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José Banda, Sacramento Superintendent
JoAnn Brannon, Nashville School Board
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Doretha Edgecomb, Hillsborough County School Board
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Barbara Jenkins, Orange County Superintendent
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Michael O’Neill, Boston School Committee
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Deborah Shanley, Brooklyn College CUNY Dean

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Cover Photo: Top Row, left: Students from Portland Public Schools; right: Students from Fresno Unified School District;
Bottom row: left, Student from Des Moines Public Schools, right: Students from Long Beach Unified School District
Page 1 Photo: Student from Long Beach Unified School District; Page 4 Photo: Students from Des Moines Public Schools; Page 5 Photo: Student from Milwaukee Public Schools; Page 7 Photo: Students from Dallas Independent School District; Page 10 Photo: Student from Fresno Unified School District; Page 11 Photo: Students from Metropolitan Nashville Public Schools; Page 24 Photo: Students from Clark County Public Schools
June 30, 2016

I am pleased to join with our executive director to present this year’s annual report to the membership. It describes what the Council of the Great City Schools is all about, what it has accomplished, and what it strives to do.

Rather than describing all the things you will find in this report, I’d like to spend a moment letting you know what the year as your chair has meant to me. Many of you know that I have worked my way up the system from being a classroom teacher in Tucson many years ago to now leading the San Francisco schools. I have had the privilege of working with many great educators and for a number of fine superintendents and school board members. I have also been fortunate enough to serve with other national groups. But few people understand the thrill it is to lead a national organization with the reach and import of the Council of the Great City Schools.

Other organizations have their place, but no one fulfills their mission with the seriousness of intent, the expertise, the determination, and shear doggedness of the Council. The membership never has to worry that its organization is not providing first-rate technical assistance; it never has to fret that the Council is compromising its values; and it never has to be concerned that we are not front and center of their work every day. Our members would be stunned to realize the full breadth and impact of the work they do and the high regard in which it is held.

Over the December holidays, I traveled to Washington to attend the Council’s annual staff lunch and to present along with our secretary/treasurer Kaya Henderson an award to our outgoing U.S. Secretary of Education Arne Duncan. I did not realize until I got to the staff lunch that our executive director typically reads a holiday poem into which he has embedded the names of every staff member. (I got my own stanza this year.) And he does a recitation of all the things they have accomplished over the course of the year. This year’s list took 20 minutes to read, and I was so impressed by what our staff had done this year that I asked for the list to be included in our January executive committee materials for everyone to see. Any organization would have been lucky to have accomplished one item on that list, much less all the things that are described in this report.

To have served as the chair of the board for a group like this is one of the highlights of my career. It was a high point not just for the honor of being chosen by my colleagues to lead the group this year, but because it meant leading an organization whose importance to the future of urban public education in this nation is second to none. And I would be remiss if I didn’t say that the experience was a thrill because it meant working with my friends and colleagues of so many years. Our membership is really like a family and I love it like my own.

I would like to thank three groups as I close my year. First, I thank the Long Beach schools for hosting our annual meeting this year. It was superb. Second, I thank all of the members of the Council’s executive committee and its officers. We accomplished a great deal, and I didn’t deserve to have so much fun as we were doing everything we did. Finally, I thank the staff of the Council. Our confidence in you is strengthened every time we are together. Your work continues to be outstanding. Thank you.

Richard Carranza
Chair of the Board
June 30, 2016

I am pleased and proud to present this annual report to the membership on the activities of the Council of the Great City Schools during the 2015-16 program year.

The Council had an extraordinary year. Singular among the organization’s accomplishments this year was the amazing work the organization did to protect the federal Title I formula during the reauthorization of the new Every Student Succeeds Act. A number of proposals to dilute the formula were on the table during the legislative process that would have stripped upwards of $650 million out of the member urban school systems. Ultimately, the bill had positive features and negative ones, but it was the retention of the formula that earned the Council’s support of the bill at the end of the day.

In addition, the Council released its long-awaited testing inventory. The study, which was prompted by the group’s board of directors, provided some badly needed evidence to the fractious national debate about the amount of testing that our schools do. The results were published in front-page stories in every major news outlet nationwide, and prompted an Oval Office meeting with President Obama.

Moreover, the year saw the release of new NAEP scores showing a number of our city school systems posting gains while the nation dipped in reading and math performance. The Council was also able to help secure the funding necessary to expand the Trial Urban District Assessment program by six cities.

The Council’s public service announcements also continued to run full speed nationwide in support of the Common Core State Standards. By the end of May, the spots had been seen or heard in English and Spanish some 218 million times over a 16 month period.

Furthermore, the Council released its widely praised GIMET tool to help school districts choose instructional materials grade-by-grade that are compatible with college and career ready standards. And the Council completed the initial stages of an effort to incent textbook publishers to produce better instructional materials for English Language Learners; it launched its new academic key performance indicators; and it published the annual Managing for Results report that continues to provide critical operational benchmarking for our membership. On top of everything else, the Council secured new office space and moved our headquarters.

Finally, our annual fall conference in Long Beach, hosted by the Long Beach Unified School District, was the best meeting that the organization has ever held, and our spring legislative conference continued to keep the membership informed about key federal legislative and policy issues.

I thank Richard Carranza, superintendent of the San Francisco Unified School District, for his extraordinary leadership in chairing the Council’s board of directors this year. His electrifying speech at the Fall Conference brought everyone to their feet and defined the work of the organization throughout the year. I also thank the Council’s extraordinary staff who continue to perform at the top of their games on behalf of the membership. I am very fortunate to be surrounded by such a dedicated team of individuals who work every day with tremendous expertise to serve our urban schools and children. Thank you.

Michael Casserly
Executive Director
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.
Top photo: President Obama meets with teachers and representatives of states and school districts who attended the Council’s press conference on the release of a new testing study. (Photo by Pete Souza)

Bottom photo: Council Executive Director Michael Casserly, left, honors U.S. Secretary of Education Arne Duncan in December before he stepped down from his post of seven years. Looking on are Council Chair Richard Carranza, superintendent of San Francisco public schools, and Secretary-Treasurer Kaya Henderson, chancellor of District of Columbia Public Schools, at Duncan’s office.
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 will keep our commitments. 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.
Top photo: Boston Schools Superintendent Tommy Chang, left, and Boston school committee chair Michael O’Neill listen to Education Secretary John King at the Legislative Conference.

Bottom photo left: Birmingham Schools Superintendent Kelley Castlin-Gacutan facilitates a session at the Annual Fall Conference.

Bottom photo right: Sacramento Schools Superintendent José Banda, left, talks with Dayton school board member Ronald Lee at the Legislative Conference.
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 established five special task forces in 1998 and 1999 to address major issues facing the membership. These included a School Finance Task Force to explore ways to challenge urban school funding inequities around the nation and 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 was established to eliminate gaps in the academic achievement of students by race. A Task Force on Leadership and Governance addresses the increasing concern about issues surrounding urban school leadership and management, and a Task Force on Professional Development explores ways to give teachers and administrators the latest tools and techniques to improve student achievement.

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.
Characteristics of the Great City Schools

- Total Student Enrollment: 7.3 million
  - Hispanic: 40%
  - African American: 29%
  - White: 20%
  - Asian/Pacific Islander: 8%
  - Alaskan/Native American: 1%
- Free/Reduced Price Lunch Eligibility: 70%
- English Language Learners: 17%
- Students With Individualized Education Plan (IEP’s): 14%
- Total Number of Teachers: 423,244
- Student-Teacher Ratio: 17:1
- Number of Schools: 12,117

Source: National Center for Education Statistics

Conferences

- Public Relations Executives Meeting
  - July 10-12, 2015
  - Nashville, TN
- Curriculum & Research Directors Meeting
  - July 15-18, 2015
  - Chicago, IL
- Annual Fall Conference
  - October 7-11, 2015
  - Long Beach, CA
- Chief Financial Officers Conference
  - November 3-6, 2015
  - Houston, TX
- HRD/Personnel Directors Meeting
  - February 9-12, 2016
  - Las Vegas, NV
- Legislative/Policy Conference
  - March 19-22, 2016
  - Washington, DC
- Chief Operating Officers Conference
  - April 12-15, 2016
  - Charlotte, NC
- Bilingual, Immigrant & Refugee Education Directors Meeting
  - May 11-14, 2016
  - Anchorage, AK
Big-city school leaders from across the country met to discuss initiatives to improve the quality of education for children in the nation’s urban school districts at the Council’s 59th Annual Fall Conference, October 7-11 in Long Beach, Calif.

Hosted by the Long Beach Unified School District, more than 1,000 urban school superintendents, senior administrators, board members and deans of colleges of education assembled under the banner, “Sailing to Success in Urban Education.”

Urban students took center stage at a riveting and heartfelt 90-minute town hall meeting moderated by National Public Radio journalist Maria Hinojosa. The town hall featured students from New York City Public Schools, the San Francisco Unified School District and the Long Beach Unified School District in an honest discussion focusing on education, race and their futures.

CNN host Fareed Zakaria shared his views on how the United States can improve its educational system, which he believes is the best in the world, and urged educators to teach students in a way that excites their imagination.

Also addressing the conference was Los Angeles school board member George McKenna, whose story of turning around a low-performing high school was turned into an award-winning television movie starting actor Denzel Washington.

Conferees also heard from José Hernandez and his inspiring story of how he went from the son of immigrant farm workers to a NASA astronaut.
Urban school leaders converged in the nation’s capital March 19-22 to discuss the Every Student Succeeds Act (ESSA), the bipartisan education law signed by President Obama in December.

Conferees heard from U.S. Secretary of Education John King, who discussed ways big-city educators can use ESSA as an opportunity to drive the nation closer to the goal of equity.

He noted that President Obama would not have signed ESSA if he didn’t believe the law would not advance the civil rights legacy found in the original Elementary and Secondary Education Act, adopted in 1965.

“In this new law, we have important opportunities, but the measure of our success is can we collaborate to take advantage of those opportunities?” asked King. “Can we use those opportunities to advance equity and excellence in all of our students?”

In his address to urban educators, King praised the Council for releasing a student testing report that he believes “helped launch a national conversation” on ways to replace low-level bubble tests with more rich performance-based assessments, and cited school systems such as Boston, Dallas, Seattle and Sacramento for ensuring the time students are spending on tests is focused on quality instruction.

Conferees also heard from Rep. Marcia Fudge (D-Ohio), who serves on the U.S. House of Representatives Education and the Workforce Committee.

Rep. Fudge told urban educators she strongly supports ESSA because it preserves Title I funding, helps close the achievement gap and makes a quality education available for all children regardless of their family or zip code.

An immediate past chair of the Congressional Black Caucus, Fudge noted that the United States educates the most diverse student body in the world and believes the nation must do all it can to ensure that children succeed.
Top photo: Council Executive Director Michael Casserly discusses the release of the Council’s two-year study on school testing at a press conference and panel discussion at the National Press Club. The panel featured, left to right, U.S. Secretary of Education Arne Duncan, Council of Chief State School Officers Executive Director Chris Minnich, incoming Acting Secretary of Education John King, North Carolina State School Superintendent June Atkinson and Miami-Dade Schools Superintendent Alberto Carvalho.

Bottom photo: Big-city students participate in the Council’s town hall meeting on education, race and their futures at the Annual Fall Conference.
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 2015-16, the Council—

• Held a press conference and panel discussion to release *Student Testing in America’s Great City Schools: An Inventory and Preliminary Analysis*, which was televised live on C-SPAN and garnered wide-spread press coverage and editorials.

• Participated in an Education Writers Association (EWA) panel on student testing.

• Participated in the release of the 2015 Trial Urban District Assessment (TUDA) results.

• Launched the Males of Color website – www.malesofcolor.org

• Participated in an NBC News Education Nation Twitter Chat on “Education as Empowerment: Supporting Males of Color.”

• Wrote a blog post titled “Common Core in America’s Great City Schools – Optimism Amidst the Noise,” published by the Alliance for Excellent Education.

• Saw the Council’s Common Core Public Service Announcements (PSAs) aired more than 28,000 times on television and radio nationally, with more than 218 million audience impressions.

• Coordinated a National Town Hall Meeting titled “Urban Students Speak Out on Education, Race and Their Futures,” moderated by journalist Maria Hinojosa of National Public Radio.

• Issued more than a dozen press releases on Council activities and developments.

• Fielded scores of inquiries from national and regional media outlets, such as the *New York Times*, *Washington Post*, National Public Radio and the Associated Press.

• Managed the CGCS’ ExxonMobil Bernard Harris Math and Science Scholarships.

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 2015-16, the Council—

• Successfully prevented major Title I funding formula changes that would cut hundreds of millions of dollars in federal assistance to the Great City Schools from being included in the new Every Student Succeeds Act (ESSA) of 2015.

• Provided dozens of comments to the House and Senate ESSA conference committee, and secured significant fiscal and programmatic protections for urban schools in the final legislation.

• Participated in multiple meetings with U.S. Department of Education officials after the passage of the new law to discuss priorities and operational flexibility in the implementation of ESSA.

• Nominated an urban superintendent to participate in the federal Negotiated Rulemaking process, and provided support, policy research, and counsel during the development of regulations.

• Convened numerous conference calls to brief the membership on details of the new federal education law.

• Provided testimony on the implementation of ESSA before the Senate Committee on Health, Education, Labor, and Pensions.

• Submitted testimony and written comments to the U.S. Department of Education on needed regulations and guidance to assist school districts with the implementation of the ESSA.

• Advocated successfully for more operational flexibility in the House school meals legislation while maintaining high nutrition standards.

• Submitted recommendations to Congress on the reauthorization of the Perkins Career and Technical Education Act, highlighting the need for simplification and flexibility.

• Submitted comments to the U.S. Department of Education on the overidentification of students for special education services and disciplinary action.
• Launched a new webinar series on legal issues facing the Great City Schools in partnership with Husch Blackwell focusing on the Males of Color initiative, Title IX and sexual violence, guns in schools, and accommodating transgender students and staff.
• Participated in an *amicus* brief before the U.S. Supreme Court supporting the Administration’s Deferred Action on immigrant children and their parents (DACA/DAPA).
• Provided strategic support teams to member districts on their special education services and provided dozens of recommendations for improvement.
• Hosted weekly conference calls with member districts and the Universal Service Administrative Company (USAC) to resolve problems in the new E-Rate application portal.
• Advocated successfully for a four-week extension of the FCC E-Rate filing deadline in 2016.
• Convened the Annual Legislative/Policy Conference with four days of briefings on the ESSA, the Bipartisan Budget Agreement, and federal funding for the upcoming 2016-17 school year.
• Served as an intermediary for the membership in resolving problems with the U.S. Department of Education and responded to scores of questions on federal legislation.
• Published a primer on the operations of the U.S. Office of Civil Rights.

**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 2015-16, the Council—

• Published *Student Testing in America’s Great City Schools: An Inventory and Preliminary Analysis* that provided the first-ever inventory of testing practices in the nation’s schools that prompted an Oval Office meeting with President Obama.
• Conducted research on urban school progress on the 2015 Trial Urban District Assessment of NAEP.
• Expanded the number of districts that could participate in NAEP.
• Conducted statistical analyses of proposed amendments to ESSA to determine the effects on Council member districts.
• Responded to numerous member requests for statistical information and research assistance.
• Conducted special analysis of student achievement levels, changing demographics, school climate (suspensions and expulsions) and district and school improvement.
• Convened the 2015 Annual Research and Curriculum Directors Meeting in Chicago, IL.

**ACHIEVEMENT AND PROFESSIONAL DEVELOPMENT**

Improving the performance of all students and closing achievement gaps is one of the Council’s most important priorities. In 2015-16, the Council—

• Developed *Indicators of Success*, a tool to help districts assess their progress in implementing college- and career-readiness standards.
• Convened the Achievement Task Force at the Annual Fall Meeting and March Legislative Meeting.
• Convened numerous meetings of the organization’s common core advisory committees.
• Convened multiple workshops and institutes for member districts on implementation of the common core and college- and career-readiness standards and assessments.
• Developed and launched a groundbreaking set of academic Key Performance Indicators to help gauge member progress.
• Disseminated the Council’s Grade-level Instructional Materials Evaluation Tool (GIMET) to help districts select materials aligned to college- and career-readiness standards.
• Collaborated with the Vermont Writing Project to offer member districts professional development on enhancing expository and narrative writing.
• Partnered with the University of Chicago’s Center for Elementary Mathematics and Science Education on a computer science toolbox for K-12 teachers and administrators.
• Made multiple presentations to organizations on the common core and college- and career-readiness standards while representing urban districts and their work.
• Provided feedback to Achieve on their EQuIP tool and to Student Achievement Partners on their Instructional Materials Evaluation Tool (IMET).
• Expanded the Basal Alignment Project, Anthology Alignment Read-Aloud Project, and Text Set Projects.
• Updated www.commoncoreworks.org to provide greater access to materials.
• Provided districts receiving Wallace Foundation Principal Supervisor Initiative (PSI) grants with early feedback on their progress and next steps.

LEADERSHIP, GOVERNANCE, AND MANAGEMENT AND SCHOOL FINANCE
The Task Forces on Leadership, Governance, and Management, and School Finance address the quality and tenure of leadership and management in and funding of urban schools. In 2015-16, the Council—
• Conducted a comprehensive survey of member school boards and their governance practices, the results of which were used to provide school board training in a number of cities.
• Conducted strategic support team reviews of the human resources, facilities, budget and finance, transportation, and technology operations of member districts.
• Convened meetings of Chief Financial Officers, Human Resources Directors, Chief Operating Officers, Chief Information Officers, Chiefs of Safety & Security, Facilities Directors, Transportation Directors, Internal Auditors, Risk Managers, and Procurement Directors.
• Published the final report of the Risk Management Working Group, Enterprise Risk Management in the Great City Schools.
• Published the eleventh edition of Managing for Results in America’s Great City Schools, 2015 with an expanded set of key performance indicators.
• Managed the Council’s Urban School Executive Program (C’USE) for aspiring Chief Financial Officers.
• Conducted two meetings of the School Finance and Leadership, Governance, and Management Task Forces.
• Fielded numerous member requests for management 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 2015-16, the Council—
• Analyzed and provided feedback to Congressional staff on the effect of ELL-related provisions in ESSA.
Highlights of Council Activities

• Worked with Department of Education staff on ELL accountability provisions in ESSA.
• Provided strategic support team reviews of ELL programming in member districts and ongoing technical assistance to others.
• Conducted multiple surveys of district practices on the identification and re-classification of ELLs, and the enrollment of immigrant students and unaccompanied minors.
• Monitored the number of refugees who settled in the United States and provided updates to Council member districts.
• Researched OCR cases and guidance on establishing Newcomer Centers for newly arrived ELLs and provided districts with suggested parameters.
• Worked with the Department of Justice, Department of Education, and relevant non-profit organizations on the issue of young girls and women at risk of female genital mutilation.
• Participated in a national convening of ELL experts to determine how Open Educational Resources can incorporate ELL supports.
• Participated in numerous discussions with textbook publishers on the need for instructional materials that address the needs of ELLs.
• Coordinated a comprehensive review of ELL instructional materials from four major publishers.
• Assembled a team of experts and district practitioners to develop criteria for selecting instructional materials in mathematics for ELLs and other students with language-related needs.
• Secured a $1 million grant from the Helmsley Charitable Trust to design professional development tools for teachers working with high-need students who are below grade level.
• Supported ongoing implementation of new standards for ELLs in member districts.
• Convened the annual meeting of the Bilingual, Immigrant, and Refugee Education Directors in Anchorage.

ORGANIZATION AND ADMINISTRATION

The Council works to manage its resources and ensure the integrity of its programs. In 2015-16, the Council—

• Conducted an external audit of the organization’s 2014-15 spending and received unqualified audit results.
• Managed 15 strategic support team visits, 10 grants, 10 programs, and 16 conferences and specialty meetings.
• Hosted the 2015 Annual Fall Conference in Long Beach.
• Maintained the online conference registration and hotel reservation system for all meetings.
• Negotiated a three-year contract for the annual spring Legislative Conference, as well as the contracts for the 2018 Annual Fall Conference in Baltimore and other meetings.
• Continued the cleanup of the organization’s database. Cleaned out old files and converted to e-files.
• Negotiated with a new provider for staff benefits for basic life insurance and short & long term disability insurance, saving the organization $16.5K a year in premiums.
• Identified potential new Council headquarters, negotiated a ten-year lease with free rent for 12 months, negotiated a higher-than-standard tenant improvement allowance, worked with architects, general contractors, and the landlord during space buildout. Purchased new furniture and donated old furniture and equipment. Coordinated the physical move of the office.
• Arranged for a new VoIP phone system at the new office, and oversaw the installation of state-of-the-art audiovisual technology in the new conference room.
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 Education and Voyager Sopris Learning, 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.

William “Bill” Isler, board member for Pittsburgh Public Schools, received the award at the 2015 Fall Conference in Long Beach, Calif. Isler has served on the board since 1999, and under his leadership he helped the school system regain lost community philanthropic funding and has contributed to efforts in increasing student academic success, which has resulted in higher graduation rates and more students attending postsecondary institutions.

Pittsburgh school board member William Isler holds his Green-Garner award as Voyager’s Carolyn Getridge looks on.
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<th>Year</th>
<th>Name</th>
<th>Position</th>
<th>School or District</th>
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<td>James Griffin, Retired Member</td>
<td>St. Paul School Board</td>
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<td>Timothy Dyer, Former Superintendent</td>
<td>Phoenix Union High School District</td>
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<td>1991</td>
<td>Paul Houston, Former Superintendent</td>
<td>Tucson Public Schools</td>
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<td>1992</td>
<td>Richard Wallace Jr., Superintendent Emeritus</td>
<td>Pittsburgh Public Schools</td>
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<td>1993</td>
<td>Constance Clayton, Superintendent</td>
<td>School District of Philadelphia</td>
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<td>1994</td>
<td>Holmes Braddock, Board Member</td>
<td>Miami-Dade County Public Schools</td>
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<td>Curman Gaines, Superintendent</td>
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<td>James Williams, Superintendent</td>
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<td>Maxine Smith, Retired Member</td>
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<td>Gerry House, Superintendent</td>
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<td>Rod Paige, Superintendent</td>
<td>Houston Independent School District</td>
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<td>Judy Farmer, Board Member</td>
<td>Minneapolis Public Schools</td>
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<td>2000</td>
<td>Eric Smith, Superintendent</td>
<td>Charlotte-Mecklenburg Schools</td>
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<td>2001</td>
<td>Barbara Byrd-Bennett, Superintendent</td>
<td>Cleveland Municipal School District</td>
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<td>2002</td>
<td>John Simpson, Superintendent</td>
<td>Norfolk Public Schools</td>
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<tr>
<td>2003</td>
<td>Arthur Griffin, Board Member</td>
<td>Charlotte-Mecklenburg Schools</td>
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<td>Pascal Forgione, Superintendent</td>
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<td>Arlene Ackerman, Superintendent</td>
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<td>Carol Johnson, Superintendent</td>
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<td>Bill Isler, Board Member</td>
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**Queen Smith Award For Commitment to Urban Education**

Melissa Collins, a third-grade teacher at John P. Freeman Optional School in Memphis, was the recipient of the 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 seventh annual Dr. Shirley S. Schwartz Urban Education Impact Award to Wichita State University (WSU) and Wichita Public Schools for their Wichita State University Professional Development School Program, which provides WSU education students with elementary and secondary preparation for urban schools. 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 Statement for the year ending June 30, 2016

Revenue
Membership Dues $2,740,360 $2,742,755
Grants & Contracts 817,545 * 3,745,016
Sponsor Contributions 1,225,100 938,305
Registration Fees 515,925 433,675
Interest and Dividends 485,849 279,021
Royalties and Other Income 50,643 29,380
Net Gain on Investments 351,933 -224,022
Total Revenue $5,483,489 $7,944,130

Expenses
Public Advocacy $451,251 $473,032
Legislative Advocacy 507,584 938,305
Research 78,755 285,200
Curriculum & Instruction 28,794 31,825
Executive Leadership 368,562 541,157
Management Services 129,960 185,256
Admin & Financial Management 483,561 623,306
Fundraising Activities 21,681 32,187
Conferences & Meetings 1,433,099 1,447,599
Categorical Projects 3,625,567 2,493,321
Total Expenses $7,128,814 $6,648,270

*Grants received in FY14-15 for subsequent years

Change in Net Assets $1,645,325 ($1,295,860)
Net Assets, Beginning $10,341,452 $8,696,127
Net Assets, Ending $8,696,127 $9,991,987
**Sponsors**

- Workday
- U.S. Foods
- Alliance Government Purchasing
- Sodexo
- SAP
- Oursystem Norman Peter
- Noodlemarkets
- Lawley Benefits Group
- Kelly Educational Staffing
- in2vate
- Houghton Mifflin Harcourt
- Healthcare Bluebook
- Exigis
- Enterprise Risk Control
- DMS
- Cornerstone OnDemand
- AXA
- Arthur J. Gallagher & Co.
- ARAMARK Education
- Officers Meeting
- Chartwells School Dining Services
- Cornerstone OnDemand
- Curriculum Associates
- Discovery Education
- DreamBox Learning
- Gaggle
- Houghton Mifflin Harcourt
- IBM
- Institute for Student Achievement
- Knowledge Delivery Systems
- McGraw Hill Education
- Pearson
- Safari Montage
- Scholastic, Inc.
- SchoolMessenger
- Schoolwires
- Texas Instruments
- Vantage Learning
- Waterford Institute
- Wilson Language Training

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**2015 Annual Fall Conference**

- American Reading Company
- Amplify
- ARAMARK Education
- Benchmark Education
- Cambium Learning Group/Voyager Sopris Learning
- Catapult Learning
- Cornerstone OnDemand
- Curriculum Associates
- Discovery Education
- DreamBox
- Edison Learning
- Edupoint
- Goalbook
- Hobsons
- Houghton Mifflin Harcourt
- IBM
- Imagine Learning
- Institute for Student Achievement
- Kelly Educational Staffing
- Knowledge Delivery Systems
- McGraw Hill Education
- Middlebury Interactive Languages
- National Training Network
- Oracle
- PCG Education
- Pearson
- Revolution Foods
- Safari Montage
- SchoolCnxt
- Sodexo
- TeachScape
- Tenmarks
- Texas Instruments
- Think Through Math
- TruenorthLogic
- Vantage Learning
- Waterford Institute
- Wilson Works

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**2015-2016 Executive Committee Meeting**

- Houghton Mifflin Harcourt
- McGraw Hill Education
- Curriculum Associates

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**2015 Public Relations Executives Meeting**

- Blackboard
- Education Post
- Peachjar
- SchoolMessenger
- Tunheim

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**2016 HRD/Personnel Directors Meeting**

- Cornerstone OnDemand
- Frontline
- Gaggle
- Kelly Educational Staffing
- New Teacher Center
- People Admin
- TruenorthLogic
- Workday

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**2016 Legislative/Policy Conference**

- AXA
- Curriculum Associates
- Discovery Education
- DreamBox Learning
- ETS
- Houghton Mifflin Harcourt
- McGraw Hill Education
- Performance Matters
- Preferred Meals
- Scholastic, Inc.
- Texas Instruments
- Waterford Institute
- Wilson Works
- Wilson Language Learning

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**2016 Bilingual, Immigrant & Refugee Education Directors Meeting**

- Benchmark Education
- Curriculum Associates
- Ellevation
- Houghton Mifflin Harcourt
- Imagine Learning Inc.
- McGraw Hill Education
- Pearson
- Scholastic, Inc.
- Teacher Created Materials
- Publishing

---

**2016 Chief Operating Officers Conference**

- AECOM
- ALC
- ARAMARK Education
- Contrax
- CPI

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**The Council thanks the following contributors for their support in 2015-2016**

- DeJong Richter
- DMS
- First Student
- Heery
- Jacobs Engineering Group
- Little Divested
- Architectural Consulting
- Opterra Energy Services
- Perkins + Will
- Preferred Meal Systems, Inc.
- Raptor
- Roush Cleantech
- SchoolDude.com
- Seon
- Sodexo
- transfinder
- Zonar

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**2016 Chief Information Officers Meeting**

- Amplify
- Apple
- Aruba Networks
- BrightBytes
- CDW-G
- Cisco Systems
- Clever
- Cornerstone OnDemand
- Curriculum Associates
- Dell
- Discovery Education
- Double Line Partners, Inc.
- Dropbox
- Edmodo
- Education Networks of America
- Follett School Solutions
- Google, Inc.
- Houghton Mifflin Harcourt
- Infor Public Sector
- Intel Corporation
- its Learning, Inc.
- JMAF Software
- Kajeet
- Knowledge Delivery Systems
- Microsoft
- Mobile Active Defense
- Pearson
- Safari Montage
- Schoology
- SchoolMessenger
- Schoolwires
- SHI
- Vantage Learning
- Workday

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**Shirley Schwartz Urban Education Impact Award**

- Charles MacArthur
- Donald Reed
- Teri Trinidad
• **U.S. Department of Education’s Office for Civil Rights Guidance: An Update** - May 2016
  This report provides a primer on the federal Office of Federal Civil Rights and its roles and responsibilities.

• **Enterprise Risk Management in the Great City Schools** - Spring 2016
  The purpose of this report is to present key concepts of Enterprise Risk Management (ERM) and enhance the understanding of how to apply ERM to a K-12 public school setting.

• **Managing for Results in America’s Great City Schools, 2015** - October 2015
  The Council’s annual report on more than 500 Key Performance Indicators of operational performance in the nation’s urban schools.

• **Student Testing in America’s Great City Schools: An Inventory and Preliminary Analysis** - October 2015
  This report presents findings from the Council’s two-year study on school testing, believed to be the most comprehensive ever undertaken to ascertain the true extent of mandatory testing in the nation’s schools.
**ADMINISTRATION**
Michael Casserly, Executive Director  
Teri Trinidad, Director of Administration, Finance & Conferences  
Alisa Adams, Finance Manager  
Terry Tabor, Conference Manager  
Shirley Lathern, Systems & Administration Specialist  
Angel Gooch, Administrative & Conference Specialist  
Marilyn Banks, Administrative Assistant

**COMMUNICATIONS**
Henry Duvall, Director of Communications  
Tonya Harris, Communications Manager

**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  
Debra Hopkins, ELL Project Manager  
Julie Wright Halbert, Legislative Counsel

**MANAGEMENT AND TECHNOLOGY**
Robert Carlson, Director of Management Services  
Jonathon Lachlan-Haché, Special Projects Specialist

**RESEARCH**
Ray Hart, Director of Research  
Moses Palacios, Research Manager  
Renata Uzzell, Research Manager  
Ashley Ison, Research and ELL Policy Specialist

**SPECIAL PROJECTS**
Amanda Rose Corcoran, Special Projects Manager  
Michell Yorkman, Special Projects Manager
## Council of the Great City Schools

Celebrating 60 Years of Service in America’s Urban Public Schools

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<th>Palm Beach</th>
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## Council Board of Directors and Member Districts 2015-2016 (As of March 2015)

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<th>School District</th>
<th>Superintendent</th>
<th>Board Member</th>
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<td>Albuquerque</td>
<td>Raquel Reedy</td>
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<td>Michael O’Neill</td>
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<td>Sauda Baraka</td>
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<td>Laurie Rich Levinson</td>
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<td>Cindy Bohn Coats</td>
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