• New Member Orientation & Legislation 101
• Hot Topics
• NSBA Leadership Welcomes You to the Institute
• Visions of Public Education from Across the Spectrum
• The Skilled Public Advocate
• Presidential Leadership & the Price of Politics
  • Bob Woodward, *The Washington Post*
Visions of Public Education from Across the Spectrum

- Neal McCluskey, Director of Education, Cato Institute
- Kevin Chavous, Executive Counsel, American Federation for Children
- Victor Goode, Assistant General Counsel, NAACP

Speakers

Views expressed
Use of data
NSBA’s response
Monday, Feb. 3

- School Board Networking Breakfast
- Our Message to Members of Congress
- A Legal Advocacy Perspective
  - Federal Overreach & the U.S. Dept. of Education
- Building & Sustaining a Relationship with Your Members of Congress (breakout)
- Congressional Awards Luncheon
  - Rep. Patrick Meehan (PA 7th District) – Honored
- Be Prepared! Essential Media Training for School Board Members (breakout)
Monday, Feb. 3

• Political Leaders Address the Institute
  • Sen. Chris Murphy (D-CT)
  • Rep. Glenn “GT” Thompson (R-PA-5th)
  • Rep. Phil Roe, MD (R-TN-1st)
• Public Education & Equal Opportunity for America’s Students
  • Dr. Bernice King
• Your Day on Capital Hill
“Band aide” mandates that are unfunded”
“Fed. Gov. is teaching students to be good test takers. They need to be teaching skills for revolutionary and innovative . . . thinkers and creators.”
“5% of federal budget is split between education, science and transportation (infrastructure). Need to dial it up to 7% and make cuts in the programs in the other 93%)
“ESEA reauthorization is not on the 60-day calendar.”
“I am a product of public education.”
“What we (school board) do is so important for the individual lives of the children in our districts.”
“Who wants to be a board member. As a congressmen, I’m not met by angry parents at the grocery store.”
“Experts of education are not found in Washington, DC.”
“I agree with one thing stated by Arnie Duncan: “tight on goals and loose on means”. Need less federal government in local education.”
“We are only preparing our students to do well on test questions. We are not preparing them for success in life.”

Legislator’s Comments
• Local School Board Governance and Flexibility
• Federal Funding for Education
• Reauthorization of the Elementary and Secondary Education Act (NCLB)
• Investing in Early Childhood Education
• Childhood Nutrition Reauthorization
• NSBA Bill (drafted bill)
• H.R. 1386 Local School Board Governance and Flexibility Act.
• Introduced by Rep. Aaron Schock (IL)
  • Rep. Patrick Meehan (PA) – cosponsor
• Dept. of Ed. usurping control from local level
  • School boards
  • Parents
• Key focus – local control in determining how children are educated

Local School Board Governance & Flexibility
• Restore funding to prior levels
• Title I and Special Education
• Individuals with Disabilities Education Act (IDEA)
• Increase federal share of funding for special education
• NCLB mandates need to be funded
• Funding for support and professional development
Reauthorization of the ESEA

- Last reauthorized in 2002
- Senate Committee on Health, Education, Labor and Pensions – deliberations to reauthorize in 2013
  - *Strengthening America's Schools Act*, S. 1094
- House Committee on Education and the Workforce – deliberations to reauthorize in 2013
  - *Student Success Act*, H.R. 5
- “Stuck in committees”
• House passed H.R. 5 Student Access Act – 2013
  • Comprehensive reauthorization and reform to ESEA Act of 1965 (NCLB)
  • Eliminates AYP
  • Maintenance of Effort – eliminated
  • Maintains provisions of ESEA – data collection
  • Academic stds. for Science, Reading and Math
  • Highly Qualified Teacher – teacher effectiveness
  • 70 infective programs eliminated
  • Common Core – Sec. of Education-removes ability to coerce/incentivize states to adopt Common Core stds.
  • State accountability
  • Parent information
  • Reduce Dept. of Ed workforce
  • A host of other changes to benefit education

H.R.5 Student Success Act
Voting Records

- Rep. Pitts – Supportive to education/NSBA
- Sen. Casey – Supportive to education/NSBA
- Sen. Toomey – Less supportive to education/NSBA
• ConnectED and E-Rate
• Broadband access
• Reauthorization of Telecommunications Act of 1996
• Education technology needs
• Career & Technical Education (Handout)
  • Administration’s proposal
  • Concerns
    • Fewer schools to receive funding
    • Requires local business 25% match
    • Competitive grant program
    • Rural schools in jeopardy

Hot Topics
- PSBA Breakfast
  - Sen. Casey (D)
- Appointment with Rep. Pitts
  - Dr. Frerichs – Penn Manor / PSBA President
  - Chief of Staff: Josh Althouse
Sen. Casey

- ESEA – in committee, hopefully will make it to the floor
- We have a tough job as school board
  - Less funding
  - Bigger challenges
  - Much more scrutiny
- Believes we need more involvement by Fed. Gov., but still have local control
- We are the ones who tax our own neighbors
- Expects more unilateral policy by the White House through executive orders
Rep. Pitts

- Too much testing
- Not enough time on teaching life skills to children
- Students don’t have marketable skills
  - Secondary and college – not preparing students
- Need to partnership with local business & industry
  - To prepare students with appropriate and necessary skills for the workplace
- Need to link with business to find out the skills needed by our students to enter the workforce
KEY THOUGHTS & IDEAS

Collection of My Thoughts & Interesting Things Learned
Public Education Triad
Congress members are anchored in Washington – it’s hard for them to understand or know how it affects the people in their district . . .

We do, we have 1st hand knowledge

We must help Congress to connect with our local families and communities.

Our Role . . .
• Mandates from Washington = Intrusion by Fed. Gov.
• Fed. Gov. is not focused on local school boards – rather, more focused on their taking control of education
• Fed. Gov. = infective methods and processes
• Erosion of local governance and authority by agency actions
• Congress must exercise its policy role – not agencies
  • Dept. of Education
  • Dept. of Agriculture
  • EPA

Loss of Local Control . . .
• Fed. Gov. intrusion – administrative actions to carry out its intrusion
• Fed. Gov. has expansive views
  • Expand law beyond its intent
  • Take control away from local school boards
• Legislation by Executive Fiat
  • Executive Orders
  • “Dear Colleague” letters
• Agency Deference
  • Expanding or overreaching what congress passed as law

Loss of Local Control . . .
• We need to do a better job of communication
• We need to know how to refute published articles
  • Many are giving miss or half-truths
• We need to tell our stories
  • Positive impacts of public education on students and communities.

Bashing of Public Education
When we don’t speak up . . .

Our critics define us.
Rather than fretting about the question of school choice, we need to be focused on:

Make Public Schools the School of Choice.

Every public school is a great school!
Great things happen at public schools!
How do we respond to the national, state and local issues?

What’s It All Mean?
• Legislative advocacy at national level is important
• The task – would, could and should – ENORMOUS!
• Role as board president
  • Routine duties
  • Governance journey & implementation
• A Champion for advocacy
  • Time
• Federal / State / Local & Public-our community

“If you are not sitting at the table, then you are not in the game.”

Advocacy . . .
As important as advocacy at the federal level is . . .
• Need to be aware of the issues
• Pay attention to those issues and their potential impacts
• Rely on NSBA and PSBA advocacy efforts on our behalf

We need to take a more active role at the state level . . .
• Continuous interaction with our legislators
• Legislative breakfast
• Region 9 PSBA
• Key focus on state – the many issues we face

Over the next year:
• Decide how to best address advocacy
• By the District and the Board

Our Advocacy Role
Our Focus?
Gallop Pole
Students Engaged in School:
  Elementary:  73%
  Middle:      61%
  High:        44%

Why do students succeed in school:
• You have a friend in school
• You like what you are doing
• You have someone who cares about you, engages you
Biggest impact is knowing someone who cares.

No. 1 driver of student engagement:  
= teacher engagement
Biggest impact is knowing someone who cares.

No. 1 driver of student engagement: 
   = teacher engagement

No. 1 driver of teacher engagement: 
   = a great principal
Biggest impact is knowing someone who cares.

No. 1 driver of student engagement:
= teacher engagement

No. 1 driver of teacher engagement:
= a great principal

Our (board) key focus should be:
= getting the best principals
- not student engagement
• I am but one person – school board member
• And it’s a very large world . . .
• We are but one school board
• And it’s a very large world . . .
• We are but one school district
• And it’s a very large world . . .

How can I/We change the world?
It’s not about getting the future ready for our kids, but rather about getting our kids ready for their future.

I can’t change the world . . . Its so much larger than I am.

But I can and I will make a difference in the lives of our community’s children . . .

By focusing on leading Ephrata Area School District to be the best it can be.
“Excellence comes from district staff and board members doing things of value that students, parents and community members find memorable.”

Tim Stayer