of Justice (DOJ) review and conducted a SST review to support Providence in executing the DOJ Compliance Agreement.
- Examined data and survey information collected regarding the impact of changes to WIDA on ELL proficiency and exit rates.
- Held a pre-conference meeting of member districts that use WIDA assessments to discuss concerns and determine possible research topics to conduct through an ad hoc Council Research Consortium on WIDA.
- Provided strategic technical assistance to districts on dealing with Department of Justice ELL Program reviews, preparing resolutions on immigration, and providing research materials on specific ELL-related topics.
- Conducted numerous queries, by member request, on a number of issues and policies related to serving ELLs and immigrant children and youth in Council-member districts.

- Shared pertinent information with membership on immigration law in presentations at the 2019 March Legislative Conference, the BIRE 2019 meeting, and through electronic communication.
- Convened the annual meeting of the Bilingual, Immigrant, and Refugee Education Directors in Ft. Lauderdale, Florida.
- Convened two meetings of the Task Force on Bilingual, Refugee, and Immigrant Education.
- Collaborated with other organizations, including the EL Success Forum and Student Achievement Partners, on ELL-related projects.
- Participated in the National English Learner Roundtable convened by the Office of English Language Acquisition of the Department of Education.

ORGANIZATION AND ADMINISTRATION

The Council works to manage its resources and ensure the integrity of its programs. In 2018-19, the Council—

- Conducted an external audit of the organization's 2017-18 spending and received unqualified audit results for FY2017-18.
- Coordinated travel for 13 Strategic Support Teams, 12 School Board Retreats, 9 Conferences and Meetings, and 4 specialty meetings.
- Managed financials for 13 Strategic Support Teams, 12 School Board Retreats, 11 grant projects, 10 programs, and 14 conferences and specialty meetings.
- Hosted the Annual Fall Conference in Baltimore, MD as well as multiple meetings and forums throughout the year.
- Maintained the online conference registration and hotel reservation system for all meetings.
- Negotiated hotel contracts for eight peer-to-peer meetings, and hotel contracts for the Fall Conferences in Dallas and Philadelphia for 2020 and 2021, respectively.
- Managed the Dr. Shirley Schwartz Urban Impact Scholarship Program and the Bernard Harris Math and Science Scholarships.
- Continued cleanup of the organization's database system. Cleaned out old files and converted to e-files.
- Initiated RPFs for financial and management auditing firms to provide single-book audit and related services for three years starting with FY 2019-2020. Completed the process and selected Marcum LLP out of seven proposals received.

AWARD PROGRAMS

“Receiving the Green-Garner Award from the Council of the Great City Schools is proof that regardless of challenge or circumstance, anyone’s impossible can become everyone’s inevitable, through belief, skill and will.”

—Alberto Carvalho

GREEN-GARNER AWARD

During the Annual Fall Conference, the Council bestows the Green-Garner Award upon a past or present member district superintendent or board of education member in recognition of exceptional contributions to urban schools and students. As the nation’s highest urban education honor, the award pays tribute to the memory of Richard R. Green, former Minneapolis superintendent and New York City Public Schools chancellor, and Edward Garner, a businessman and former school board president of the Denver Public Schools.

The award, sponsored by ARAMARK K-12 Education, Cenergistic and Scholastic, Inc., includes a \$10,000 college scholarship to be presented to a senior in the winner’s school system or system from which the winner graduated.

Alberto Carvalho, the superintendent of Miami-Dade County Public Schools, was presented with the award at the 2018 Fall Conference in Baltimore.

Carvalho has served as the superintendent of the Miami-Dade County school system for 10 years. Under his leadership, the district raised its graduation rate, earned an “A” grade by the Florida Department of Education, was awarded the 2014 College Board Advanced Placement (AP) Equity and Excellence District of the Year for expanding access to AP courses and won the Broad Prize for Urban Education in 2012 for its strong leadership and community engagement.



Miami-Dade Schools Superintendent Alberto Carvalho, center, holds his Green-Garner Award and oversized check, receiving congratulations from, left to right, Council Executive Director Michael Casserly, Secretary-Treasurer Michael O’Neill, Tai Chapman of Scholastic, Inc., William Spears of Cenergistic and Yvette Turner of Aramark K-12 Education.

Miami Schools Superintendent Alberto Carvalho gives remarks after being named the winner of the Green-Garner Award.



Green-Garner

1990	James Griffin, Retired Member	St. Paul School Board
	Timothy Dyer, Former Superintendent	Phoenix Union High School District
1991	Paul Houston, Former Superintendent	Tucson Public Schools
1992	Richard Wallace Jr., Superintendent Emeritus	Pittsburgh Public Schools
1993	Constance Clayton, Superintendent	School District of Philadelphia
1994	Holmes Braddock, Board Member	Miami-Dade County Public Schools
1995	Curman Gaines, Superintendent	St. Paul Public Schools
1996	James Williams, Superintendent	Dayton Public Schools
1997	Maxine Smith, Retired Board Member	Memphis City School Board
1998	Gerry House, Superintendent	Memphis City Public Schools
1999	Rod Paige, Superintendent	Houston Independent School District
	Judy Farmer, Board Member	Minneapolis Public Schools
2000	Eric Smith, Superintendent	Charlotte-Mecklenburg Schools
2001	Barbara Byrd-Bennett, Superintendent	Cleveland Municipal School District
2002	John Simpson, Superintendent	Norfolk Public Schools
2003	Arthur Griffin, Board Member	Charlotte-Mecklenburg Schools
	Franklin Till, Superintendent	Broward County Public Schools
2004	Tom Payzant, Superintendent	Boston Public Schools
2005	Anna Dodson, Board Member	Norfolk Public Schools
2006	Beverly Hall, Superintendent	Atlanta Public Schools
2007	Elizabeth Reilinger, Board Member	Boston Public Schools
2008	Pascal Forgione, Superintendent	Austin Independent School District
2009	Emmett Johnson, Board Member	Atlanta Public Schools
2010	Arlene Ackerman, Superintendent	The School District of Philadelphia
2011	Candy Olson, Board Member	Hillsborough County Public Schools
2012	Carol Johnson, Superintendent	Boston Public Schools
2013	Denise Link, Board Member	Cleveland Metropolitan School District
2014	Terry Grier, Superintendent	Houston Independent School District
2015	Bill Isler, Board Member	Pittsburgh Public Schools
2016	Eric Gordon, Chief Executive Officer	Cleveland Metropolitan School District
2017	Felton Williams, Board Member	Long Beach Unified School District
2018	Alberto Carvalho, Superintendent	Miami-Dade County Public Schools

Queen Smith Award For Commitment to Urban Education

Andrea Greene, the choral director at Jones High School in Florida's Orange County Public Schools in Orlando, was the recipient of the 2018 Queen Smith Award for Commitment to Urban Education. Sponsored by the Macmillan/McGraw-Hill Publishing Co., the award is named in honor of the company's late vice president of urban programs.

Shirley S. Schwartz Urban Education Impact Award

The Council of the Great City Colleges of Education, an affiliate group of deans working with big-city school leaders, presented the Dr. Shirley S. Schwartz Urban Education Impact Award to the University of South Florida's College of Education and Florida's Hillsborough County Public Schools in Tampa for the Mort Teacher Leader Academy, a teacher leader development program. The award honors an outstanding partnership between a university and urban school system and is named in honor of the Council's director of special projects who died in March 2009.

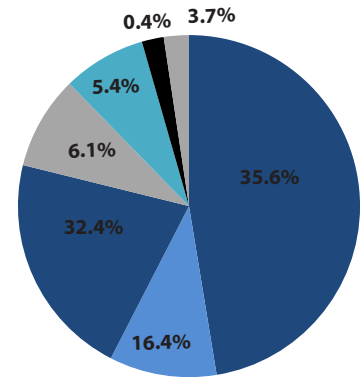
FINANCIAL REPORT

AUDITED REPORT
FY 17-18

ESTIMATE
FY 18-19

REVENUE

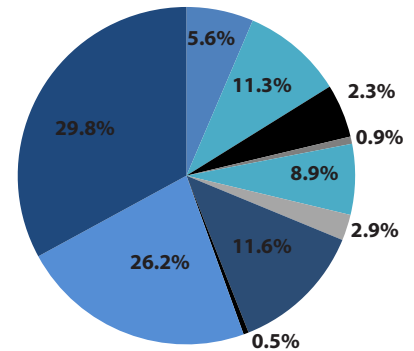
Membership Dues	\$2,840,510	\$3,102,486
Grants & Contracts	607,829	2,826,521
Sponsor Contribution	1,276,050	1,434,150
Registration Fees	529,313	534,405
Interest and Dividends	471,066	472,110
Royalties and Other Income	124,369	32,432
Net Gain on Investments	141,957	320,777
Total Revenue	\$5,991,093	\$8,722,881



- Membership Dues 35.6%
- Grants and Contracts 32.4%
- Sponsor Contributions 16.4%
- Registration Fees 6.1%
- Interest and Dividends 5.4%
- Royalties and Other Income 0.4%
- Net Gains on Investments 3.7%

EXPENSES

Public Advocacy	\$499,284	\$384,179
Legislative Advocacy	754,987	781,122
Research	398,143	160,642
Curriculum & Instruction	54,080	64,289
Executive Leadership	526,219	612,313
Member Management Services	192,874	201,751
Admin & Financial Management	992,115	802,869
Fundraising Activities	38,782	34,477
Conferences & Meetings	1,753,063	1,810,788
Categorical Projects	2,558,276	2,063,283
Total Expenses	\$7,767,823	\$6,915,713



- Public Advocacy 5.6%
- Legislative Advocacy 11.3%
- Research 2.3%
- Curriculum & Instruction 0.9%
- Executive Leadership 8.9%
- Member Management Services 2.9%
- Admin & Financial Management 11.6%
- Fundraising Activities 0.5%
- Conferences & Meetings 26.2%
- Categorical Projects 29.8%

Change in Net Assets	\$1,776,730	\$1,807,167
Net Assets, Beginning	\$10,346,028	\$8,569,298
Net Assets, Ending	\$8,569,298	\$10,376,466

SPONSORS

THE COUNCIL THANKS THE FOLLOWING CONTRIBUTORS FOR THEIR SUPPORT IN 2018-2019

Blue Ribbon Corporate Advisory Group

American Reading Company
Apple
Aramark K-12 Education
Blackboard
Cenergistic
Clever
Cornerstone OnDemand
CrisisGo
Curriculum Associates
Discovery Education
ETS
Gaggle
Houghton Mifflin Harcourt
K12 Insight
LEGO Education
Lexia Learning
Mawi Learning
McGraw Hill Education
Pearson
Public Consulting Group
Scholastic, Inc.
SchoolMint
Texas Instruments
Waterford Institute
Wilson Language Training

2018 Public Relations Executives Meeting

Blackboard
Finalsite
K12 Insight
Peachjar
SchoolMint
West Corporation
(SchoolMessenger)

2018-2019 Executive Committee Meeting

Curriculum Associates
Lexia Learning
McGraw Hill Education

2018 Annual Fall Conference

ABM
Achieve 3000
Advocacy & Communications Solutions, LLC
Allovue
American Reading Company
ARAMARK K-12 Education
AVID

BrainPOP
BELL
Bulb Digital Portfolios
Cambridge Assessment International Education
Catapult Learning
Cenergistic
Clever
Cornerstone OnDemand
CrisisGo
Curriculum Associates
Discovery Education
ESS
ETS
Frontline
Goalbook
Great Minds, LLC
Hayes Software Systems
Hobsons
Hoonuit
Houghton Mifflin Harcourt
Imagine Learning
Infor
K12 Insight
Kelly Education Staffing
Kinolved
Lego Education
Lexia Learning
Lightspeed Technologies
Mawi Learning
McGraw Hill Education
Nearpod
Okapi Educational Publishing
Oracle
Pearson
Public Consulting Group
Renaissance
Sanford Harmony
Scholastic, Inc.
SchoolMint
Schoolology
TCG Advisors
TeachForward
Texas Instruments
Think Cerca
Urban Teachers
Whetstone
Wilson Language Training
Xello

2018 Chief Financial Officers Meeting

ABM
Allovue
Amazon Business
CherryRoad Technologies

CISCO
ClassLink
Crown Castle
DELL EMC
Dyntek
E & I Cooperative Services
Education Networks of America
Gaggle
Gallagher
Gallagher Bassett
Government Finance Officers Association
Hayes Software Systems
Houghton Mifflin Harcourt
HOWARDedu
HP
Infor
Infosys
Innive
Interface Human
JW Affinity IT
Kajeet
Kelly Educational Staffing
Plante Moran
PMA Companies
Public Consulting Group
Safari Montage
SAP Software Solutions
Sodexo
Tyler Technologies
U.S. Communities

2019 HRD/Personnel Directors Meeting

CherryRoad Technologies
Cornerstone
ESS
Hoonuit
Innive
Kelly Educational Staffing
Nimble
PowerSchool
Public Consulting Group

2019 Legislative/Policy Conference

CrisisGo
Curriculum Associates
Houghton Mifflin Harcourt
K-12 Insight
Lexia Learning
Public Consulting Group
SchoolMint
Share Our Strength
Waterford Institute
Wilson Language Training

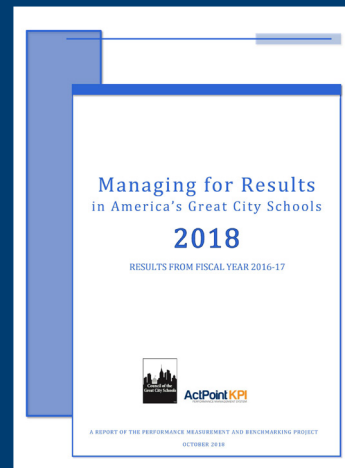
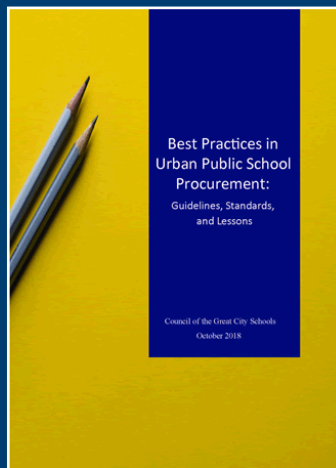
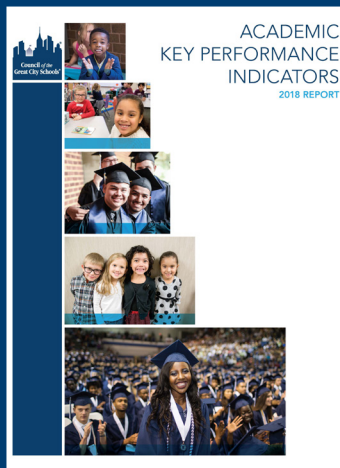
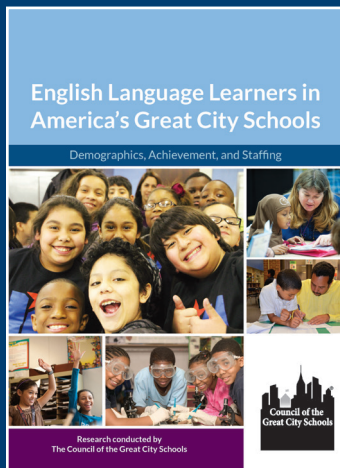
2019 Chief Operating Officers Conference

ABM
AECOM
Austin Independent School District
Beyond Green
Cenergistic
Centegix
Cooperative Strategies
CrisisGo
Dude Solutions
Edulog
Facilitron
Gaggle
Jacobs Engineering Group
K12 Insight
Minimise
Panasonic
Public Consulting Group
ReadyOp
Seon
Sodexo
Tyler Technologies
Verra Mobility
Zonar

2019 Bilingual, Immigrant & Refugee Education Directors Meeting

American Reading Company
Benchmark Education
Curriculum Associates
Data Recognition Corporation
Dreambox Learning
Ellevation
Imagine Learning
Kendall Hunt
LEGO Education
McGraw Hill Education
NWEA
Open-Up Resources
Project Education
Trinity Education Group
Velaquez Press

Publications



English Language Learners in America's Great City Schools April 2019

This report presents the results of a two year-long 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 and incorporates new data from the Council's Academic Key Performance Indicators (KPIs). The new report is based on an extensive survey of Council member-districts in 2017 and examines data on ELL enrollment, languages spoken, student achievement, staffing and professional development. The report also includes new data on the number of ELLs who remain in English learner programs for a long period of time. The study also surveyed districts on how they allocated their Title III funds and on the professional development provided to staff.

Academic Key Performance Indicators 2018 Report October 2018

This report focuses on the data collection and analysis of Academic KPIs and is divided into four sections: elementary achievement indicators, secondary achievement indicators, attendance indicators, and disciplinary indicators. The report presents an updated set of data through school year 2016-17 and provides a number of different ways that member districts can analyze the data themselves by disaggregating results, showing trends, and combining variables.

Best Practices in Urban Public School Procurement: Guidelines, Standards, and Lessons

October 2018

The evolution of technology has brought new purchasing and sourcing tools and techniques to bear. This White Paper identifies and describes a number of best practices, both tactical and strategic.

They include:

- Developing a Strategic Procurement Plan
- Identifying Process Improvements
- Establishing a Dynamic Savings Program
- Implementing Supplier Scorecards/Evaluations
- Expanding Stakeholders' Involvement
- Winning over Senior Management

Managing for Results in America's Great City Schools, Results from Fiscal Year 2016-17

October 2018

In 2002, the Council of the Great City Schools and its members set out to develop performance measures that could be used to improve business operations in urban public school districts. The Council launched the Performance Measurement and Benchmarking Project to achieve these objectives. This is the Council's annual report on more than 500 Key Performance Indicators of operational performance in the nation's urban schools.

Council Staff



Council Chair Larry Feldman gives a congratulatory hug to Council Executive Director Michael Casserly. Feldman presented awards to the Council staff during the Annual Fall Conference in Baltimore.

ADMINISTRATION

Michael Casserly, Executive Director
Teri Trinidad, Director of Administration,
Finance & Conferences
Alisa Adams, Finance Manager
Alexis Vann, Manager of Conferences
Michell Yorkman, Manager of Conferences
and Partnerships
Gregory Bacon, Administrative and Conference
Specialist
Marilyn Banks, Administrative Assistant

COMMUNICATIONS

Tonya Harris, Director of Communications
Joanne Coley, Communications Specialist

CURRICULUM AND INSTRUCTION

Ricki Price-Baugh, Director of Academic Achievement
Robin Hall, Director of Language Arts and Literacy
Denise Walston, Director of Mathematics

LEGISLATION AND POLICY

Jeff Simering, Director of Legislation
Manish Naik, Manager of Legislative Services
Gabriela Uro, Director of ELL Policy and Research
Julie Wright Halbert, Legislative Counsel
David Lai, Special Projects Manager

MANAGEMENT AND TECHNOLOGY

Robert Carlson, Director of Management Services

RESEARCH

Ray Hart, Director of Research
Moses Palacios, Legislative and Research Manager
Renata Lyons, Research Manager
Eric Vignola, Programmer/Technology Specialist
Natalia Cooper, Research Intern

SPECIAL PROJECTS

Amanda Rose Corcoran, Special Projects Manager

2018-2019 COUNCIL BOARD OF DIRECTORS AND MEMBER DISTRICTS (AS OF MARCH 2018)

SCHOOL DISTRICT	SUPERINTENDENT	BOARD MEMBER	SCHOOL DISTRICT	SUPERINTENDENT	BOARD MEMBER
Albuquerque	Raquel Reedy	David Peercy	Los Angeles	Austin Beutner	Kelly Gonez
Anchorage	Deena Bishop	Elisa Snelling	Manchester	N/A	N/A
Arlington	Marcelo Cavazos	Aaron Reich	Miami-Dade County	Alberto Carvalho	Lawrence Feldman
Atlanta	Meria Carstarphen	Leslie Grant	Milwaukee	Keith Posley	Mark Sain
Aurora	Rico Munn	Marques Ivey	Minneapolis	Ed Graff	Siad Ali
Austin	Paul Cruz	Geranimo Rodriguez	Nashville	Shawn Joseph	Rachael Anne Elrod
Baltimore	Sonja Santelises	Martha James-Hassan	Newark	Roger Leon	Josephine Garcia
Birmingham	Lisa Herring	Cheri A. Gardner	New Orleans	Henderson Lewis Jr.	N/A
Boston	Laura Perille	Michael O'Neill	New York City	Richard Carranza	N/A
Bridgeport	Aresta Johnson	Dennis Bradley	Norfolk	Melinda Boone	Rodney Jordan
Broward County	Robert Runcie	Laurie Rich Levinson	Oakland	Kyla Johnson-Trammell	Aimee Eng
Buffalo	Kriner Cash	Barbara Seals Nevergold	Oklahoma City	Sean McDaniel	Paula Lewis
Charleston County	Gerrita Postlewait	Eric Mack	Omaha	Cheryl Logan	Shavonna Holman
Charlotte-Mecklenberg	Clayton Wilcox	Mary McCray	Orange County	Barbara Jenkins	Teresa Jacobs
Chicago	Janice Jackson	Jaime Guzman	Palm Beach County	Donald E. Fennoy II	Marcia Andrews
Cincinnati	Laura Mitchell	Mike Moroski	Philadelphia	William Hite	Joyce Wilkerson
Clark County	Jesus Jara	Linda Cavazos	Pinellas County	Michael Grego	Carol Cook
Cleveland	Eric Gordon	Denise Link	Pittsburgh	Anthony Hamlet	Sylvia Wilson
Columbus	Talisa Dixon	Gary Baker II	Portland	Guadalupe Guerrero	Julie Esparza Brown
Dallas	Michael Hinojosa	Lew Blackburn	Providence	Christopher Maher	Nicholas Hemond
Dayton	Elizabeth Lolli	William E. Harris, Jr.	Puerto Rico	Julia Beatrice Keleher	N/A
Denver	Susana Cordova	Allegra Haynes	Richmond	Jason Kamras	Dawn Page
Des Moines	Thomas Ahart	Cindy Elsbernd	Rochester	Daniel Lowengard	Van Henri White
Detroit	Nikolai Vitti	Iris Taylor	Sacramento	Jorge A. Aguilar	Darrel Woo
District of Columbia	Lewis Ferebee	N/A	St. Louis	Kelvin Adams	Darnetta Clinkscale
Duval County	Diana Greene	Lori Hershey	St. Paul	Joe Gothard	Zuki Ellis
El Paso	Juan Cabrera	Bob Geske	Stockton	John Deasy	Lange Luntao
Fort Worth	Kent Scribner	Ashley Paz	San Antonio	Pedro Martinez	Patti Radle
Fresno	Robert Nelson	Valerie Davis	San Diego	Cindy Marten	Sharon Whitehurst-Payne
Guilford County	Sharon Contreras	Byron Gladden	San Francisco	Vincent Matthews	Mark Sanchez
Hawaii	Christina Kishimoto	Catherine Payne	Santa Ana	Stefanie Phillips	Valerie Amezcua
Hillsborough County	Jeff Eakins	Tamara Shamburger	Seattle	Denise Juneau	Leslie Harris
Houston	Grenita Lathan	Diana Davila	Shelby County	Joris Ray	Kevin Woods
Indianapolis	Aleesia Johnson	Elizabeth Gore	Toledo	Romules Durant	Stephanie Eichenberg
Jackson	Errick Greene	Barbara Hilliard	Toronto	John Malloy	N/A
Jefferson County	Marty Pollio	Diane Porter	Tulsa	Deborah Gist	Suzanne Schreiber
Kansas City (MO)	Mark Bedell	Jennifer Wolfsie	Wichita	Alicia Thompson	Ron Rosales
Long Beach	Christopher Steinhauser	Felton Williams			

Members

Albuquerque • Anchorage • Arlington • Atlanta • Aurora • Austin • Baltimore • Birmingham
Boston • Bridgeport • Broward County • Buffalo • Charleston County • Charlotte-Mecklenburg
Chicago • Cincinnati • Clark County • Cleveland • Columbus • Dallas • Dayton • Denver
Des Moines • Detroit • Duval County • El Paso • Fort Worth • Fresno • Guilford County
Hawaii • Hillsborough County • Houston • Indianapolis • Jackson • Jefferson County
Kansas City • Long Beach • Los Angeles • Manchester • Miami-Dade County • Milwaukee
Minneapolis • Nashville • New Orleans • New York City • Newark • Norfolk • Oakland
Oklahoma City • Omaha • Orange County • Palm Beach County • Philadelphia • Pinellas County
Pittsburgh • Portland • Providence • Puerto Rico • Richmond • Rochester • Sacramento
San Antonio • San Diego • San Francisco • Santa Ana • Seattle • Shelby County
St. Louis • St. Paul • Stockton • Toledo • Toronto • Tulsa • Washington, D.C. • Wichita



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