

PASA FLYER

Proud Leadership for Pennsylvania Schools

Nominations due July 1 **PASA Awards – Recognizing Pennsylvania’s Outstanding Administrators**

Now more than ever it is important to recognize the good work that school administrators do in leading school systems, raising student achievement and advocating for public education. The PASA Awards of Achievement were developed for just this purpose.

PASA is now seeking nominations for three special awards recognizing leadership in public education in three areas, as follows:

Service to the Profession

Demonstrating commitment to excellence as evidenced through notable service to the profession. Examples of this service may include developing an effective professional development program for school district educators, demonstrating leadership in administrator preparation programs, school study councils or other professional development efforts, or promoting the education profession through research, writing or organizational service.

Instructional Leadership

Demonstrating commitment to excellence in teaching and learning by developing, nurturing and supporting exemplary programs that support the academic achievement of particular student populations, enrich student learning in a particular content area, or implement strategies to enhance student learning across the curriculum.

Leadership in Public Education

Demonstrating commitment to school administration as a profession, to public education and to one's colleagues, including participation in and leadership with the Pennsylvania Association of School Administrators. (*must be a PASA member*)

Who is eligible? Public school administrators in Pennsylvania

Who can make a nomination? All nominations must be made by an active PASA member. Self-nominations are also accepted.

What occurs after nominations are received?

Nominees will be asked to complete the PASA Awards application form and attach further information that will provide a judging panel with sufficient evidence to support their nomination.

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At the Capitol
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MEMBER NEWS



CALENDAR

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PASA Elections

AASA Governing Board Election Results

Dr. Amy Sichel (Supt. – Abington) and **Richard Fry** (Supt. – Big Spring) have been elected to three-year terms on the AASA Governing Board, effective July 1, 2011 through June 2014.

Pennsylvania’s other representatives on the board are: **Dr. Timothy McNamee** (Supt. – Mohawk Area), **Dr. Eric Eshbach** (Supt. – Upper Adams) and **Dr. Jerome Bartley** (Supt. – Central Greene).

Dr. Kathleen Kelley (Supt. – Williamsport Area) serves on the AASA Executive Committee.

Election for 2011-12 Officers

Ballots for 2011-12 PASA President-Elect and PASA Treasurer have been mailed to Individual and Institutional Active members and are due July 1.

Candidates for the two positions are:

President-Elect – **Dr. Eric Eshbach**, Superintendent of the Upper Adams SD

Treasurer – **Dr. William Pettigrew**, Superintendent of the Mars Area SD

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From the Executive Director...Jim Buckheit



I have been spending quite a lot of time of late attending meetings in the State Capitol with legislators and legislative staff to discuss various bills pending action at different stages of the legislative process by the General Assembly.

The Capitol has been a crazy place these past several weeks. Nearly every day one or more groups have assembled to rally in the rotunda and then visit legislators. On one day last week the rotunda was so full one could not get inside the main entrance and instead you had to exit the building and go around to the side entrance. I have not seen this level of activity this early in the budget process in many years.

When walking from one legislative office to another, one sees all kinds of interactions taking place. You witness quiet, respectful discussions in the hallways. You see groups of visitors huddling with their legislator and staff making their pitch. One also occasionally sees heated exchanges, with constituents raising their voices and somehow believing that mistreating their respective elected official will somehow produce the outcome they desire.

Superintendents and school directors know all-too-well how angry and nasty people can get when they disagree with some action being considered by the district administration or board. Administrators and directors face it at board meetings, public hearings, sporting events and even at the local supermarket or house of worship.

With school administrators bearing the brunt of such behavior on a regular basis, it is somewhat surprising to hear from several state legislators that they have lately been the targets of this type of behavior exhibited by educators—including a few administrators. While it may feel good for him or her to get what they have to say off their chest, the lasting impact is actually harmful to the long-term budget and policy interests of public education.

In the eyes of some state lawmakers, this type of behavior often places a stain on the profession and all those who devote their lives and careers to public education. They often view the behavior of one as typical of the entire class, much like we do when we hear about the misdoings of state legislators. Once the damage is done, it is extraordinarily difficult to rebuild the relationship into one in which lawmakers would be willing to support issues of importance to administrators and the cause of public education.

Even when one does not agree with the policy or position of legislators, there are appropriate ways to address one's concerns without expressing oneself in an angry tone, using personal attacks or making political threats. During this season, when we face numerous, highly contentious budgetary and policy issues, the following helpful hints, adapted from Common Cause, are offered as pointers to successful lobbying:

- **Establish your agenda and goals.** Know what you are going to address and don't overload them with issues—stick to no more than two or three issues.
- **Listen well.** Much of lobbying is listening, looking for indications of their views and finding opportunities to provide them useful information.
- **Be prepared, but don't feel that you need to have all the answers.** Most policymakers are generalists. Do your homework, but don't feel you need to know every detail about the issue. You can follow up later. Don't be argumentative or confrontational.
- **Remember: you are there to build a relationship.** If the policymaker does not support your position, it is important to think of the phrase, "No permanent friends, no permanent enemies." Some day, on some other issue of importance to you, the policymaker may come through. In the meantime, your visit may help convince them to not be a sponsor of the policy or not actively advocate for the policy. Help turn down the heat on the other side. Sometimes having your legislator sit on their hands on the issue is as good as actively opposing it. Leave the meeting on good terms, agreeing to disagree on this issue and looking forward to working together on other issues in the future.
- **Even if you oppose the policy, offer constructive alternatives.** Or offer realistic suggestions that may help to take the sting out of the policy and make it less objectionable should it be approved.
- **Follow up is important.** If you make a commitment at the meeting, make sure that you deliver on that commitment. Follow up with a thank you note.

Utilizing these guidelines in our individual advocacy efforts, we all can become strong, positive ambassadors not only for our respective school districts but for public education across the Commonwealth.

PASA Members:

Please report your appointments, renewals, awards or special achievements, or that of others in your region to **Barbara Jewett** at PASA either by phone (717) 540-4448, by fax (717) 540-4405, or via email at pasa@pasa-net.org. Copy deadline is the 15th of each month.

The *PASA Flyer* is published monthly by the Pennsylvania Association of School Administrators.

President

Dr. Amy Sichel, Superintendent
Abington School District

Treasurer

Dr. William Pettigrew, Jr., Superintendent
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Past President

Dr. Frederick Johnson, Superintendent
Souderton Area School District

Executive Director

Jim Buckheit

Assistant to the Executive Director

Barbara W. Jewett

Design Editor

Suzanne K. Yorty

Correspondence regarding the *PASA Flyer* can be mailed to:

PASA

2608 Market Place
Harrisburg, PA 17110
(717) 540-4448
(717) 540-4405 fax
email to pasa@pasa-net.org

Visit our web site at
www.pasa-net.org

NEWS RECAP

The weekly Education Update posted on PASA-Net provides information on legislative, state and national news items. For more information on the following news briefs, see the PASA Web site at www.pasa-net.org. (Click on "Advocacy and Issues" to access a link to current and archived updates.)

2011-12 Budget News

Issues Survey: A recent poll conducted by Susquehanna Polling & Research found that education tops the list of voter concerns in Pennsylvania. Twenty-three percent of those polled placed education above the economy/jobs as a top concern, 23 percent to 19 percent, respectively.

Budget Information: See the PASA web site for more budget details at www.pasa-net.org/statebudget.asp.

State Revenues: Pennsylvania collected \$4 billion in General Fund revenue in March, which was \$10.5 million, or 0.3 percent, less than anticipated. Fiscal year-to-date General Fund collections total \$19.2 billion, which is \$232.7 million, or 1.2 percent, above estimate.

State News

State Unemployment Rate: Pennsylvania's seasonally adjusted unemployment rate was 7.8 percent in March, down from 8.0 percent in February 2011. March's rate was down a full percentage point from March 2010, the largest over-the-year decline since August 1987.

Property Tax Relief: Budget Secretary Charles Zogby this month certified that \$776.2 million in gaming revenue will be available for property tax relief in 2011. The PDE will notify each school district of its specific level of property tax relief in early May.

U.N. Appointment: The U.S. Senate has confirmed Joseph Torsella as ambassador to the U.N. for management and reform. Torsella has served as chairman of the PA State Board of Education since 2008.

EITC Study: According to a report recently released by the Keystone Research Center, despite receiving roughly a third of a billion dollars in taxpayer funds over the past decade, the Educational Improvement Tax Credit Program (EITC) lacks fundamental accountability measures. The program funds scholarships for students attending private and religious schools.



Legislative News

General Assembly Schedule: The House and Senate are in recess until April 26 for the religious holidays.

Tuition Vouchers: Prior to a one-week recess, the Senate Appropriations Committee amended S.B. 1, the tuition voucher bill, to expand the program to middle income families. However, Senate leaders did not bring the vote to the floor for a vote, as concerns rose in both caucuses about the cost of the program.

Mandate Relief Bills: The Senate Education Committee approved 17 "mandate relief" bills earlier in April. The bills would exempt school districts from complying with a wide variety of current requirements, including construction, certification, furlough and professional development issues.

COMING UP

Tuition vouchers, tort reform, mandate relief (including furloughs for economic reasons) and the state budget likely will dominate legislative debate in May and June. The Senate Education Committee has scheduled a hearing on April 27 concerning a proposed charter school bill (S.B. 904).



Is there a new superintendent in your intermediate unit?

Help him or her get a head start by encouraging them to attend PASA's "New Superintendents' Academy."

The Academy is a three-part series that serves as a primer of the "basics" for superintendents new to the profession, new to their district, or new to Pennsylvania. Each two-day academy program features discussions led by experienced superintendents. Each offers participants practical advice on issues they are likely to confront as they prepare for and enter their new position.

Perhaps most importantly, the Academy provides new superintendents an opportunity to meet and discuss issues with experienced colleagues from throughout the commonwealth and develop a network with new superintendents.

The 2011 series begins on **June 22-23** with **Part 1 – "Entry."** This program will focus on leading with the board to create a culture of teaching and learning. Participants also will discuss the superintendent's role as ethical leader and public advocate.

Upcoming programs in the series include:

- ♦ **Part 2 – September 21-22** – Communicating with the Board, the Staff and the Public
- ♦ **Part 3 – January 18-19, 2012** – Evaluating Programs and Performance

Encourage new superintendents in your area to attend!

See the PASA website for registration information at www.pasa-net.org.

MASS CUSTOMIZED LEARNING

One-day workshop

Presenters: Charles Schwahn & Beatrice McGarvey
August 2, 2011 from 8:30 a.m. to 3:30 p.m. (lunch provided)

PASA office - Harrisburg

Offered by PASA and the Pennsylvania Leadership Development Center (PLDC)

Charles Schwahn & Beatrice McGarvey, authors of the book "Inevitable: Mass Customized Learning - Learning in the Age of Empowerment," will give you the framework to customize and personalize learning to the individual learner. They will demonstrate how technology has made it possible to move education from an "industry" to a profession without increasing the cost of education.

Cost: \$50 for PASA members, \$75 for non-members

LIMITED TO FIRST 50 REGISTRANTS!

See the PASA web site for more information at www.pasa-net.org/workshopMassCustom.asp.

Let's increase rigor and performance for all students!

By Dr. Amy F. Sichel, Superintendent, Abington School District

One of the universal discussion items among U.S. educators is "What can we do to raise American schools' standards to achieve world-class student performance?"

Several years ago we invited *Washington Post* education columnist Jay Mathews to speak to our staff on opening day. Mathews is the author of several books including *Escalante: The Best Teacher in America*, about the teacher who was immortalized in the movie "Stand and Deliver." His message resonated with our teachers and administrators, who were already on their way to propose de-tracking in high school programs.

Mathews developed the procedure that *Newsweek* uses for its annual "Best High Schools" rankings. The "Challenge Index," which has been featured for several years in *The Washington Post* as a way to measure the rigor of a high school academic program, is derived from the number of Advanced Placement® (AP) or International Baccalaureate (IB) tests taken by students at a school divided by the number of graduating seniors. Mathews (and the *Newsweek* rankings) encourage more high school students from every background to take challenging AP or IB courses. Participation in rigorous programs provides students with the skills and knowledge necessary to be successful in college and the world of work.

With our Opportunities to Learn (OTL) initiative, we de-tracked our high school curriculum, offering either a college preparatory or an Honors/AP curriculum to Abington students. OTL plays a major role in preparing students for college, and our guidance staff has been encouraging students to participate in the AP program. An incentive to encourage student participation is permitting students to opt out of the final exam for the class if they take the AP exam. In keeping with the tenants of our OTL program, if a student needs support in classes, Honors and AP included, it is available via tutoring or clinics during the school day.

There are many positive effects of AP courses for students. These include a more positive college admissions picture that universities look for in candidates for admission. Plus, according to Mathews, the more challenging courses help students to not only prepare for but be more successful in college.

There are several other positive effects of receiving and/or placing out of college courses – including the economic advantages, the advantage to be admitted as an advanced student, and the opportunities to take additional electives or higher level courses. There are several measures of a program's success in encouraging more students to take Honors and AP courses. Hopefully, the number of students selecting Honors and AP classes increases while the percentage of students achieving a score of 3 or better on the AP tests is maintained or increases.

The College Board announced last month that 388 school districts representing 43 states made its 2011 Achievement List honor roll. California, with 37 districts on the list, represented the largest number of districts from a single state, followed by Michigan with 29 districts. We can be proud that Pennsylvania was third highest among the 43 states, with 28 districts making the AP Achievement List.

College Board President Gaston Caperton said, "Participation in college-level AP courses can level the playing field for underserved students, give them the confidence needed to succeed in college, and raise standards and performance in key subjects like science and math. The AP Achievement List districts are defying expectations by expanding access while enabling their students to maintain or improve their

AP Exam scores."

Many U.S. school districts have focused on expanding access to AP courses as part of a strategy for fostering college readiness. While efforts to encourage more students to take AP courses have resulted in more students earning scores of 3 or better, these efforts have also resulted in more students now earning scores of 1 or 2. (Earning a 3 or better is the score typically cited as a "qualifying" or "successful" score because the majority of U.S. colleges and universities provide college credit or advanced placement with a score of 3.) Accordingly, there has been a slight decline since 2001 in the percentage of AP students scoring a 3 or better, a decline that is to be expected in any program attracting a broader cross-section of students.

That said, helping more students learn at a higher level and earn higher AP scores is an objective of all members of the high school community, from teachers to district and school administrators to college professors. Many are experimenting with a variety of initiatives and strategies to determine how to expand access and improve student performance simultaneously.

"These districts are living proof that when access to AP is provided for the range and breadth of prepared and motivated students, districts can achieve even higher learning outcomes for their students — and the opportunity for so many more to earn college credit and placement — than when AP opportunities were restricted to a smaller segment of the high school population," said Trevor Packer, vice president of the College Board's Advanced Placement Program.

Abington School District is one of the 28 Pennsylvania school districts honored by the College Board. Several years ago, with the expansion of our Opportunities to Learn initiative, we encouraged students to elect Honors and AP courses by making them more available to a greater number of students. From 2008 to 2010, we increased the number of students participating in AP from 173 to 275 students while maintaining the percentage of students earning AP Exam scores of 3 or higher. We are especially proud that the percentage of AP students who are African-American or Hispanic has more than doubled over the past two years.

Jay Mathews says, "The smartest schools realize that they are engaging. They offer challenging courses that will help students succeed in college." Of high performing high schools, he said that they "understand that participation in college level courses and tests is good for all students."



Awards

Continued from page 1

How are award recipients recognized? The PASA Awards of Achievement will be presented at the PASA/PSBA Annual Conference on Oct. 20.

What are the deadlines for nominations? July 1.

We encourage you to submit nominations for these awards. **For more information on the Awards of Achievement, see the PASA web site at www.pasa-net.org/PASAAwardsPA.asp.**



PASA Superintendent's Mentoring Program: Invitation to Participate

BY DR. PATRICK E. CRAWFORD, DIRECTOR OF PROFESSIONAL DEVELOPMENT

The Pennsylvania Association of School Administrators launched a *Superintendent's Mentoring Program* in August, 2008. Since that time, approximately 40 new superintendents has taken advantage of having a PASA mentor.

The program is designed to provide highly qualified, experienced superintendents as mentors to newly appointed superintendents. The mentor-to-new-superintendent relationship matches the needs of the new superintendent with the talents and background of an experienced superintendent. Together, they collaborate on effective school improvement practices through a **confidential**, supportive relationship.

The program focus on issues that new superintendents are likely to encounter in working with school boards, building a cohesive governance and leadership team, budgeting, supervising staff, and using evidence to inform strategic change to improve student outcomes. The intent of this program is to develop a sense of community among its participants and encourage each new superintendent to seek advice

and support from one or more experienced colleagues.

New superintendents are matched with experienced school administrators to mentor them as they learn the responsibilities of the chief educator officer of a school system. The program provides scheduled face-to-face visits and weekly contact through e-mail, phone, or virtual media. These meetings provide time for frank conversation about the challenges of the position and experienced counsel to meet challenges and develop a leadership plan.

We would like to create a data bank of experienced PASA members who are active practitioners or recently retired that are willing to become a mentor. The mentors will be volunteers, as they will not be reimbursed for any time or expenses. This program is provided at no cost to the new superintendent or the school district.

If you are willing to volunteer your time as mentor, please complete the mentor form, available on the PASA web site at www.pasa-net.org/Mentor.asp. New superintendents will be given a list of available mentors at the New Superintendents' Academy in June 2011. PASA will provide the match between the new superintendent/mentor and coordinate the initial contact.

We hope you will join us in this important work!

CALL FOR ASPIRING PRINCIPALS....

"It is estimated that in the next decade 40 percent of today's principals will retire. School leaders who are retiring are not being replaced by enough qualified candidates. School districts nationwide report principal vacancies and a serious lack of qualified applicants to replace them." – from NAESSP

Now is the time for chief school administrators to focus on the need to "grow" school leaders within their districts. Do you have an aspiring principal in your school district? How can you help that individual grow into the principalship?

The PA Assn. of Elementary and Secondary School Principals (PAESSP) and the National Association of Elementary and Secondary Principals (NAESP) are offering again this year two workshops for aspiring elementary, middle and high school principals aimed at providing a better understanding of the principal's role and support for those seeking positions.

The two workshops are offered at the Radisson Hotel Harrisburg Hershey in Camp Hill from 8:30 a.m. to 3:30 p.m. on two consecutive days in May as follows:

May 16 *Previewing the Principalship

Focus: a look at the day-to-day work of the principal; reviewing statistics and studies about the role of the principal; interaction with experienced principals.

May 7 *Getting the Job Done Right

Focus: preparing and applying for a new position, including resumes and interviews.

Cost is \$175 for each workshop. Lunch is provided. Six Act 48 hours are available per day.

Encourage potential leaders in your district to enroll in these workshops. For more information, see the PAESSP web site at www.paessp.org.

COMMUNICATIONS TIP OF THE MONTH

"Teacher professional development has been rethought at Forsyth [Forsyth County SD, Georgia]. The district's goal is not to use technology to do the same old thing in a new way but to transform learning. Central to the district's professional learning program is the formation of job-alike groups of teachers who collaborate face to face and online and who share ideas and build a digital learning object repository that is gradually taking the place of textbooks. A teacher who has developed a great learning object -- say, a manipulative flash animation of a globe -- shares it online with members of the group, who then provide feedback or revisions. Once the object has been refined, a faculty committee reviews it and determines whether it is ready to be added. The professional learning experience involved in developing the learning object repository is twofold. The process of discussing and refining learning objects offers an opportunity for teachers to learn from one another, and so does the resulting repository, which includes not only the objects but tested ideas for how to use them in the classroom. In essence, it is a participatory culture in which the learners and the teachers are the faculty members themselves." – from "The Participatory Culture in Learning Environments" by Keith Krueger, as published in the April 2011 issue of *The School Administrator*, AASA's monthly publication. The issue focuses on double-duty superintendents. (*Become an AASA member today and join your colleagues in the only national organization focused on the needs of chief school administrators. Call PASA today for information.*)

2011 Education Congress

The 2011 Education Congress, held March 16-17, featured Dr. Michael Fullan, nationally-recognized speaker and author of numerous books on educational leadership, including two that were the focus of this year's Congress, *All Systems Go: The Change Imperative for Whole Systems Reform* and *Motion Leadership: The Skinny on Becoming Change Savvy*.

During the two-day program, Dr. Fullan provided examples of how and where this reform has increased student achievement and demonstrated how focused leadership can create the impetus to large-scale, improved student achievement. The second day focused on how participants can lead the change process.

Those seeking PIL credit for the program also will attend one of three follow-up sessions: June 28, September 28 or December 7 in the PASA offices in Harrisburg.

Watch for information about next year's Congress – TBA.



LEFT: Participants listen as Dr. Fullan begins his presentation on March 16.

RIGHT: 135 school administrators attended this year's Congress.



LEFT: Dr. Amy Sichel, PASA President, with Dr. Fullan during the reception on March 16.

BELOW: Dinner during the Congress provided participants with an opportunity to network and share ideas.



MEMBER NEWS

PASA is sad to report the passing of **Dr. Jeffrey Zackon**, Superintendent of the Oley Valley SD (I.U. 14). Jeff died unexpectedly in Switzerland last week while accompanying German-language students on a trip to Europe. He was a member of the PASA

Board of Governors, an educator for more than 38 years and superintendent in Oley Valley since 1995. PASA offers sincerest condolences to Jeff's family and friends and the entire Oley Valley community.

SPECIAL AWARDS

Dr. Linda Hippert, Executive Director of Allegheny I.U. 3, recently received the "Distinguished Educator Award" from the Tri-State Area School Study Council at the University of Pittsburgh.

The Study Council also has awarded to both the Brownsville Area SD in I.U. 1 (**Dr. Philip Savini**, Superintendent) and Plum Borough SD in I.U. 3 (**Dr. Lillian Naccarati**, Superintendent) the "D. Richard Wynn Award for Academic Improvement."

REGION 3

Dr. Joseph Clapper, Superintendent of the Quaker Valley SD, has received a new five-year contract, effective January 1, 2012 through December 31, 2016.

REGION 4

Dr. Richard Mextorf has been appointed Superintendent of the Grove City Area SD. He previously served as superintendent in the State College Area SD. Mextorf will replace **Dr. Robert Post**, who is retiring.

REGION 12

Larry Redding has been appointed Superintendent of the Gettysburg Area SD. He had served as acting superintendent in the district following the resignation of **Dr. William Hall**.

REGION 13

Dr. Shelly Riedel, Superintendent of the Donegal SD, has announced she will retire from the position, effective October 18, 2011. Dr. Riedel has completed nearly 39 years in education and previously served on the PASA Women's Caucus Board.

REGION 15

Dr. Sybil Knight-Burney has been appointed Superintendent of the Harrisburg SD. She had been serving as the district's acting superintendent.

REGION 17

Dr. Kathleen Kelley, Superintendent of the Williamsport Area SD, has received a three-year reappointment to June 30, 2014.

Report member news to PASA at pasa@pasa-net.org by the 15th of each month. Announcements of professional vacancies across Pennsylvania and in neighboring states are posted on the PASA Web site at www.pasa-net.org/Vacancies.asp.

Early learning investments strengthen our schools and communities

Recently, two reports were released which tout the educational, economic, and workforce development advantages of investment in early care and education.

A report from America's Edge, *Strengthening Pennsylvania Businesses through Investments in Early Care and Education* (http://www.preknow.org/documents/PAbrief_Final.pdf), documents the short-term economic results of investment in early care and education. America's Edge is a national group of business leaders who work to strengthen their businesses, the economy, and their communities through proven investments in children.

This report shows that investments in early learning provide a significant, immediate economic boost for local businesses and help build stronger communities over the long term. Fully investing in early care and education would generate billions of dollars in sales of goods and services for Pennsylvania businesses and create tens of thousands of jobs in the state.

Specifically, for every \$1 invested in early care and education in Pennsylvania, an additional \$1.06 is generated, for a total of \$2.06 in new spending in the state. And nearly all of these dollars generated in Pennsylvania would stay in the state, helping local businesses prosper while also creating up to 75,000 new jobs, including 17,000 jobs outside the early learning sector. There is a need to have quality programs for our youngest children to attract skilled workers and new businesses to our communities.

A second report from The Pew Center on the States, *Investments in Pennsylvania's early childhood programs pay off now and later*, (http://www.preknow.org/documents/PAbrief_Final.pdf) details the quality and cost benefits of Pennsylvania's early learning programs.

A growing body of research continues to demonstrate that high-quality, publicly funded pre-kindergarten programs yield positive short- and long-term benefits for participating children, taxpayers, the economy, and state and local school reform efforts.

Pennsylvania has already begun to realize the return on its investments in a quality early education system. As an example of the success, for the past three years, nearly every child showed age-appropriate or emerging age-appropriate skills after attending Pennsylvania Pre-K Counts. Additionally, officials from participating school districts report that Pennsylvania Pre-K Counts graduates continue to perform in kindergarten and first grade on par with or better than their peers who did not participate with Pennsylvania Pre-K Counts.

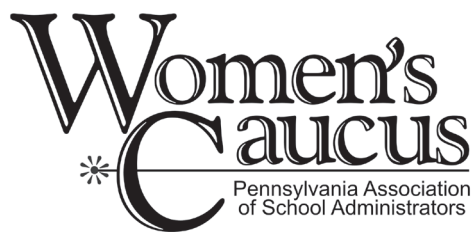
This report also highlights a statewide reduction in Individualized Education Plans (IEPs). Districts that have the highest number of students served by Pennsylvania Pre-K Counts have populations of students with higher risk factors for school failure; yet fewer kindergarteners in these districts needed IEPs, signaling less long-term and costly interventions. Also, grade retention decreases with quality early care and education programs.

According to an analysis by Professor Clive Belfield of Queens College, the commonwealth could save millions in special education costs. If Pennsylvania served half of its children in quality pre-k, the state could save \$102 million in special education costs, offsetting between 16 percent and 19 percent of the costs of the pre-k program.

Pennsylvania has established a system that provides quality early learning programs to a growing number of children and ensures accountability to improve efficiency and maximize public resources. Continued investment in quality early childhood education will create more opportunities for children to succeed in school and become the

highly skilled workers our state needs to compete, while also generating substantial savings in education, criminal justice, and other public services.

(This article was provided by the Pennsylvania Early Learning Investment Commission (ELIC). The commission was created in September 2008 through Executive Order. The purpose of the Commission is to secure public investment in early learning by focusing on practices that are educationally, economically, and scientifically sound by increasing business, civic, and public awareness of the importance of early childhood education.)



Women's Caucus Update... Registration Deadline: April 29

PASA Women's Caucus Annual Spring Conference May 4-6 (Hotel Hershey)

Offering educational sessions, networking and featured presenters, including:

- The Honorable **Linda Tarr-Whelan**, Demos Distinguished Senior Fellow, former ambassador to the United Nations Commission on the Status of Women, and author of *Women Lead the Way: Your Guide to Stepping Up Leadership and Changing the World*
- **Dr. Pam Robbins**, consultant in leadership and learning and co-author of *Learning from Lincoln: Leadership Lessons for School Success*
- **Dr. Carolyn Dumaresq**, Deputy Secretary of Education for Elementary and Secondary Education

SEE THE PASA WEB SITE FOR MORE INFORMATION:

www.pasa-net.org/workshopWC.asp



Tarr-Whelan



Robbins

Noteworthy Quotes...

On the budget...

“There’s been a lot of people talking about, a lot of pundits, complaining that my budget is too business-friendly. Well, I’ll disagree with that. Business is what this country is about. Business grows the jobs. Helping business isn’t selling out. It’s buying into the future of this country, it’s buying into the future of Pennsylvania. It’s making sure that workers have work. Workers that have somewhere to go to get that income they need to provide for their own futures.” – Gov. Corbett, speaking during a visit to an engineering company on March 14, as reported on *capitolwire.com*.

“I believe this is a strong budget in the face of these economic times. The economic times are causing us to push the reset button on the financial aspect of public education. It keeps the investment and the focus on the core programs, and the funding stream that is most flexible for the school districts to use.” – Secretary-designee Ron Tomalis, in hearings before the House and Senate appropriations committees in late March

“I wouldn’t have waited until this year to begin putting my fiscal house in order. I wouldn’t be handing out 3-, 4-and-a-half percent increases, on top of step increases, to teachers year after year, signing three- and four-year contracts and then expecting to send the bill to Uncle Sugar in Harrisburg to pick up the tab.” – Budget Secretary Charles Zogby, during budget hearings, concerning criticism that the proposed budget cuts for education would make it too difficult for school districts to balance their budgets

Responses to the proposed state budget for education...

“I know a lot of districts are crying poor, but we were poor before poor was popular. If they want to create failing public schools in order to close them, this is exactly how you do it.” – Charlotte Hummel, president of the William Penn school board, as quoted in “Corbett Bullying Poor School Districts,” an editorial in the *Delaware County Daily Times*, 3/31/11

“Obviously, the most important thing we want to do is try not to impact the core part of our program. It’s hard to do that and at the same time cut 40 teachers.” – Mark Klein, Superintendent of the Council Rock SD, as quoted in the April 5 issue of *The Philadelphia Inquirer* (“School Districts Brace for Big Cuts in Corbett Budget”)

“District tax collection is going to go down, earned income taxes will go down, people will spend less money and the income of the places where they spend that money will drop.” – economist Kamran Afshar on the potential impact of teacher layoffs in the Lehigh Valley, as quoted in *The Morning Call*, 4/11/11 (“Loss of Education Jobs Will Have Ripple Effect”)

On ‘mandate relief’ bills...

“These bills will make it possible for districts to continue to provide a quality education without raising taxes and that’s what the taxpayers

want – all levels of government to do more with less but deliver an effective product, a quality education.” – Sen. Jeff Piccola (R-Dauphin), chairman of the Senate Education Committee, following the committee’s approval of 17 mandate-relief bills, from a press release, 4/5/11

“Look at everything that’s been proposed by my fellow lawmakers so far this session. Gov. Corbett is proposing massive cuts to higher education; the Senate is poised to consider school vouchers; the Education Committee approved legislation requiring a two-thirds majority to raise property taxes; and the Finance Committee reported out a bill requiring a voter referendum to raise property taxes after the two-thirds majority quota has already been met. Together, these bills represent a full scale attack on education. Where is the accountability? Where is the dedication to providing a quality education to Pennsylvania’s public school students?” – Sen. Daylin Leach (D-Delaware/Montgomery), from a press release following the committee vote, 4/5/11

On vouchers and the EITC...

“With no educational or financial accountability in EITC scholarships for private school tuition, the state is simply not ready for a new voucher program with a price tag to taxpayers that is at least 10-times as big. Policymakers instead should focus on strengthening accountability in the EITC.” – Dr. Stephen Herzenberg, author a Keystone Research Center report that assesses the state’s decade-old Educational Improvement Tax Credit (EITC) program, from an April 7 press release

“This is a haphazard ‘study’ by an organization with a clear bias against school choice and is clearly a desperate attempt to smear the popular EITC program in order to derail Senate Bill 1.” – from an April 7 press release from the REACH Alliance, which supports school vouchers

“Pennsylvanians do not support vouchers, and opposition increases if it means increased transportation costs and less money available for local public schools. The majority of Pennsylvanians believe that this is the wrong prescription for improving education in the Commonwealth.” – Sharon Kletzien of the League of Women Voters-PA, on the results of a recent survey indicating 61 percent of Pennsylvanians are opposed to the idea of tax-funded private school vouchers, from an April 11 press release

“The governor expressed his strong support for Senate Bill 1 and his strong interest in the bill, and offered his assistance in the process of moving the bill from the Senate to the House to his desk.” – Senate Majority Leader Dominic Pileggi (R-Delaware), following a Republican caucus meeting with the governor, announcing a vote on the amended voucher bill would be delayed, from a story in *The Pittsburgh Post-Gazette*, 4/13/11

“This legislation is being delayed because they cannot build a consensus around some of the things that they’ve done. They’ve manipulated the bill to try to get votes, but now are not able to get those votes together.” – Sen. Jay Costa (D-Allegheny), Senate minority leader, on the delay in taking a vote on S.B. 1, *The Pittsburgh Post-Gazette* story, 4/13/11

PASA CALENDAR

PASA CALENDAR OF EVENTS 2011

For more information, see the PASA web site at www.pasa-net.org.

April

- 22 *PASA office closed*
- 26 Legislative Committee meeting (PASA office)

May

- 4-6 Women's Caucus Annual Spring Conference (Hershey)
- 11 Leadership for Teaching Module 3 (I.U. 3)
- 16 Professional Development Committee meeting (PASA office)
- 30 *PASA office closed*

June

- 15 Legislative Committee meeting (PASA office)
- 22-23 New Superintendents' Academy Part 1 (PASA office)
- 28 Education Congress follow-up session (PASA office)
- 29 Leadership for Teaching Module 5 (PASA office)

July

- 4 *PASA office closed*

August

- 2 Mass Customized Learning Workshop (PASA office)
- 11 Leadership for Teaching Module 4 (I.U. 3)

September

- 5 *PASA office closed*
- 15-16 Board of Governors' meeting (PASA office)
- 21-22 New Superintendents' Academy Part 2 (PASA office)
- 28 Education Congress follow-up session (PASA office)

Scholarship Opportunity: April 29 deadline

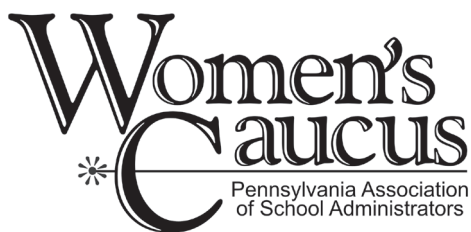
PASA will provide to a new superintendent (five or fewer years of service as a superintendent) or to an assistant superintendent who in the next five years aspires to become a superintendent a **\$2,000 scholarship** towards the tuition cost of participating in the Pennsylvania Education Policy Fellowship Program (EPFP).

EPFP, available in Pennsylvania through the Education Policy & Leadership Center, is a professional development program for individuals whose work record reflects strong leadership abilities and a concern for issues important to children and education.

Involvement in the program requires full participation in ten full-day seminars in Harrisburg over a ten-month period, participation in a regional leadership forum and a national policy seminar, class discussion, presentations and projects, and independent study and research to expand on lessons learned in the program.

Applicants must be PASA members. **All applications are due by April 29.**

Read more about this excellent opportunity on the PASA web site at www.pasa-net.org/EPFP.asp.



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(See the PASA web site at

www.pasa-net.org/workshopWC.asp.)