ASCD

BOARD OF DIRECTORS

AGENDA

MARCH 16 AND 19, 2001

SHERATON BOSTON
BOSTON, MASSACHUSETTS

Reaching for Balance
RESOLVING EDUCATIONAL DILEMMAS

PARLIAMENTARY PROCEDURES

NON-DEBATABLE

LAY ON THE TABLE (MAJORITY)

CLOSE DEBATE (2/3)

If a person says, "I call for the question," the chair should consider it simply as an opinion, or ask if it is intended to be a motion to close debate. If so, it is not debatable and must receive a 2/3 vote to pass.

SUSPEND RULES (2/3)

CALL FOR DIVISION (Counting Votes) (NO VOTE)

If someone asks for this, the chair does it.

OPEN NOMINATIONS (MAJORITY)

CLOSE NOMINATIONS (2/3)

REQUEST PARLIAMENTARY INQUIRY (MAJORITY)

TAKE FROM THE TABLE (2/3)

WITHDRAW OR MODIFY A MOTION

Can be done by the mover regardless of whether seconded or not before the motion is stated by the chair. Once the motion is stated by the chair, a request by the mover to withdraw or modify may be approved by consensus; otherwise it goes to a vote.

LIMIT OR EXTEND TIME OF DEBATE (2/3)

OBJECT TO CONSIDERATION OF A QUESTION (2/3)

Most other motions that are likely to arise are debatable.

Source: *Robert's Rules of Order,* original 1876 text by Major Henry M. Roberts, completely revised by Darwin Patnode, Ph.D., New York: Berkley Books, 1989.

BOARD OF DIRECTORS MEETING
Sheraton Boston Hotel
Boston, Massachusetts
March 16, 2001

AGENDA

Thursday, March 15
(Fairfax A/B, Third Floor)

6:00 - 7:00 p.m.	Annual Conference registration for new Board members
7:00 - 9:00 p.m.	Orientation for new Board members (includes dessert bar)

Friday, March 16 — Page
(Grand Ballroom, Independence E/W and Liberty A/B/C, Second Floor)

7:00 - 11:00 a.m.	Annual Conference registration for Board members Registration for Board of Directors meeting (Board members should have received their Board of Directors material, badges, and ribbon. All members and alternates must check in with the Board registrars on-site for admission to the meeting.)	
8:00 - 8:30 a.m.	Continental breakfast and "meet and greet" session	
8:30 - 12:00 noon	Board of Directors meeting convenes	
	President's remarks LeRoy E. Hay, President Stuart C. Rankin, Parliamentarian	
	1. Announce election results LeRoy E. Hay, President	1
	ACTION ITEMS	
	2. Adopt the Consent Agenda	3

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	3.	Approve March 24 and 27, 2000, Board of Directors meeting minutes	5
	4.	Report of the Review Council and adopt recommendations Arthur Stellar, Chair	15
	5.	Adopt FY00 auditors' report (includes oral report from Joan Schweizer, Deloitte & Touche LLP)	17
	6.	Review first quarter financial report	31
	7.	Adopt preliminary estimate of FY02 budget	33
	8.	Governance Transition Advisory Committee Question and Answer Panel	37
		Introduction to Issues Committee report LeRoy E. Hay, President Ronald Costello, Issues Committee Chair Buzz Blick, Consultant	
12:00 noon - 1:30	Lunch		
1:30 p.m.	9.	Receive report of the Issues Committee and discuss issues on a preliminary basis (Open Space Technology) Ron Costello, Chair Collection of process observation forms Announcements	47
4:00 p.m.	Adjourn		
4:00 - 5:00 p.m.	Reception for Board of Directors members (Sheraton Boston Hotel, Third Floor, Commonwealth Room)		

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INFORMATION ITEMS

- Report on the Executive Council's Visit to the Caribbean 55
- Executive Director's Annual Report (in notebook pocket)
- Constituent Relations Report on Affiliates and Networks 59
- ASCD Membership Count 84
- Proportional Representatives Chart 85
- Annual Report on Membership, Programs, Products, Services, and Marketing 89
- 2000 Annual Demographic survey 117

2000 ELECTION RESULTS

General Election:

President-Elect (one-year term)	Peyton Williams Jr., GA
Review Council (five-year term)	Joanna Choi Kalbus, CA
Executive Council (two-year term)	Robert Nicely Jr., PA Susan Kerns, Germany
Members-at-Large (two-year term)	Faith Fogle, RI Deborah Jolly, TX Carol Tuning, KY John Sechriest, PA Gregg Dowty, ME

Board of Directors Election:

Executive Council (two-year term)	Jim Tayler, Ottawa, Canada Patricia Ashcraft, TN Mary Ellen Freeley, NY
Member-at-Large (two-year term)	Nina Schlikin, ME David Williams Jr., TX Kathryn Stetson, OR

ITEM: 2.
Adopt the Consent Agenda

FROM: LeRoy E. Hay
President

ACTION REQUESTED: Adopt the Consent Agenda.

RELATIONSHIP TO STRATEGIC PLAN: This work supports all goals.

BACKGROUND INFORMATION: The officers prepare a proposed Consent Agenda. The President-Elect presents the Consent Agenda at the beginning of the Board of Directors meeting for Board action. At that time, Board members will engage in round-robin table discussions to seek clarification on Consent Agenda items. Following discussion, a vote will be taken to establish the Consent Agenda.

SUPPLEMENTARY INFORMATION: The Consent Agenda is being used in response to feedback received from Board of Directors meetings. The intent is to provide the maximum time possible for agenda items identified by the Board as having a high priority.

RELATED DOCUMENTS: Consent Agenda and Consent Agenda Guidelines (attached).

ACTION TAKEN:

Board of Directors

CONSENT AGENDA GUIDELINES

1. No items requiring Board action by statute will be placed on the Consent Agenda.

2. No items with major fiscal implications will be placed on the Consent Agenda.

3. The officers and Executive Director may determine that an item needs to be on the Active Agenda.

4. All items that fall under numbers 1-3 above will be marked (*) when the Consent Agenda is distributed to members of the Board.

5. All items for which no further actions are required will be placed on the Consent Agenda.

6. Board members may remove any item from the Consent Agenda at the Board of Directors meeting by request.

ITEM: 3.
Approve March 24 and 27, 2000, Board of Directors meeting minutes

FROM: LeRoy E. Hay
President

ACTION REQUESTED: Adopt minutes.

RELATIONSHIP TO STRATEGIC PLAN: This work supports Goal 1, excellence and equity, and Goal 4, collaborative relationships.

BACKGROUND INFORMATION:

SUPPLEMENTARY INFORMATION:

RELATED DOCUMENTS: Attached Board of Directors meeting minutes, March 24 and 27, 2000.

ACTION TAKEN:

ASCD BOARD OF DIRECTORS MEETING
Friday, March 24, 2000
New Orleans Marriott
New Orleans, Louisiana

MINUTES

CALL TO ORDER
President Joanna Choi Kalbus convened the meeting at 8:40 a.m.

1. President's remarks.
President Kalbus welcomed the Board members and ASCD staff to the meeting. She introduced Immediate Past President Thomas Budnik, President-Elect LeRoy Hay, and Parliamentarian Stuart Rankin. She also introduced Executive Director Gene Carter and members of the Executive Council. Kalbus thanked staff for development of the video presentation during the Board's "meet and greet" session. She then shared a brief overview of her activities as president during the past year.

Hawaii ASCD president Karen Hill presented leis to President Kalbus, President-Elect Hay, and Carter in recognition of their leadership and guidance to the Association.

2. Announcement of 1999 ASCD election results.
President Kalbus recognized and congratulated the newly elected members of the Board of Directors: Kay A. Musgrove (TN) as President-Elect-Elect; Robert Watson (SD) as Review Council member; Dick Hanzelka (IA), Douglas Harris (VT), Mildred Huey (SC), and Jill Wilson (FL) as Executive Council members; and James Brown (CA), Dana Callen (FL), Mary Laffey (MO), William Owings (VA), Paul Raschke (Tunisia), Joanne Erickson (MT), Archie Franchini (SC), and Robert Wilhite (IL) as members-at-large.

Kalbus also introduced new ASCD staff members Theresa Lewallen, program director, Health in Education Initiative, and Robin McDougal, Annual Conference program director.

3. Elect a member-at-large to the Board of Directors.
The 1999 election tallies were certified in accordance with ASCD election policies and protocols, and the Board election tally resulted in a tie for the fourth member-at-large position. Board members used voice poll technology to determine the election of the tied candidates. The voting was monitored by Joan Schweizer of Deloitte & Touche LLP, ASCD's independent audit firm. President Kalbus will announce the Board election results later in the proceedings.

4. Adopt the Consent Agenda.
President Kalbus reviewed the use of a consent agenda at the March 1999 Board of Directors meeting.

President-Elect Hay moved, and Immediate Past President Budnik seconded, to place Agenda Items 7, 11, and 13 on the Consent Agenda. There were no requests for discussion of agenda items. MOTION CARRIED.

5. Report on "Future Trends in Organization Governance."
Joan Schweizer from Deloitte & Touche LLP provided background on her work with ASCD and other nonprofit organizations. She reviewed trends affecting not-for-profit governance and leadership, Board member responsibilities, and Board member liability and accountability. President Kalbus thanked Schweizer for her report. Copies of her presentation will be made available to Board members upon request and will be placed on the ASCD Board of Directors Web page. No action required.

6. Report from the Governance Evaluation Commission (GEC) and vote on recommendations.
President Kalbus, who is a member of the GEC, introduced the other members: Immediate Past President Thomas Budnik (IA), Kolene Granger (UT), Cheryl Gray (IL), Miki Jackson (VA), President-Elect LeRoy Hay (CT), Sharon Lease (OK), Leon Levesque (ME), Ron Musoleno (PA), Paul Raschke (Tunisia), Robert Watson (SD), and Peyton Williams Jr. (GA). (GEC member Gwyn Edwards was not present.) She provided an overview of the GEC's scheduled activity for Board members. Granger, Gray, and Musoleno reviewed the proposed new governance structure and rationale, the GEC's purpose and vision, governance principles, and the structure of the table activity.

Board members discussed several questions related to the new structure, and feedback from these discussions was recorded and submitted to the GEC members. Musoleno thanked Board members for their participation and said that the information will be forwarded to a proposed governance transition advisory committee; GEC members will tally the results of the survey and will share that information with the Board.

President Kalbus and GEC members responded to various questions from Board members. Board members also made several suggestions, including (1) a request for a summary of the statements and suggestions related to the recommendations, (2) the need for an outside "voice" to examine the Board's performance rather than have the Board examine itself; and (3) requiring a two-thirds vote of the entire Board rather than a two-thirds vote of those present [at a Board meeting] to "disaffiliate" an affiliate.

Joe Wemette (MN) moved, and Ken Di Pietro (RI) seconded, approval of the GEC's recommendations. Board members voted 179 to 25 to approve the GEC recommendations. MOTION CARRIED.

7. Approve the March 1999 Board of Directors Meeting minutes.
The approval of the March 1999 Board of Directors Meeting minutes was placed on the Consent Agenda. MOTION CARRIED.

8. Elect candidates to the 2000-2001 Nominations Committee.
President Kalbus reviewed the composition of the Nominations Committee and the process used to solicit nominations. Staff members distributed copies of the ballot and Board members were instructed to vote for nine candidates. President Kalbus will announce the election results later during the day. No action required.

9. Report of the Review Council and adopt recommendations.
President Kalbus introduced Review Council Chair Arthur Stellar. He referenced the two versions of the Review Council's report and introduced Review Council members Quincy Harrigan (Netherlands Antilles), Corinne Hill (UT), Marge Chow (WA), and Nancy Oelklaus (TX). Stellar provided the rationale for the selection of the topic "An Analysis of the Relationship Among ASCD Programs, Products, Services, and Marketing" and the four questions studied. He also shared information on the methodology used. Board members discussed the six recommendations proposed in the report pertaining to the question "What benefit would ASCD receive if the recommendations were acted upon?"

Kolene Granger (UT) moved, and Elizabeth Posey (NM) seconded, to adopt all six recommendations, with appreciation for the Review Council's work.

Ken Di Pietro (RI) suggested that the language in Recommendations 5 and 6 be more definitive. President Kalbus noted that during the Executive Council's meeting on the previous day staff was charged to develop an action plan for the Executive Council's review at its June meeting.

Board members voted 142 to 35 to adopt the Review Council recommendations. MOTION CARRIED. The recommendations are

1. The ASCD budget presented for approval to the Executive Council and the Board of Directors should include approximate costs of major elements of the Strategic Plan.

2. ASCD should continue marketing within the range of 15-25 percent of the total operating costs. This anticipated figure should be identified in the budget.

3. ASCD should inform the Board of Directors and members at least annually about the relationship between marketing and services to members. Member services are funded from program revenue, product sales, and memberships.

4. The Executive Council should oversee the redesign of the ASCD-affiliate relationships and develop a collaborative model highlighting increased attention to diversity, collaborations, capacity-building, and satisfaction. This report, including an implementation process, should be presented to the Board of Directors.

5. The Executive Council should study automatic dual ASCD and affiliate membership and report back to the Board of Directors.

6. ASCD staff should continue its work to increase member retention and report results to the Board.

10. Report of the Issues Committee and discuss issues on a preliminary basis.
President Kalbus introduced Mary Ann Riggie (VT), chair of the Issues Committee, who then introduced the other members of the committee: John Attinasi (CA), Judith Dorsch Backes (MI), Terry Burik (NJ), Luis Burgos (PR), Ronald Costello (IN), Sandra Dyck-Stoddard (Alberta), Willie Easter (AR), Ermile Hargrove (HI), Patricia Marshall (KY), and Michaelene Meyer (OH). Riggie also acknowledged assistance from Executive Director Gene Carter and Don Ernst, director of governmental affairs. She reviewed the three issues identified from the issues survey results and noted that other issues could be brought forward. She then introduced guest panelists Jim Carnes, Vera Blake, and Daniel Baron, each of whom addressed one of the specific issues and responded to questions from Board members.

Kalbus thanked the guest panelists and the members of the Issues Committee for their work. No action required.

11. Report on the Executive Council's visit to Israel.
The report on the Executive Council's visit to Israel was placed on the Consent Agenda. MOTION CARRIED.

12. Executive Director's Annual Report.
Gene Carter provided information on *Educating Tomorrow's Children: The 1999 Executive Director's Annual Report.* He recognized the contributions of Barbara Gleason, public information director, and Georgia McDonald, graphic designer.

President Kalbus provided information about the production of a mini-CD-ROM and the development of a seven-minute video about ASCD, which was first shown during Singapore ASCD's 10th anniversary program. Copies of the video will be distributed to each affiliate, and copies of the CD-ROM were distributed to each Board member. No action required.

12.1 Adopt FY99 auditors' report.
Joan Schweizer from Deloitte and Touche LLP provided a summary of information found in the Financial Statements for the years ending August 31, 1999 and 1998.

Levesque (ME) moved, and Sharon Lease (OK) seconded, to adopt the FY99 auditors' report. MOTION CARRIED.

12.2 Review projected financial data for FY00 compared to budget.
Carter provided an overview of information included in the projection of financial performance for FY00 and from the FY00 approved budget. No action required.

12.3 Update on Strategic Plan.
Carter noted that ASCD's Strategic Plan drives the allocation of its fiscal and human resources. Deputy Executive Director Diane Berreth provided information on the "measurements" piece of the Strategic Plan. No action required.

12.4 Adopt preliminary estimate of FY01 budget.
Deputy Executive Director of Operations Frank Betts reviewed the Board of Directors' responsibility in the budget process and the role of the Executive Council liaisons as members of the Budget Committee.

Controller Jay DeFranco shared information on the revenue projections in the FY01 preliminary budget. He also reviewed expenses related to program services and support services.

Leon Levesque (ME) moved, and Francine Mayfield (NV) seconded, to adopt the preliminary estimate of the FY01 budget. MOTION CARRIED.

13. Report on the relationships with the Consortium of Institutions for Development and Research in Education in Europe (CIDREE) and other organizations.
The report on the relationships with CIDREE and other organizations was placed on the Consent Agenda. MOTION CARRIED.

14. Announce results of the Nominations Committee election.
President Kalbus announced the names of the nine persons elected by the Board of Directors to serve on the 2000-2001 Nominations Committee: Doris Bonneau (ME), Edward Bureau (PA), Leo Corriveau (NH), Jim Latimer (Alberta), Marian Holokai (HI), Ruth McMillan (CA), Realista Rodriguez (VA), Mary Thibodeaux (IL), and Maxine Wortham (IL). No action required.

15. Announce results of the election of a member-at-large to the Board of Directors.
President Kalbus announced that Kari Sime (Germany) was elected to the member-at-

large position. No action required.

16. Collection of process observation forms.
President Kalbus asked Board members to fill out the process observation form included in the notebook material and to leave those forms with staff. No action required.

17. Announcements.
President Kalbus thanked the members of Louisiana ASCD for their help and assistance in planning for the Annual Conference. She said that she would call for nominations for Governance Transition Advisory Committee members at the Board of Directors meeting on Monday, March 27, and she also reviewed characteristics and criteria for service on that advisory committee. Kalbus then thanked Parliamentarian Stuart Rankin for his service. President-Elect Hay acknowledged Kalbus's leadership during the Board meeting.

Kalbus adjourned the meeting at 5:00 p.m.

ASCD ANNUAL BUSINESS MEETING
Monday, March 27, 2000
Ernest Morial Convention Center
New Orleans, Louisiana

MINUTES

President Joanna Choi Kalbus convened ASCD's 55th Annual Business Meeting at 1:45 p.m. She introduced President-Elect LeRoy Hay, Immediate Past President Thomas Budnik, Executive Director Gene Carter, and Parliamentarian Stuart Rankin.

Highlights of the Board of Directors actions.
Kalbus summarized the Board of Directors' work at its meeting on Friday, March 24, including approval of the Governance Evaluation Commission's recommendations and adoption of the Review Council's six recommendations.

Overview of key Association issues.
Gene Carter announced that the preliminary figure for attendance at the Annual Conference was 14,000. He thanked the members of the Annual Conference Planning Committee and the Local Arrangements Committee and others who played a role in planning for the Annual Conference. Carter used a Powerpoint demonstration to illustrate answers to the question "What is ASCD?" He mentioned the 1999 Executive Director's Annual Report, and shared a new video about ASCD (each affiliate will receive a copy of the video) as well as a video clip from a newly developed mini-CD-ROM.

Member comments and questions.
President Kalbus opened the floor to comments or questions from ASCD members; hearing none, she adjourned the Annual Business Meeting at 2:20 p.m.

ASCD BOARD OF DIRECTORS MEETING
Ernest Morial Convention Center
New Orleans, Louisiana
Monday, March 27, 2000

MINUTES

CALL TO ORDER
President Joanna Choi Kalbus called the meeting to order at 2:30 p.m. She introduced ASCD officers LeRoy Hay (President-Elect), Thomas Budnik (Immediate Past President), Executive Director Gene Carter, and Parliamentarian Stuart Rankin.

1. Report of the Constitutional Review Committee (CRC) and vote on proposed recommendations.
President Kalbus thanked CRC members Linda Bigos (PA), Amy Bragdon (WA), Thomas Budnik (IA), Jean Bullock-Steverson (NC), LeRoy Hay (CT), Andrew Lynch (Quebec), Andrew Tolbert (AR), and Robert Watson (SD) for their contributions. She announced the following changes to the constitutional revisions proposed by the CRC and the Governance Evaluation Commission as a result of feedback provided at the Board of Directors' Friday meeting:

   A. Line 179 - deletion of the words "one of whom shall be the President." The proposed recommendation now reads "The Leadership Council shall be composed of (1) two representatives from each affiliate, ~~one of whom shall be the President~~; (2) one additional representative for every 5000 Association members living within each affiliate's geographic boundaries; (3) 18 members-at-large, who shall each serve a three-year term of office and be elected by Association members; (4) the Board of Directors and the Executive Director shall serve ex-officio...."

   B. Line 390 - deletion of the words "of those present at a meeting." The proposed recommendation now reads "...Affiliates are expected to carry out their activities in a manner consistent with the policies and objectives of the Association and the provisions of the Constitution. An affiliate failing to do so may be disaffiliated by a two-thirds vote ~~of those present at a meeting~~ of the Board of Directors."

Linda Bigos (PA) moved, and Mary Ellen Freeley (NY) seconded, to transmit Version B (CRC/GEC recommendations) to the membership for a vote.

Gerry Brown (member-at-large) moved to amend the second proposed change by adding the words "of the full membership." The proposed recommendation would now read "An

affiliate failing to do so may be disaffiliated by a two-thirds vote of the full membership of the Board of Directors.") Vann Langston (NC) seconded the amended motion; the MOTION TO AMEND CARRIED.

President Kalbus called for a vote on the motion to transmit the CRC/GEC recommendations as amended to the membership for a vote; the MOTION CARRIED.

2. Call for nominees to the Governance Transition Advisory Committee (GTAC).
President Kalbus called for GTAC nominations from the floor. The following nominations were received: Wayne Sweeney (WA), Frances York (SC), Tony Spears (CA), Peggy Connell (AL), Margaret Edwards (OH), Mary Gunter (AR), Doris Mathews (ID), Ed Rivas (FL), Olga Moir (MI), Jan Hammond (NY), Harvilee Moore (NM), Gerry Brown (CA), Carol Mackey (WA), Kathy Stetson (OR), Roland Kay (Ontario), Jean Bullock Steverson (NC), John Jackson (GA), Linda Bigos (PA), Mary Aspedon (MO), Ken Di Pietro (RI), Cheryl Gray (IL),Yvonne Ryans (WA), Warren Weber (IA), Kolene Granger (UT), Pat Geary (NE), and Peter Prest (Alberta). President Kalbus referenced the characteristics that would be used in the Executive Council's appointment of three members to the GTAC at its meeting on Tuesday, March 28, and thanked the Board members for these nominations. No action required.

3. Adopt ASCD positions.
Issues Committee Chair Mary Ann Riggie acknowledged the contributions of the Issues Committee members. She distributed copies of the edited version of the Issues Committee's three proposed positions, "Professionalism in an Era of Accountability," Standards and Accountability II," and "Diversity and Community," which had been revised as a result of feedback from the Board of Directors and from the Town Meetings. Riggie then reviewed the position adoption process, which includes (1) a vote to bring an issue forward for discussion, (2) discussion of the issue, and (3) a final vote to determine whether an issue will be adopted for development of an action plan.

Board of Directors members voted to bring all three issues forward for discussion. There was no discussion of "Professionalism in an Era of Accountability." Cheryl Gray (IL), Wayne Sweeney (WA), and Craig Welle (member-at-large) provided comments on "Standards and Accountability II." The Board did not discuss "Diversity and Community."

Board members voted to adopt "Professionalism in an Era of Accountability" for development of an action plan. The issues "Standards and Accountability II" and "Diversity and Community" did not receive a two-thirds vote of support. Riggie thanked Board members for their positive action.

President Kalbus adjourned the meeting at 3:30 p.m.

ITEM: 4.
Report of the Review Council and adopt recommendations

FROM: Arthur Stellar
Chair, Review Council

ACTION REQUESTED: Adopt recommendations.

RELATIONSHIP TO STRATEGIC PLAN: The Review Council conducts analyses of the extent to which ASCD is meeting its constitutional purposes. This work supports all goals.

BACKGROUND INFORMATION: The Review Council's inquiry for 2001 focused on the question: *How well do ASCD activities assist educators in strengthening the public's support for education?* The Council met September 22-23, 2000, to review resources, interview key individuals, analyze data, and draft its report to the Board. The report, "ASCD and Influence: A Desirable Change in Action" was mailed in conjunction with Executive Council and Board materials. The report includes several recommendations for the Board's action.

SUPPLEMENTARY INFORMATION: Because of the resignation of Review Council Chair Nancy Oelklaus, Immediate Past Chair Arthur Stellar chaired the September meeting by agreement of the Review Council.

RELATED DOCUMENTS: "ASCD and Influence: A Desirable Change in Action."

ACTION TAKEN:

ITEM: 5.
Adopt FY00 auditors' report

FROM: Gene R. Carter
Executive Director

Eric Bellamy
Deputy Executive Director
Finance and Operations

Melody A. Ridgeway
Associate Executive Director
Finance and Operations

ACTION REQUIRED: Adopt FY00 auditors' report.

RELATIONSHIP TO STRATEGIC PLAN: This work supports Goal 4, wise stewardship.

BACKGROUND INFORMATION: A representative of the firm Deloitte & Touche LLP will report and answer questions.

SUPPLEMENTARY INFORMATION:

RELATED DOCUMENTS: "Financial Statements and Additional Information for the Years Ended August 31, 2000, and 1999, and Independent Auditors' Report" (attached).

ACTION TAKEN:

Deloitte
& Touche

ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT

Financial Statements and Additional Information for the Years Ended August 31, 2000 and 1999, and Independent Auditors' Report

ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT

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Deloitte & Touche

INDEPENDENT AUDITORS' REPORT

To the Board of Directors of
Association for Supervision and
Curriculum Development:

We have audited the accompanying statements of financial position of the Association for Supervision and Curriculum Development (the Association) as of August 31, 2000 and 1999, and the related statements of activities and changes in net assets and of cash flows for the years then ended. These financial statements are the responsibility of the Association's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, such financial statements present fairly, in all material respects, the financial position of the Association as of August 31, 2000 and 1999, and the changes in its net assets and its cash flows for the years then ended in conformity with accounting principles generally accepted in the United States of America.

Our audits were conducted for the purpose of forming an opinion on the basic financial statements taken as a whole. The accompanying schedules of functional expenses are presented for the purpose of additional analysis and are not a required part of the basic financial statements. This additional information is the responsibility of the Association's management. Such information has been subjected to the auditing procedures applied in our audits of the basic financial statements and, in our opinion, is fairly stated in all material respects when considered in relation to the basic financial statements taken as a whole.

Deloitte & Touche LLP
November 17, 2000

Deloitte
Touche
Tohmatsu

ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT

STATEMENTS OF FINANCIAL POSITION
AUGUST 31, 2000 AND 1999

ASSETS	2000	1999
ASSETS:		
Cash and cash equivalents	$ 5,325,746	$ 3,148,221
Cash held by trustee	-	323,736
Investments	4,315,753	4,129,664
Accounts receivable (less allowance for doubtful accounts of $100,000 and $76,000, respectively)	2,303,501	2,564,082
Grant receivable	953,145	1,152,868
Inventory	2,723,306	2,545,224
Prepaid expenses and deferred charges	1,504,527	1,069,792
Property and equipment, net	18,583,643	19,204,426
Other assets	41,000	52,298
TOTAL ASSETS	$35,750,621	$34,190,311
LIABILITIES AND NET ASSETS		
LIABILITIES:		
Accounts payable	$ 1,685,727	$ 1,830,062
Accrued salaries and related expenses	828,549	720,343
Other accrued expenses	142,382	339,347
Deferred revenue	8,171,955	7,328,107
Notes payable	12,415,899	13,228,733
Total liabilities	23,244,512	23,446,592
NET ASSETS:		
Unrestricted:		
Undesignated	11,469,162	9,508,168
Designated	83,802	82,683
Total unresticted net assets	11,552,964	9,590,851
Temporarily restricted	953,145	1,152,868
Total net assets	12,506,109	10,743,719
TOTAL LIABILITIES AND NET ASSETS	$35,750,621	$34,190,311

See notes to financial statements.

ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT

STATEMENTS OF ACTIVITIES AND CHANGES IN NET ASSETS
YEARS ENDED AUGUST 31, 2000 AND 1999

	2000					1999				
	Unrestricted Undesignated	Unrestricted Designated	Unrestricted Subtotal	Temporarily Restricted	Total	Unrestricted Undesignated	Unrestricted Designated	Unrestricted Total	Temporarily Restricted	Total
OPERATING ACTIVITIES:										
REVENUES:										
Membership dues and subscriptions	$12,190,927	$ -	$12,190,927	$ -	$ 12,190,927	$ 11,539,868	$ -	$ 11,539,868	$ -	$ 11,539,868
Publications	15,246,186	-	15,246,186	-	15,246,186	14,129,719	-	14,129,719	-	14,129,719
Annual conference	2,861,561	-	2,861,561	-	2,861,561	2,704,847	-	2,704,847	-	2,704,847
Professional development institutes	1,662,101	-	1,662,101	-	1,662,101	2,211,433	-	2,211,433	-	2,211,433
Technology products	235,422	-	235,422	-	235,422	437,498	-	437,498	-	437,498
Advertising	782,931	-	782,931	-	782,931	617,214	-	617,214	-	617,214
Investments	466,677	1,119	467,796	-	467,796	538,664	1,172	539,836	-	539,836
Other revenue	894,551	-	894,551	-	894,551	591,467	-	591,467	-	591,467
Grant revenue	-	-	-	-	-	-	-	-	1,224,999	1,224,999
Net assets released from restrictions	199,723	-	199,723	(199,723)	-	72,131	-	72,131	(72,131)	-
Total revenues	34,540,079	1,119	34,541,198	(199,723)	34,341,475	32,842,841	1,172	32,844,013	1,152,868	33,996,881
EXPENSES:										
Program services:										
Publications	5,385,530	-	5,385,530	-	5,385,530	5,669,365	-	5,669,365	-	5,669,365
Professional development	1,129,660	-	1,129,660	-	1,129,660	2,780,900	-	2,780,900	-	2,780,900
Annual conference	1,054,175	-	1,054,175	-	1,054,175	945,852	-	945,852	-	945,852
Program research and development	2,726,905	-	2,726,905	-	2,726,905	1,524,812	-	1,524,812	-	1,524,812
Design and production	475,740	-	475,740	-	475,740	458,872	-	458,872	-	458,872
Constituent relations	890,155	-	890,155	-	890,155	917,895	-	917,895	-	917,895
Total program services	11,662,165	-	11,662,165	-	11,662,165	12,297,696	-	12,297,696	-	12,297,696
Support services:										
Marketing, governance, and executive	8,912,588	-	8,912,588		8,912,588	8,538,339	-	8,538,339	-	8,538,339
Customer service and administrative	12,004,332	-	12,004,332	-	12,004,332	11,949,400	-	11,949,400	-	11,949,400
Total support services	20,916,920	-	20,916,920	-	20,916,920	20,487,739	-	20,487,739	-	20,487,739
Total operating expenses	32,579,085	-	32,579,085	-	32,579,085	32,785,435	-	32,785,435	-	32,785,435
CHANGES IN NET ASSETS FROM OPERATIONS	1,960,994	1,119	1,962,113	(199,723)	1,762,390	57,406	1,172	58,578	1,152,868	1,211,446
NONOPERATING ACTIVITY:										
Loss on sale of building	-	-	-	-	-	429,167	-	429,167	-	429,167
CHANGES IN NET ASSETS	1,960,994	1,119	1,962,113	(199,723)	1,762,390	(371,761)	1,172	(370,589)	1,152,868	782,279
NET ASSETS, BEGINNING OF YEAR	9,508,168	82,683	9,590,851	1,152,868	10,743,719	9,879,929	81,511	9,961,440	-	9,961,440
NET ASSETS, END OF YEAR	$11,469,162	$83,802	$11,552,964	$ 953,145	$ 12,506,109	$ 9,508,168	$82,683	$ 9,590,851	$1,152,868	$ 10,743,719

ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT

STATEMENTS OF CASH FLOWS
YEARS ENDED AUGUST 31, 2000 AND 1999

	2000	1999
CASH FLOWS FROM OPERATING ACTIVITIES:		
Changes in net assets	$ 1,762,390	$ 782,279
Adjustments to reconcile changes in net assets to net cash provided by operating activities:		
Gain on sale of investments, net	(18,084)	(114,393)
Unrealized loss (gain) on investments, net	11,865	(89,165)
Loss on sale of property and equipment	-	17,332
Loss on sale of building	-	429,167
Depreciation and amortization	1,677,595	1,337,207
Provision (recovery) for doubtful accounts	24,000	(44,000)
Change in assets and liabilities:		
Decrease in accounts receivable	236,581	277,781
Decrease (increase) in grant receivable	199,723	(1,152,868)
(Increase) decrease in inventory	(178,082)	84,686
(Increase) decrease in prepaid expenses and deferred charges	(434,735)	162,369
Decrease in other assets	11,298	242,065
Decrease in accounts payable	(144,335)	(35,877)
Increase in accrued salaries and related expenses	108,206	53,793
(Decrease) increase in other accrued expenses	(196,965)	38,453
Increase (decrease) in deferred revenue	843,848	(178,638)
Net cash provided by operating activities	3,903,305	1,810,191
CASH FLOWS FROM INVESTING ACTIVITIES:		
Proceeds from sales of investments	1,280,323	731,269
Purchases of investments	(1,460,193)	(893,561)
Proceeds from sale of building	-	3,570,833
Proceeds from sale of property and equipment	-	625
Purchases of property and equipment	(1,056,812)	(1,968,499)
Net cash (used in) provided by investing activities	(1,236,682)	1,440,667
CASH FLOWS FROM FINANCING ACTIVITIES:		
Payment on notes payable	(812,834)	(3,981,267)
Proceeds from notes payable	-	500,000
Decrease in cash held by trustee	323,736	544,742
Net cash used in financing activities	(489,098)	(2,936,525)
NET INCREASE IN CASH AND CASH EQUIVALENTS	2,177,525	314,333
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	3,148,221	2,833,888
CASH AND CASH EQUIVALENTS, END OF YEAR	$ 5,325,746	$ 3,148,221
SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION:		
Interest paid	$ 718,850	$ 873,166

See notes to financial statements.

NOTES TO FINANCIAL STATEMENTS
YEARS ENDED AUGUST 31, 2000 AND 1999

1. ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Organization - The Association for Supervision and Curriculum Development (the Association) was founded in 1943. The Association was organized for the purpose of improving education through the promotion of programs and practices that will facilitate the wholesome development of all persons involved in educational efforts. The Association was incorporated in 1984 under the laws of the Commonwealth of Virginia.

Basis of Accounting - The accompanying financial statements of the Association are presented on the accrual basis of accounting.

Net Assets - The Board of Directors established, by designation, the combined funds of the Cecilia Unzicker-Randall bequest and the ASCD Leadership Foundation Fund. The interest earned from this combined fund is used to support its strategic plan to support children in poverty.

Temporarily Restricted Net Assets - The Association reports all contributions with donor-imposed restrictions as temporarily restricted. When a donor-imposed restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions.

Use of Estimates - The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from those estimates.

Cash and Cash Equivalents - For purposes of the statement of cash flows, the Association considers all short-term investments with initial maturities of three months or less to be cash equivalents.

Investments - The Association reports its investments at fair value with any related gain or loss recognized in the statement of activities and changes in net assets.

Inventory - Inventory consists principally of publications, handbooks, audiotapes, and videotapes held for resale, and is carried at the lower of cost (first-in, first-out method) or market value.

Property and Equipment - Property and equipment are stated at cost. Depreciation is calculated on a straight-line basis over the estimated useful lives of the assets.

Publication Rights - The cost of acquired intangible publication rights is amortized on a straight-line basis over the estimated useful lives of the rights. Publication rights are included in other assets on the statement of financial position.

Deferred Revenue - Dues, subscriptions, and other services are recognized as revenue over the period to which they apply. Deferred revenue represents the portion of payment the Association has received that is applicable to future service periods.

Income Taxes - The Association is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code as a publicly supported organization. The Association is, however, subject to tax on net profits generated by activities defined as "unrelated business activities" under applicable tax law.

New Accounting Pronouncement - During 1998 the Financial Accounting Standards Board issued Statement of Financial Accounting Standards No. 133, "Accounting for Derivative Instruments and Hedging Activities." Compliance with this pronouncement will be mandatory for the Association for the year ending August 31, 2001. The impact on the Association's financial position and results of operations from the adoption of this statement has not yet been determined.

Reclassifications - Certain reclassifications have been made in the 1999 financial statements to conform to the 2000 presentation.

2. INVESTMENTS

A summary of investments at August 31, 2000 and 1999, is as follows:

	2000	1999
U.S. government and agency securities	$1,334,440	$1,387,989
Equity securities	1,582,109	1,387,251
Money market	1,205,126	1,157,747
Corporate bonds	194,078	196,677
	$4,315,753	$4,129,664

3. PROPERTY AND EQUIPMENT

Property and equipment as of August 31, 2000 and 1999, consists of the following:

	2000	1999
Land	$ 1,173,000	$ 1,173,000
Building	14,637,492	14,512,160
Furniture and equipment	9,509,250	8,577,770
	25,319,742	24,262,930
Less: Accumulated depreciation	(6,736,099)	(5,058,504)
Net property and equipment	$18,583,643	$19,204,426

4. DEFERRED REVENUE

Deferred revenue consists of the following as of August 31, 2000 and 1999:

	2000	1999
Dues	$6,213,629	$6,063,008
Subscriptions	1,028,624	1,033,401
Professional Development Institutes	559,468	159,962
Human Resource Development Program	567	26,899
Annual Conference	287,310	959
Other	82,357	43,878
	$8,171,955	$7,328,107

5. NOTES PAYABLE

The Association had variable rate demand revenue bond financing from Wachovia Bank, N.A. (formerly Central Fidelity Bank, N.A.), in the amount of $3,840,000. The bonds were secured by a letter of credit issued by Wachovia Bank, N.A., in the amount of $3,549,560. The letter of credit was secured by a deed of trust on all real estate and improvements located at 1250 North Pitt Street, Alexandria, Virginia. Interest was paid monthly at a variable rate set by the bond trustees sufficient for the then-outstanding bonds to sell at par. Principal payments were provided based on a mandatory sinking fund requirements schedule. The property underlying the debt was sold in August 1999 and the debt was paid in full from the proceeds. The total interest charged to expense during the year ended August 31, 1999, was $106,291.

On July 11, 1997, the Association obtained variable rate demand revenue bond financing from First Union National Bank in the amount of $12,250,000, maturing on July 1, 2023. Bond proceeds in the amount of $323,736 at August 31, 1999, were held by the trustee, First Union National Bank. The bonds are secured by a letter of credit issued by First Union National Bank in the amount of $12,854,109, expiring on July 31, 2002. The letter of credit is secured by a deed of trust on all real estate and improvements located at 1703 N. Beauregard St., Alexandria, Virginia. On May 19, 1998, the Association entered into an interest rate swap transaction with First Union National Bank that will terminate on July 1, 2013. Fixed amounts and floating amounts for each payment date are calculated in accordance with definitions published by the International Swaps and Derivatives Association, Inc. Interest at a fixed rate of 5.30% is payable by the Association quarterly, commencing on July 1, 1998. Floating amounts are payable quarterly by First Union National Bank at the Weekly Remarketing Rate (4.25% at August 31, 2000). Principal payments are due quarterly. The principal amount outstanding at August 31, 2000 and 1999, was $11,660,000 and $11,960,000. Interest expense for the year ended August 31, 2000 and 1999, was $627,317 and $708,406, respectively.

On May 19, 1998, the Association obtained financing from First Union National Bank in the amount of $1,500,000 to purchase furniture and equipment, that will mature on September 15, 2003. The Association entered into an interest rate swap transaction with First Union National Bank terminating on September 15, 2003. Fixed amounts and floating amounts for each payment date are calculated by First Union National Bank in accordance with definitions published by the International Swaps and Derivatives Association, Inc. Principal and interest at a fixed rate of 8.06% are payable by the Association monthly. Floating amounts are payable monthly by First Union National Bank at the rate of LIBOR plus 2% (8.62% at August 31, 2000). Interest expense for the years ended August 31, 2000

and 1999, was $84,250 and $110,105, respectively. The principal amounts outstanding at August 31, 2000 and 1999, were $755,899 and $1,268,733, respectively.

The following is a schedule of principal payments due as of August 31:

Year Ending August 31,	Total
2001	$ 636,382
2002	673,213
2003	436,304
2004	360,000
2005	370,000
Thereafter	9,940,000
	$12,415,899

6. PENSION PLAN

The Association maintains two defined contribution retirement plans that cover substantially all full-time employees. One plan is operated by the Teachers Insurance and Annuity Association of America College Retirement Equities Fund. All full-time employees are eligible to participate after completing one year of service. Employees who elected to participate in the plan before February 1, 1996, must make voluntary contributions of 5% or more of their gross salary, through salary deductions. Employees who elect to participate in the plan after February 1, 1996, must make voluntary contributions of 1% or more of their annual salary. In turn, the Association pays on behalf of the employee an amount equal to 3, 6, or 12% of the employee's gross annual salary based on a predetermined scheduled in relationship to the employee's election. For employees participating in the plan before February 1, 1996, vesting in the employer's share on behalf of the employee is full and immediate. For employees participating in the plan after February 1, 1996, vesting in the employer's share on behalf of the employee is full after five years of service.

The other plan is operated by the Variable Annuity Life Insurance Company. All employees are eligible to participate on the first day of the month following their employment. Employees who elect to participate in the plan must make voluntary contributions of 1% or more of their annual salary. In turn, after one year of service, the Association pays on behalf of the employee an amount equal to 3, 6, or 12% of the employee's gross annual salary based on a predetermined scheduled in relationship to the employee's election. Vesting in the employer's share on behalf of the employee is full after five years of service.

Pension expense for the years ended August 31, 2000 and 1999, was $654,009 and $699,789, respectively.

7. TEMPORARILY RESTRICTED NET ASSETS

Temporarily restricted net assets are available for the project entitled "Partners for Life - A Health and Education Network."

Net assets of $199,723 and $72,131were released as of August 31, 2000 and 1999, respectively, from donor restrictions by incurring expenses for the Partners for Life - A Health and Education Network project.

* * * * * *

ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT

SCHEDULE OF FUNCTIONAL EXPENSES
YEAR ENDED AUGUST 31, 2000

	Program Services							Support Services			
	Publications	Professional Development	Annual Conference	Program Research and Development	Design and Production	Constituent Relations	Subtotal	Marketing, Governance, and Executive	Customer Service and Administrative	Subtotal	Total
Printing and production	$ 3,205,408	$ 223,411	$ 102,421	$ 1,531,981	$ 12,498	$ 9,053	$ 5,084,772	$ 2,065,847	$ 370,980	$ 2,436,827	$ 7,521,599
Conference and meetings	502	283,761	650,809	12,457	88	59,454	1,007,071	172,899	29,738	202,637	1,209,708
Postage and shipping	853,978	15,241	46,424	2,625	-	842	919,110	1,722,078	1,221,799	2,943,877	3,862,987
Advertising	210,614	2,719	11,559	150	-	153	225,195	2,288,126	17,753	2,305,879	2,531,074
Professional and consulting fees	78,895	1,650	51,508	96,378	-	30,224	258,655	398,722	422,771	821,493	1,080,148
Equipment and computer	-	3,175	12,378	1,220	1,185	258	18,216	232	542,119	542,351	560,567
Depreciation and amortization	-	-	-	-	-	-	-	-	1,677,595	1,677,595	1,677,595
Occupancy related expense	-	-	-	448	-	-	448	-	1,353,777	1,353,777	1,354,225
Personnel cost	997,898	306,932	71,373	1,007,797	452,535	425,515	3,262,050	1,758,133	5,477,515	7,235,648	10,497,698
Other	38,235	292,771	107,703	73,849	9,434	364,656	886,648	506,551	890,285	1,396,836	2,283,484
Total	$ 5,385,530	$ 1,129,660	$ 1,054,175	$ 2,726,905	$ 475,740	$ 890,155	$ 11,662,165	$ 8,912,588	$ 12,004,332	$ 20,916,920	$ 32,579,085

SCHEDULE OF FUNCTIONAL EXPENSES
YEAR ENDED AUGUST 31, 1999

	Program Services							Support Services			
	Publications	Professional Development	Annual Conference	Program Research and Development	Design and Production	Constituent Relations	Subtotal	Marketing, Governance, and Management	Customer Service and Administrative	Subtotal	Total
Printing and production	$ 3,297,743	$ 1,382,015	$ 160,655	$ 583,287	$ 33,293	$ 13,398	$ 5,470,391	$ 2,899,200	$ 882,511	$ 3,781,711	$ 9,252,102
Conference and meetings	816	444,820	487,469	-	-	46,524	979,629	228,686	7,819	236,505	1,216,134
Postage and shipping	1,123,705	28,536	40,584	2,818	-	1,476	1,197,119	1,650,268	1,200,967	2,851,235	4,048,354
Advertising	-	264	-	-	-	-	264	1,195,149	15,669	1,210,818	1,211,082
Professional and consulting fees	65,300	132,915	138	108,315	-	-	306,668	441,825	418,968	860,793	1,167,461
Equipment and computer	-	2,169	19,693	30,410	341	88	52,701	9,021	549,961	558,982	611,683
Depreciation and amortization	-	-	-	-	-	-	-	-	1,337,207	1,337,207	1,337,207
Occupancy related expense	-	1,950	278	-	-	-	2,228	1,553	1,851,487	1,853,040	1,855,268
Personnel cost	1,132,763	339,822	152,522	792,917	424,777	491,670	3,334,471	1,729,536	5,024,905	6,754,441	10,088,912
Other	49,038	448,409	84,513	7,065	461	364,739	954,225	383,101	659,906	1,043,007	1,997,232
Total	$ 5,669,365	$ 2,780,900	$ 945,852	$ 1,524,812	$ 458,872	$ 917,895	$ 12,297,696	$ 8,538,339	$ 11,949,400	$ 20,487,739	$ 32,785,435

ITEM: 6.
Review first quarter financial report

FROM: Eric Bellamy
Deputy Executive Director
Finance and Operations

Melody A. Ridgeway
Associate Executive Director
Finance and Operations

ACTION REQUESTED: For information only.

RELATIONSHIP TO STRATEGIC PLAN: This work supports Goal 4, wise stewardship.

BACKGROUND INFORMATION: Staff is currently refining the monthly reporting of financial activity, particularly the computation of interim budget amounts and comparison of interim budget amounts to actual. We believe the revised calculations will result in interim reports that give a more realistic picture of financial progress during the course of the year and that provide a better framework for making midyear directional changes. The revised budget calculations were not completed when this agenda was mailed. The first quarter financial report will be available at the March meeting.

SUPPLEMENTARY INFORMATION: To be distributed at March meeting.

RELATED DOCUMENTS: First Quarter Financial Report will be distributed at March meeting.

ACTION TAKEN:

ITEM: 7.
Adopt preliminary estimate of FY02 budget

FROM: Eric Bellamy
Deputy Executive Director
Finance and Operations

Melody A. Ridgeway
Associate Executive Director
Finance and Operations

ACTION REQUESTED: Adopt the preliminary estimate of the FY02 budget.

RELATIONSHIP TO STRATEGIC PLAN: This work supports Goal 4, wise stewardship.

BACKGROUND INFORMATION: The March meeting of the Board of Directors is the only opportunity for the Board to ask questions and discuss the FY02 budget as a group. After this initial discussion, a second draft of the budget will be presented to the Executive Council in June, after which the final budget will be presented to the Board of Directors in August for its final approval.

SUPPLEMENTARY INFORMATION:

RELATED DOCUMENTS: "Statement of Activities – Fiscal Year 2001 Approved Budget and Fiscal Year 2002 Proposed Budget," and "Schedule of Income and Functional Expenses Fiscal Year 2002" (attached).

ACTION TAKEN:

Association for Supervision and Curriculum Development
Statement of Activities
FY 01 Approved Budget and FY 02 Proposed Budget

	FY 01 Approved Budget	FY 02 Proposed Budget
REVENUES		
Membership, Dues, & Subscriptions	$14,167,000	$14,628,300
Publications	$10,658,710	$11,500,000
Annual Conference	$2,825,000	$2,950,000
Professional Development Institutes	$2,897,000	$2,825,000
Electronic Media Sales	$5,882,705	$5,655,000
Advertising	$900,000	$1,057,000
Investments	$500,000	$600,000
Other revenue	$1,487,456	$2,425,391
Total Income	$39,317,871	$41,640,691
EXPENSES		
Program services:		
Program Development:		
Professional Development	$1,795,940	$1,660,736
Program Research & Development	$3,101,908	$3,801,463
Annual conference	$981,515	$1,134,581
Design and production	$561,705	$679,618
Total Program Development	$6,441,068	$7,276,398
Publications	$5,991,795	$6,771,993
Constituent relations	$1,019,229	$1,338,892
Total program services	$13,452,092	$15,387,283
Support services:		
Marketing	$7,421,488	$7,881,393
Management	$1,806,806	$2,375,422
Administrative	$16,235,976	$15,183,380
Total support services	$25,464,270	$25,440,195
Total Expenses	$38,916,362	$40,827,478
CHANGES IN NET ASSETS	$401,509	$813,213

ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT

SCHEDULE OF INCOME AND FUNCTIONAL EXPENSES
FISCAL YEAR 2002 PROPOSED BUDGET

	Programs							Support Services				
	Publications	Professional Development	Annual Conference	Program Dev/R&D	Constituent Relations	Design & Production	SUBTOTAL	Marketing	Management	Administrative[1]	SUBTOTAL	TOTAL
INCOME												
Memberships, Dues & Subs.												$ 14,128,300
Publications												11,570,000
Annual Conference												2,987,000
Professional Development												2,775,000
Electronic Media Sales												6,285,000
Other Income												3,895,391
Total												$ 41,640,691
EXPENSES												
Cost of Goods Sold	$ 1,005,590	$ -	$ -	$ 410,750	$ -	$ -	$ 1,416,340	$ -	$ -	$ -	$ -	$ 1,416,340
Other Printing	1,401,650	34,000	95,000	5,000	18,250	-	1,553,900	1,960,000	213,900	20,700	2,194,600	3,748,500
Production	299,880	13,000	7,750	1,291,700	-	64,000	1,676,330	300,500	15,500	3,000	319,000	1,995,330
Publication Rights	1,160,200	230,000	65,000	607,000	9,500	-	2,071,700	1,500	44,500	20,000	66,000	2,137,700
Advertising & Promotion	248,740	-	-	-	-	-	248,740	2,245,000	4,300	110,000	2,359,300	2,608,040
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	674,700	674,700	674,700
Depreciation & Amortization	-	-	-	-	-	-	-	-	-	2,037,545	2,037,545	2,037,545
Salaries	1,326,263	484,136	155,831	902,264	584,542	609,619	4,062,654	730,393	1,180,541	4,254,275	6,165,208	10,227,863
Other Personnel Expenses	-	-	6,500	-	-	-	6,500	-	-	2,903,282	2,903,282	2,909,782
Staff Development	-	-	-	-	-	-	-	-	7,650	330,750	338,400	338,400
Officer's & Exec. Dir.'s Expenses	-	-	-	-	-	-	-	-	207,436	-	207,436	207,436
Strat. Planning & New Prod. Dev.	-	-	-	400,000	-	-	400,000	-	40,000	-	40,000	440,000
Utilities	-	-	-	-	-	-	-	-	-	253,300	253,300	253,300
Telephone & Other Communications	-	8,000	15,000	-	2,000	-	25,000	-	2,000	324,000	326,000	351,000
Postage & Shipping	1,150,600	40,800	9,000	-	12,600	-	1,213,000	1,952,000	80,100	1,706,800	3,738,900	4,951,900
Rental Expenses	-	150,000	431,500	-	13,500	-	595,000	12,000	21,500	20,000	53,500	648,500
Stationery & Supplies	4,800	50,000	11,000	1,500	11,550	6,000	84,850	15,000	18,250	249,900	283,150	368,000
Professional Services	103,940	10,000	19,000	22,000	80,000	-	234,940	350,000	217,000	527,555	1,094,555	1,329,495
Travel	61,730	576,000	122,000	155,250	530,450	-	1,445,430	220,000	347,088	45,600	612,688	2,058,118
Memberships, Dues & Subscriptions	350	20,000	-	-	-	-	20,350	-	55,000	36,750	91,750	112,100
Bank & Other Service Charges	50	800	1,000	-	-	-	1,850	-	-	448,000	448,000	449,850
Taxes	-	-	-	-	-	-	-	-	-	196,340	196,340	196,340
Other Operating Expenses	8,200	44,000	196,000	6,000	74,500	-	328,700	95,000	86,000	377,340	558,340	887,040
Other Expenses	-	-	-	-	2,000	-	2,000	-	4,200	474,000	478,200	480,200
Total	$ 6,771,993	$ 1,660,736	$ 1,134,581	$ 3,801,464	$ 1,338,892	$ 679,619	$ 15,387,284	$ 7,881,393	$ 2,544,965	$ 15,013,837	$ 25,440,193	$ 40,827,478
SURPLUS												$ 813,213
Full-Time Equivalents[2]							69				121	190

[1] Administrative includes the following departments: Financial Services, Human Resources, Facilities/Office Management, Information Systems and Services, Computer Systems, Information Services, and Service Center.
[2] Some employees have overlapping duties between Programs and Support Services.

ITEM: 8.
Governance Transition Advisory Committee Question and Answer Panel

FROM: Kay Awalt Musgrove
President-Elect and
Governance Transition Advisory Committee Chair

ACTION REQUESTED: Participate in Board Question and Answer Panel.

RELATIONSHIP TO STRATEGIC PLAN: This work supports all goals.

BACKGROUND INFORMATION: Following the Board of Directors' March 2000 approval of proposed constitutional changes, the President appointed members of the Board to the Governance Transition Advisory Committee (GTAC), based on Board nominees. The GTAC was charged to advise the Executive Council and staff on issues related to the implementation of changes in the ASCD Constitution. GTAC held its first meeting July 28-29, 2000. After the member vote on the new Constitution, a second meeting was held December 1-2. The July meeting focused on building knowledge of the proposed transition and identifying initial issues for review. The GTAC developed a short-term communication plan, a set of recommendations for the issues process and new qualifications for office, which were subsequently adopted by the Executive Council.

The December meeting focused on reviewing affiliate and committee input, further developing the implementation plan, and planning for upcoming governance meetings. The GTAC developed recommendations for using Open Space Technology at the Board meeting and for reappointing the 2000 Nominations Committee; drafted time lines for 2003 transition activities and a status memo to the Board of Directors; proposed qualities for Leadership Council members for affiliate review; and created a framework for an affiliate constitutional revision kit. The next GTAC meeting is scheduled for April 6-7, 2001.

SUPPLEMENTARY INFORMATION: This agenda item is intended to provide members of the Board of Directors with an opportunity to ask questions about the governance transition. The session will begin with a brief overview of the GTAC's work. Board members will then be asked to generate questions at their table, and each table will select one question to be asked of the GTAC. The GTAC will respond to questions orally and collect any questions left at the end of the session. These questions will be addressed in a written Q & A that will be sent to the Board of Directors in April.

RELATED DOCUMENTS: Attached Governance Transition Advisory Committee Roster, Governance Transition Advisory Committee Summary to Regional Meetings, Governance Transition Advisory Committee Highlights, and Affiliate Constitution Changes memo dated January 18, 2001.

ACTION TAKEN:

2000-2001 Governance Transition Advisory Committee (GTAC)

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Last update 11/7/2000 dlw

GTAC Summary to Regional Meetings

The Governance Transition Advisory Committee (GTAC) met in Alexandria, Virginia, on July 28-29, 2000. The Committee began its work by reviewing its purpose: "To advise the Executive Council and staff on issues related to the implementation of changes in the ASCD Constitution. Potential issues include modification of election schedules, new qualifications and position descriptions for those elected, and transition events planned for new structures."

In addition, the GTAC spent time acquainting each member with the historical perspective of ASCD, reviewing the implementation plan, and defining our questions, concerns, and issues. Both the nominating and issues processes were examined in depth.

A key focus of this preliminary work was examining the new proposed Constitutional changes and how those changes would affect the organization. In responding to feedback from members, affiliate leaders, and board of directors, the GTAC wanted to make sure that we keep in mind the "passion" that is so much a part of our organization's heritage as we address the challenges of changes that come from an expanding, vibrant, and large international organization. An essential question for the committee became: "How can we develop a structure that will allow constructive debate on issues without limitations, and keep us informed and involved?"

The GTAC committee also spent time examining the questions and feedback from the March Board of Directors Table Activity in order to absorb the "voices from the field" and to find the common threads between the seven questions that were responded to by the Board. In addition, the ASCD booklet, What We Believe, gave the committee an historical perspective on where we've been, but not necessarily where we need to go.

It is premature to go beyond these questions and concerns, but one thing was quite clear communication of this whole process is highly important. The committee wanted this progress report to be distributed during the regional meetings. We also wanted feedback from those regional meetings regarding the following question: Given the proposed changes with ASCD governance, what are your hopes for the Leadership Council?

MEMORANDUM - For Information Only

TO: Board of Directors

FROM: Kay Awalt Musgrove, President-Elect

DATE: January 17, 2000

SUBJECT: Governance Transition Advisory Committee Highlights

The Governance Transition Advisory Committee (GTAC) composed of Linda Bigos, Kolene Granger, Roland Kay, Doris Matthews, Eduardo Rivas, Andrew Tolbert, Kay Awalt Musgrove, Chair, and staff liaisons, Diane Berreth and Doug Soffer, met December 1-2, 2000 at ASCD Headquarters in Alexandria, VA.

Summaries of the discussions from the regional meetings and ASCD advisory committee meetings were examined by GTAC. Some of the highlights of those documents were as follows:

Alignment of Leadership with Board of Directors; affiliates; budget
Still some concerns regarding the presiding official for the Leadership Council
How will we best ensure voice and responsiveness and sense of ownership
Training needed for Leadership Council, Board of Directors, and staff
When and where should training take place
Procedures in place for a smooth transition from Board of Directors to Leadership Council - will involve logistics with the 2002 election
Tension still seems to exist regarding the Leadership Council s role
How to best set up communications to keep everyone informed
How diversity will be addressed in the Leadership Council and the Board of Directors
How business and innovation components in governance meetings will be handled

These are only some of the issues brought to GTAC from the different groups. All of the comments were reviewed and GTAC spent time discovering the key learnings from the feedback. All communications and feedback are taken very seriously and provide the base for most of the discussions at the GTAC meetings. We will continue to communicate with the Board of Directors regarding the discussions and procedures that developed from each GTAC meeting.

GTAC values input from all members of ASCD. Please continue to voice your comments and concerns at any point as we prepare for an exciting 2003.

CC: Review Council

KAM/kbc

IMPORTANT INFORMATION FROM CONSTITUENT RELATIONS

To: Affiliate Presidents
Executive Directors/Secretaries
From: Doug Soffer, Assistant Executive Director
Date: January 18, 2001
Re: Affiliate Constitution Changes

BACKGROUND

In 1996, ASCD's Executive Council accepted the recommendation of the Constitution Review Committee to establish a working group, the Governance Evaluation Commission (GEC) to study ASCD's governance structures, last modified in 1994. The GEC was charged with

- Studying the effects on governance of the implementation of the 1993 recommendations of Governance and Member Participation Panel
- Involving the Board of Directors in its deliberations
- Making recommendations about ASCD's governance structures for the future

The Commission established a set of principles for ASCD governance, including that it be collaborative, communicative, democratic, effective, ethical, flexible, inclusive, learning-centered, and representative. The GEC then developed and recommended several alternative governance models based on the principles outlined. The Board of Directors reviewed and discussed the principles and proposals, offering suggestions for enhancements and refinements, and subsequently supported both the principles and an updated structure. After the three year governance study, ASCD's Board of Directors voted unanimously to send the membership a ballot on a series of proposed constitutional changes to enable the new governance structure. The membership approved the changes in October 2000.

The new governance structure is designed to increase coordination among ASCD's governing bodies by streamlining its governance structure and

- Creating a stronger overall governance structure that better supports key dialogue, deliberation, and decision-making
- Developing a structure that can better respond to fast changing situations and opportunities
- Providing more continuity and organizational memory
- Enhancing ASCD's involvement in issues and influence work.

Given the complexity of the changes to ASCD's governance structures and Constitution, a Board-based advisory committee, the Governance Transition Advisory Committee (GTAC), was appointed by ASCD President Lee Hay to develop transition plans for ASCD and its affiliates.

WHAT'S NEXT FOR AFFILIATES?

The changes to the ASCD Constitution have resulted in a need for each affiliate to conduct its own constitutional review during the next year to ensure consistency with ASCD's revised constitution, a condition to maintain affiliation.

ASCD staff will work hard to assist you in the review and transition process by providing:

- *Constitution Change Kit*
- Training sessions on constitution revisions and transition planning
- Regional Director consultation as needed
- Regional meeting sharing and consultation sessions
- Review of initial drafts of affiliates' constitutions

Following are the time lines developed to guide affiliates in the transition process:

March 1, 2001	*Constitution Change Kit* to support process mailed to each affiliate
April 15, 2001	Inform Constituent Relations (CR) of key affiliate contact person who will manage the constitution review process and serve as the communication link between your affiliate and ASCD
April 30, 2001	Training sessions on constitution changes and transition planning at Affiliate Leadership Conference
May-October, 2001	Regional Director consultations as needed
September/October, 2001	Regional meeting sharing and consultation sessions
November 1, 2001	**Deadline for affiliates' submission of initial draft of constitution and transition plan**
January 1, 2002	Completion of review of draft affiliate constitutions by CR
June 1, 2002	Approval of affiliate constitutions by affiliate membership
October 1, 2002	Deadline for receipt of names of Leadership Council (LC) representatives
March 10, 2003	Affiliate designated LC members attend first meeting of the LC at annual conference

As noted above, to support you in your efforts Constituent Relations is developing a *Constitution Change Kit*. By March 1, 2001, every affiliate will receive a package containing an outline of sample constitutional language for your consideration. You will also receive a checklist of other

items for consideration in your review process and a sample transition plan. Finally, the packet will also contain an "FAQ" section in order to anticipate some of your questions and provide initial information regarding the alignment of affiliates' constitutions with ASCD's new Constitution.

We are looking forward to this new opportunity for collaboration. If you have any questions, please contact your Regional Director.

cc: Executive Council
Governance Transition Advisory Committee
Senior Executive Team

ITEM: 9.
Receive report of the Issues Committee and discuss issues on a preliminary basis

FROM: Ron Costello
Chair, Issues Committee

ACTION REQUESTED: For information only.

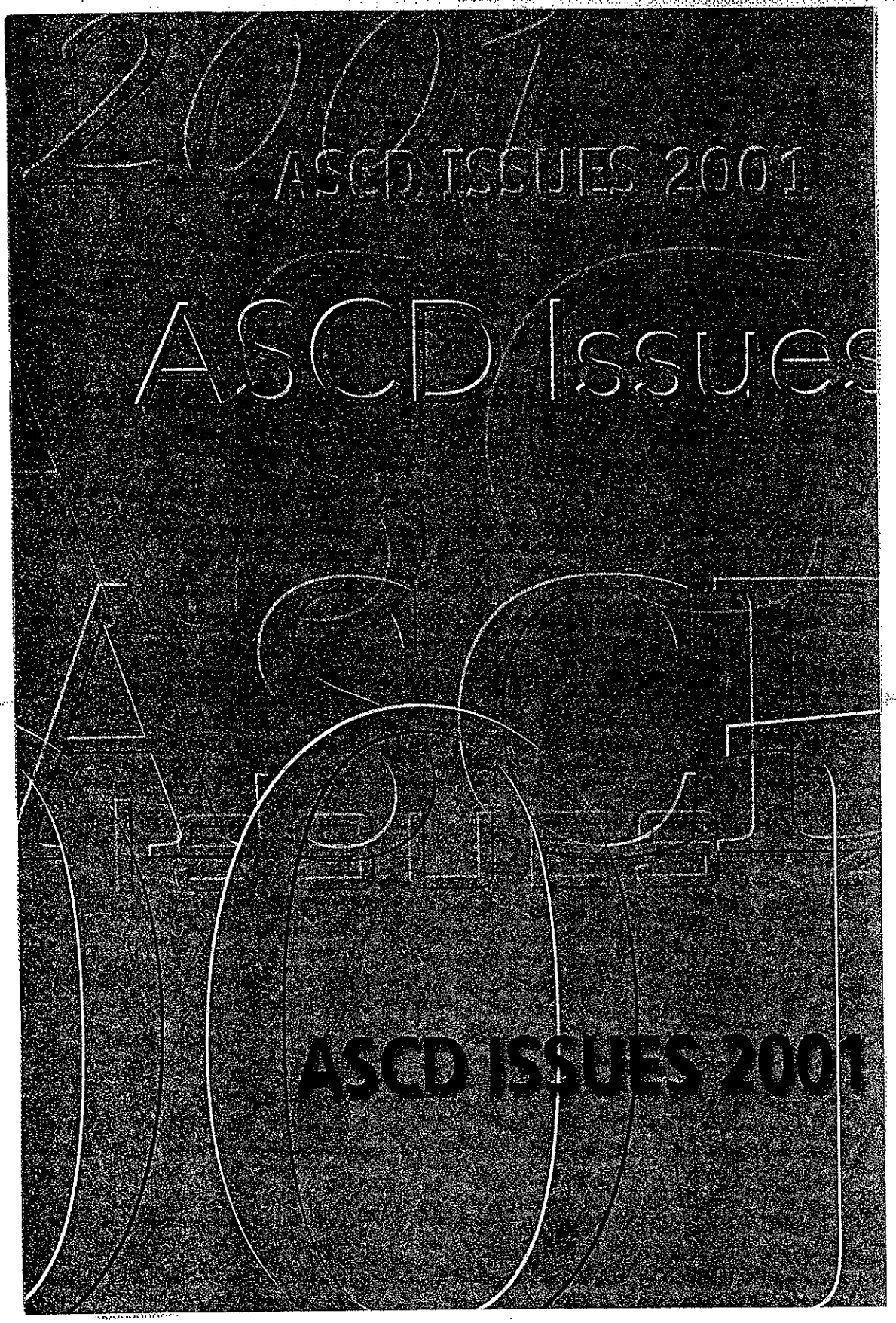
RELATIONSHIP TO STRATEGIC PLAN: The adoption of positions allows ASCD to fulfill Goal 1, Strategy 2, by supporting the development of policies that promote excellence and equitable practice in education.

BACKGROUND INFORMATION: The issues identification and position adoption process adopted by the Board of Directors in 1993 in now in its eighth year. In the fall, a member survey was used to help identify issues for further deliberation by the Issues Committee. The Issues Committee met in October in Alexandria to review the results of almost 4,500 member responses to the survey. Following its deliberation in the fall, the Committee identified three positions relating to the general theme of educational accountability. Building on the proposed positions and providing opportunities to propose new positions, the Friday Board meeting will use the Open Space Technology process. Open Space Technology is a strategy for organizing large meetings with a focus on active participation. Board members received a special briefing packet about this process in February.

SUPPLEMENTARY INFORMATION: In past years, ASCD recognized the need to focus its efforts by asking the Board to adopt no more than two positions for action planning and follow-up by staff. As ASCD makes the transition to a new governance structure, specifically the responsibilities of the new Leadership Council, the Issues Committee and other ASCD committees have proposed the piloting of new a participative process (Open Space Technology) that will provide opportunities for the Board of Directors to propose and adopt additional positions beyond those proposed by the Issues Committee. Because of this opportunity, current procedures for submitting additional positions, which require 30 Board signatures, will be suspended.

RELATED DOCUMENTS: *ASCD Issues 2001* (this year's proposed positions), Open Space Technology description (attached).

ACTION TAKEN:


2001
ASCD ISSUES 2001
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ASCD ISSUES 2001

ASCD MISSION STATEMENT

ASCD, A DIVERSE, INTERNATIONAL COMMUNITY OF EDUCATORS, FORGING COVENANTS IN TEACHING AND LEARNING FOR THE SUCCESS OF ALL LEARNERS.

ASCD VISION

ASCD makes a difference for children by serving those who shape their learning. ASCD helps educators prepare children for their future roles as citizens in an interdependent, ever-changing world. We are a powerful advocate and invaluable resource for excellence and equity in education. We build partnerships that advance teaching and learning worldwide. We live our beliefs through our actions, products, and services.

BELIEF STATEMENTS

- We believe that the individual has intrinsic worth.
- We believe that all people have the ability and the need to learn.
- We believe that all children have a right to safety, love, and learning.
- We believe that a high-quality, public system of education open to all is imperative for society to flourish.
- We believe that diversity strengthens society and should be honored and protected.
- We believe that broad, informed participation committed to a common good is critical to democracy.
- We believe that humanity prospers when people work together.
- We believe that healthy organizations purposefully provide for self-renewal.
- We believe that the culture of an organization is a major factor shaping individual attitudes and behaviors.
- We believe that shared values and common goals shape and change the culture of healthy organizations.

ASCD GOALS

- ASCD will be a catalyst for change toward excellence and equity in education for the common good.
- ASCD will develop the leadership of educators to enhance student potential and improve student achievement.
- ASCD will engage in collaborative relationships that improve teaching and learning worldwide.
- ASCD will exercise wise stewardship of its resources in accordance with ASCD's beliefs and values.

ISSUES 2001

ASCD is making a transition to a new governance structure, based on the recent member vote to change the ASCD Constitution. In response to this change, the Association's issues process also will undergo a transition. The Issues Committee has proposed an activity at Annual Conference in Boston that will help incorporate transition plans into the issues process. Besides the transition to a new governance structure, the Annual Conference issues activity is designed to take into account

- Recommendations from the Executive Council.
- Directions stemming from deliberations of the Review Council.
- Initial suggestions from the Governance Transition Advisory Committee (GTAC).

The Issues Committee's goals include reshaping the issues process to help it mesh with the future work and responsibilities of the proposed ASCD Leadership Council and ensuring a significantly greater role for the Board of Directors in articulating positions for ASCD this year.

For 2001, the Issues Committee has identified three positions relating to the general issue of accountability. Building on the proposed positions, the process at Annual Conference will use Open Space Technology at the Friday session of the Board of Directors to clarify and sharpen the proposed position statements and solicit additional positions. Open Space is a strategy for organizing large meetings. It is designed to clarify difficult issues and problems. The technique is especially effective in situations where a diverse group of people must deal with complex and conflicting material in innovative and productive ways. Perhaps most importantly, Open Space fosters active participation.

The Board of Directors Meeting Friday afternoon, March 16, will use Open Space Technology to explore the issues under consideration. The planned outcome is to articulate position statements that are clear, powerful, and created from active participation of all Board members.

Following the Board of Directors deliberations on Friday, ASCD will hold a Town Meeting on Sunday, March 18, from 3:00 to 5:00 p.m. to obtain further input on the proposed positions from members attending the Annual Conference. Information from the Board of Directors Meeting will be made available at the Town Meeting.

The ASCD issues process is an important way for ASCD members to voice their opinions on critical and relevant education subjects and join in deliberations on ASCD positions. The process is also an opportunity for members to learn from one another through dialogue. The issues process and the development of positions also advances ASCD's influence on matters of teaching and learning and the connected issues embedded in professional development. The 2001 issues process began in the fall of 2000 with almost 4,000 ASCD members responding to the annual Issues Survey. In October, the ASCD Issues Committee met at ASCD Headquarters in Alexandria, Va., to identify the issue areas and to develop statements on them. In September, October, and November, input was solicited at regional meetings and factored into the proposed statements.

The Issues Committee strongly encourages members to participate in this process by carefully reviewing and reflecting on the material in this booklet and by attending and participating in the Town Meeting.

Town Meeting Schedule
Sunday, March 18, 2001
3:00–5:00 p.m.

We encourage you to read the following material carefully and come prepared for an active and lively session at Annual Conference.

ASCD • ISSUES • NOV. 2001

ACCOUNTABILITY

Proposed Position
Educators and Accountability
In this era of accountability, professional educators must be viewed as significantly contributing to and ensuring the success of all students. To create such student success, the following conditions must be in place:

- Preservice programs that focus on teacher effectiveness, diverse needs of the classroom, assessment, and an overview of significant research-based reform ideas.
- Professional development opportunities that are ongoing, embedded, and focused on the knowledge, skills, and attitudes required of professional educators.
- Multiple assessment strategies and technologies that evaluate student growth and progress over significant periods of time.
- Attention to the issues of recruitment, retention, certification, equitable pay, and the enhancement of the status of professional educators.

Rationale
Due to technological advances, our world has become a global community requiring individuals to communicate and collaborate with people of diverse cultures. In order for educational systems to function well in the future,

- Students must accept a larger, appropriate role in their own learning.
- Teachers must help students become effective learners.
- School environments must accommodate a variety of learning styles.
- The community must accept its responsibility in the stewardship of its schools.

As education evolves, schools will no longer be the sole venue for learning, teaching will no longer be the sole responsibility of the classroom teacher, and learning will no longer be based solely on the acquisition of units.

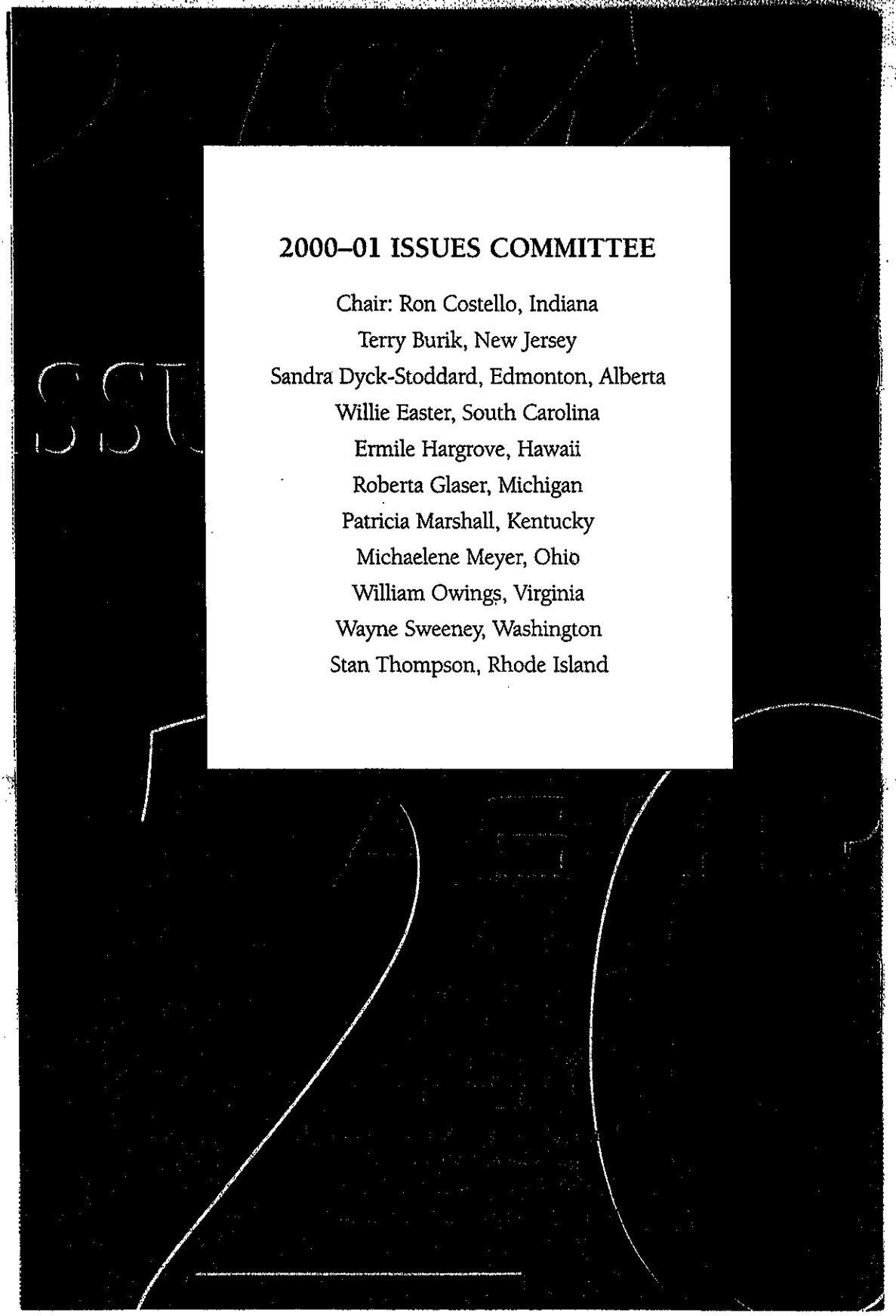
Proposed Position
Students and Accountability
Student accountability should be based on multiple, formative assessments.

Rationale
Students need support to accept greater responsibility for their own learning in developmentally appropriate ways. Key to this are assessments of learning that use methods incorporating multiple dimensions and authentic demonstrations of student learning and that transcend the current debate over high-stakes tests.

Proposed Position
Educational Systems and Accountability
In addressing the complicated issues of accountability, systems thinking should be used to guide the development of accountability policies at the classroom, school, district, state/province, and national levels. Such system considerations include

- A strong belief foundation that situates educational systems on a firm, moral grounding that guides individual attitudes and behaviors.
- A basic framework that flexibility to adapt to change, enables information flow, and fosters processes that guide the work of professional educators.
- A process that honors educator input in efforts to shape clear purposes, goals, and measures, and that allows for the demonstration of student progress.
- A process that creates strategies for enhancing communication, collaboration, and shared decision making.
- An open process that allows for ongoing monitoring and adjusting to meet defined goals.
- A process for developing strategies for understanding and collaborating with those who have a vested interest in the education of our students.

Rationale
To meet the expectations of the current accountability movement, educational leaders should explore more deeply systems thinking. Schools and school systems should not only examine how their internal structures impact the success of all students but also expand their interaction with external forces that impact the educational lives



2000–01 ISSUES COMMITTEE

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Open Space Technology – A Very Brief Overview[1]

What is Open Space Technology?

Open Space Technology is an effective, economical, fast and easily repeatable strategy for organizing highly participative meetings of between 5 and 1,000 participants. Since its inception in the late 1980's, OST has been used extensively for many kinds creative opinion sampling, planning and large-group decision-making within hundreds of communities, schools, businesses, government agencies and other social systems. It has been successfully applied in a variety of cultures and across many differences of education, literacy, social status and age.

What Results Does An Open Space Event Produce?

OST is *"especially effective in situations where a diverse group of people must deal with complex and conflicting material in innovative and productive ways. It is particularly powerful when nobody knows the answer and the ongoing participation of a number of people is required to deal with the questions."* OST may be adapted to produce a wide range of outcomes and products. Depending upon the skill and creativity of the OST design team, it may be used for tasks ranging from eliciting very diverse opinions on controversial subjects to the total redesign of a company, school district or other large, complex organization.

When Should Open Space Not Be Used?

"Open Space Technology will not work, and therefore should not be used, in any situation where the answer is already known, where somebody at a high level thinks he or she knows the answer, or where that somebody is the sort that must know the answer, and therefore must always be in charge."

Who Should Attend An Open Space Event?

Ideally, an Open Space event should include anyone who is concerned about the topic of the event and willing to attend. Voluntary self-selection is the rule for attendance at an OST event and voluntary commitment is the way results get implemented later. OST creates a road to action for people with common concerns and shared dedication to doing something constructive.

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[1] The text within quotes is taken directly from: **Open Space Technology:** ***A User's Guide*** (second edition), Harrison Owen, Berrett-Koehler Publishing, San Francisco, 1997.

LeRoy E. Hay
ASCD President

Report on the Executive Council's Visit to the Caribbean
March 2001

As part of ASCD's efforts to become increasingly global in its perspectives, the Association has held one Executive Council meeting per year in a location outside the United States for the past nine years (1992 - Munich, Germany; 1993 - San Juan, Puerto Rico; 1994 - Calgary, Alberta, Canada; 1995 - London, England; 1996 - Curaçao, Netherlands Antilles; 1997 - Toronto, Ontario, Canada; 1998 - Singapore; 1999 - Jerusalem, Israel). The 2000 meeting took place in five separate locations in the Caribbean, culminating in a meeting in Puerto Rico.

The program in the Caribbean involved visits with educators in the Ministries of Education, educational and professional development organizations, teacher colleges, and a range of preschools, elementary, middle, and high schools. Because of the diverse heritage and practices of the countries that make up the Caribbean region, small groups of Council members visited each of five countries: Barbados, Curaçao, Puerto Rico, St. Maarten, and Trinidad and Tobago. After two to three days of intensive visits, the Council reconvened in Puerto Rico for reflection, participation in the Puerto Rico ASCD conference, and the Council business meeting. Reflections on the visit are included in the attached article that appeared in the February issue of *Educational Leadership.*

Attachment: "In the Caribbean: The Faces of Children" from the February 2001 issue of *Educational Leadership*

LeRoy E. Hay

IN THE CARIBBEAN

The Faces of Children

ASCD Executive Council members discover that learning about education in the Caribbean can inform their work back home.

The ASCD Executive Council has for many years held one of its meetings outside of the mainland of the United States. In addition to increasing our understanding of the role that ASCD can play in international settings, supporting the development of the affiliates, and conducting the business of the Association, these trips allow us to learn firsthand about education in other places. We visit schools and colleges and talk with education officials. ASCD serves educators in more than 100 countries, and visiting U.S. territories and other countries gives us a broader perspective that we can bring to our work.

Last October, we divided the Council into five teams, with each team visiting a different Caribbean site: Barbados, Curaçao, Puerto Rico, St. Maarten, and Trinidad and Tobago. All Council members then gathered in Puerto Rico to share our experiences and conduct our meeting.

The ASCD President traditionally writes an article about the Council's trip, and I wondered how I would summarize visits to five island sites after going to just one island myself. Thanks to the multimedia presentations that each team presented in Puerto Rico, the task proved to be far easier than I expected. What jumped out at me was how the schools we visited in the islands were more similar to, rather than different from, our schools back home.

More Alike . . .

Our priorities and concerns are similar in many ways.

■ Policymakers, educators, and citizens in both places recognize the importance of education. Most of the islands in the Caribbean are rapidly making schooling compulsory. In Barbados, the literacy rate is 98 percent—one of the highest in the world. In Trinidad and Tobago, primary schooling is universal and educators are working toward the same goal at the secondary level.

■ Reform movements are reshaping education in the Caribbean. In Puerto Rico, for instance, school reform has dramatically changed how schools are governed. Each school has a community council made up of the principal, parents, and teachers instead of a board of education. The council makes decisions about the budget and curriculum and hires teachers. In Trinidad and Tobago, the Secondary Education Modernization Program focuses on continuous school improvement initiatives.

■ The strong emphasis on early childhood education reminded us of one of the national education goals in the United States: All children will start school ready to learn. In Curaçao, all children can attend preschool; in Trinidad and Tobago, we found a major initiative to support early childhood and primary education.

■ Educators see information technologies as powerful tools for teaching and learning, and students are embracing the technologies with enthusiasm. The

Photo by Martha Bruckner

Elementary school students in Loiza, Puerto Rico, hold a Columbus Day pageant.

Photo by Mylene Hanzelka

number of student computers and the availability of Internet access, however, are far more limited than in most U.S. schools. School reform in Barbados is centered on Edutech 2000, a vision that incorporates technology, professional development, and social and emotional learning. In a high school in Puerto Rico, we visited a computer lab where students were producing sophisticated multimedia presentations.

■ Educators recognize the need for teacher professional development because of the changing needs of the world; however, professional development is not readily available to all teachers on most of the islands. Nevertheless, professional development is a key component of Puerto Rico's reform movement, and the office of the superintendent for Puerto Rico now has professional development as one of its primary responsibilities.

■ Most educators believe that their schools are seriously underfunded and that teachers' salaries are not commensurate with their education and responsibilities.

■ As in the United States, many school buildings need repair and updating. The buildings are showing signs of age and were not designed to handle the electrical demands of computers.

. . . Than Different

Despite the many similarities we found among U.S. and Caribbean schools, we noted some marked differences.

■ Students in the Caribbean are often bilingual and study more than one language as early as the 1st grade. In Curaçao, for example, students speak a native language, Papiamento; learn in Dutch; and study English and French.

> In Barbados, the literacy rate is 98 percent—one of the highest in the world.

■ Schools are directly and strongly connected to the central government. In most cases, the ministry of education directs reform at the federal level. In Puerto Rico, the secretary of education hires administrators for schools.

■ The role of religion in education is significant in the islands. St. Maarten schools fall into five categories: Catholic, Methodist, Adventist, Protestant, and public.

■ The federal government funds private schools—in part or entirely—as well as public schools. In Curaçao, public funding supports both secular and religious schools. Schools in Trinidad and Tobago are categorized as either government, government assisted, or private.

■ Students of all ages wear uniforms, usually mandated by the ministry of education.

A Commitment to Children

Regardless of which island we visited, we were impressed with the beauty of the islands and the warmth of the people. We learned a great deal about education in five different island sites. But what struck me most about the groups' presentations was that each presentation focused on children, through photographs and text. One group summarized its visit with this statement: Children are children all over the world. This statement contains the essence of our experiences in the Caribbean and of ASCD.

Our visits reemphasized the appropriateness of ASCD's mission as a diverse, international community of educators, forging covenants in teaching and learning for the success of all learners. We visited schools that were humble on the outside, but glorious on the inside. Of course, glorious schools are the direct result of the work of a community of educators unified around the belief that education is the hope for a better tomorrow for the children they serve.

We witnessed such a commitment to

Photo by Martha Bruckner

Photo by Kay Aveit Musgrove

Photo by Martha Bruckner

Like their counterparts in the United States, the children of the Caribbean represent the hope for a bright future.

education in St. Maarten, where the people were still rebuilding from devastating hurricanes that hit the island in 1995. Most of the schools on the island were destroyed, but education continued. Even under circumstances that most of us cannot imagine, these educators never gave up on their commitment to children.

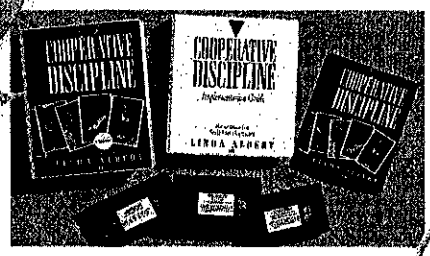
Our visits to schools in the Caribbean reinforced the importance of ASCD to educators throughout the islands. We were surprised at how many teachers knew about ASCD, often because they had used ASCD publications in their teacher preparation programs or had seen ASCD videos in their professional development activities. We are more encouraged than ever to explore ways to make ASCD resources on teaching and learning available to teachers around the world, regardless of the challenging economic conditions in which those teachers work.

We also proudly noted that professionals in the island education systems highly respected ASCD's Caribbean affiliates—Puerto Rico ASCD, Curaçao ASCD, St. Maarten ASCD, and Trinidad and Tobago ASCD. When educators and policymakers discuss educational issues, the ministries of education look to the affiliates for input and advice. In Puerto Rico, the secretary of education warmly greeted the affiliate leaders by name, acknowledging the work that Puerto Rico ASCD does for education on the island.

Although we almost had to cancel our visit to the Caribbean because a hurricane threatened, we were pleased with our brief stay in the islands. It has added an important dimension to our thinking as ASCD leaders and as educators. We will be better able to understand and address educational issues around the world because we will look at those issues in a cultural context. ■

LeRoy E. Hay is President of ASCD and Assistant Superintendent for Instruction, Wallingford Public Schools, Wallingford, CT; lhay@wallingford.k12.ct.us.

Q Is there a realistic answer to school violence?



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BY

Douglas Soffer
Assistant Executive Director
Constituent Relations

CONSTITUENT RELATIONS REPORT - MARCH 2001

AFFILIATES

1.0 Affiliate Demographic Information (Tables I-IV; Appendix)

1.1 As of January 1, 2001, the affiliate membership count was 43,794. This represents a decrease of 2,495 members since last year. Although there are always year to year membership fluctuations due to conference/membership promotions, four affiliates (Washington, Pennsylvania, Indiana, and Maine) had a combined reduction of 2,200 members as of November 1, 2000, compared to one year earlier. Individual 2000 affiliate membership totals ranged from 6 (United Kingdom) to 2,823 (New Jersey), with the typical affiliate having 706 members.

1.2 Of ASCD's 68 affiliates, 52 have Executive Secretaries or Executive Directors, an increase of two over last year.

1.3 For the 17 affiliates reporting the percentage of affiliate members who are also ASCD members, the range was from 100 percent (Idaho) to 26 percent (Kentucky), with an average percentage of 65 percent.

1.4 Affiliate dues range from $10.00 (Delaware and North Dakota) to $85.00 (Texas), with an average of $27.71, a decrease of $0.34 over last year.

1.5 Affiliate annual operating budgets range from $615 (Trinidad & Tobago) to $614,000 (Texas). The typical affiliate had a budget of $79,801.

1.6 Affiliate boards met 0 (North Dakota) to 40 (Curaçao) times per year, with an average of six meetings per year.

1.7 For the affiliates reporting data on affiliate chapters, 22 have regional ASCD groups within their affiliates, ranging from 1 (Iowa and Utah) to 16 (Georgia) groups per affiliate.

1.8 Forty-two affiliates reported membership and governance by job role. However, a large number of reports were incomplete and did not yield enough data to make a statistically valid analysis.

1.9 Information regarding gender, ethnicity, age, and geography varied due to availability of these statistics. The most frequently cited reasons for not including

data on ethnicity were "data not currently collected" and "irrelevant to our situation." Based on the significant lack of data in these areas, no conclusion can be drawn regarding affiliate diversity.

2.0 Affiliate Membership Promotion

ASCD promotes membership in affiliates through provision of

2.1 An extensive joint dues solicitation program including an affiliate check-off on renewal forms.

2.2 ASCD staff responses to telephone calls requesting information on affiliate membership.

2.3 Three free sets of ASCD membership mailing labels for the affiliate area to each affiliate annually.

2.4 Mailing labels of new ASCD members to affiliate presidents or executive secretaries monthly.

2.5 Free advertising of affiliate programs at the ASCD Annual Conference booth and in the Annual Conference program.

2.6 Training on effective membership, program, communication, governance, and influence practices at regional meetings and at the Affiliate Leadership Conference.

2.7 Affiliate publications: *Influencing the Education Agenda, Meeting Membership Challenges, Building Effective Affiliate Boards, Laying the Foundation: Affiliate Nominations & Elections*, and *Planning Effective Conferences*.

2.8 Affiliate grants to encourage membership and improve organizational visibility.

2.9 Affiliate descriptions and contact information on ASCD's Web site.

2.10 Affiliate contact information included in the welcome letter to all new ASCD members.

2.11 The most up-to-date access to membership information through the Affiliate Access Web site.

3.0 Constituent Relations Committee

The charge of the Constituent Relations Committee (CRC) is to advise ASCD staff in Alexandria, Virginia, on the identification and development of constituent programs, including member relations, strategic alliances, affiliates, networks, and student chapters.

The CRC met at ASCD in Alexandria, Virginia, in the fall of 2000. At that meeting, the committee offered advice to staff on a variety of timely topics, including (1) feedback to ASCD's Governance Transition Advisory Committee on the implementation of the approved constitutional changes; (2) input to ASCD's strategic planning review; (3) vision of how constituent groups can work to frame and support ASCD's adopted issues; (4) framework for collaboration on programmatic initiatives; and (5) initiatives to improve the recruitment and retention of group members.

The CRC will meet again in March 2001 to continue providing input on issues to ASCD staff.

4.0 Affiliate Meetings

4.1 One hundred eighty affiliate leaders met in Chantilly, Virginia., in April 2000 to prepare for the 2000-01 year. This Affiliate Leadership Conference (ALC) provides leadership strategies for affiliate leaders to help them meet ASCD's Indicators of Affiliate Excellence (membership, communication, governance, influence, and program). Participants ranked the ALC highly.

4.2 Four of the five regions conducted two-day meetings sponsored by ASCD and led by the regional director. These meetings (1) provide affiliate leaders an opportunity to share common concerns and successful strategies on communications, governance, program, influence, and membership; (2) foster closer collaboration between the affiliates and ASCD, leading to a more unified effort in implementation of ASCD's Strategic Plan; and (3) provide ASCD with information on current issues in the field. The final regional meeting will take place on March 20, 2001, following the closure of ASCD's 2001 Annual Conference.

5.0 Affiliate Services

In addition to the membership development services listed previously, the following services were also provided to affiliates in 2000:

5.1 Invitational visits to affiliates by the Assistant Executive Director of Constituent Relations, regional directors, and ASCD officers for board consultation, strategic planning, workshops, and speeches.

5.2 A monthly newsletter, *Affiliate Action*, distributed to affiliate leaders 10 times a year.

5.3 ASCD promotional materials.

5.4 ASCD videotape preview program.

5.5 Discounts on ASCD books.

5.6 Technical assistance by phone and written responses.

5.7 Annual awards for outstanding affiliate publications.

5.8 Annual Affiliate Excellence and Affiliate Recognition Awards.

5.9 Annual Affiliate Recognition Luncheon.

5.10 Tax-exempt status under ASCD's group exemption umbrella.

5.11 Affiliate support fund.

5.12 One free speaker annually (selected from ASCD's Resource Directory).

5.13 Facilitation of information sharing and training opportunities aimed at building affiliate capacity to influence education planning.

5.14 Review of affiliate constitutions, strategic plans, and multiyear diversity plans.

5.15 Comarketing affiliate products and conferences in *Educational Leadership*.

5.16 Complimentary ASCD membership for affiliate libraries.

5.17 ASCD traveling exhibit program.

5.18 An easy to navigate affiliate Web site (Affiliate Virtual Community) that contains up-to-the-minute extensive resources that are easily accessible and meet affiliate needs.

6.0 Accomplishments in 2000

In addition to the items mentioned previously, the following tasks were accomplished in 2000:

Improving Communications:

6.1 Building an affiliate Web site: At the Affiliate Leadership Conference an invitation was extended to affiliates to take part in the initial group to develop affiliate Web pages housed on ASCD's server. Of the 25 affiliates who volunteered to take part in the development, 14 were extended invitations and 5 of these affiliates completed the task of developing their own Web page housed on ASCD's server. These affiliates were instrumental in providing input that was used to design the prototype for the Web pages. The offer will be extended to all affiliates over the next year.

6.2 Expanding list servers: ASCD maintains electronic mailing lists for all affiliate regions, executive directors/secretaries, networks, and student chapters.

Constituent Relations staff subscribe new affiliate, network, and student chapter leaders to the appropriate list to increase the depth and breadth of the list. The regional electronic mailing lists are used extensively for sharing important information including meetings, grant opportunities, new Web sites, electronic journals, and news releases. One of the most valuable contributions to list participants is getting advice from partners on everything from nuts-and-bolts issues (e.g., affiliate governance) to policy issues.

6.3 Annual Status Report Online: Based on the positive feedback last year, affiliates were again offered the option to complete their Annual Status Report online. The number of affiliates who selected this option for submitting the report doubled from last year.

6.4 Affiliate Leadership Conference Online: This will mark the first year that all information pertaining to the ALC, including registration, will be available online.

6.5 Virtual Affiliate Community: Affiliates now have online access to all forms and information found in the Affiliate Leadership Conference notebook. This allows affiliates to obtain needed information at their convenience. In addition, this site allows affiliates the opportunity to use Affiliate Access and share upcoming events and news with other affiliates.

6.6 Prominently Featuring Affiliate Success Stories: As in past years, affiliates used the ALC to highlight best affiliate practices and share learning and networking. Several new sessions were added that were led by affiliates leaders invited by ASCD for the expertise in certain affiliate areas. In addition, over the past year more affiliates submitted articles for publication in *Affiliate Action* than in any other year. Finally, the regional and executive directors' electronic mailing lists were used extensively to pose questions and share ideas on how to the solve problems that affiliates face.

6.7 Updated Affiliate Access: The Affiliate Access program has been improved to allow affiliates access to information anytime they want it through the Internet. Currently there are five basic reports that an affiliate may request: (1) all ASCD members living in your region; (2) ASCD members in your region participating in joint dues; (3) ASCD members in your region not participating in joint dues; (4) ASCD Annual Conference registrants from your region; and (5) ASCD associates from your region.

6.8 Constituent events were frequently publicized in *Network News* and on the student chapter electronic mailing list to raise cross-constituent awareness of activities sponsored by networks, student chapters, and affiliates.

6.9 Reviewed Affiliate Excellence and Affiliate Recognition Award submissions and recognized five affiliates with awards.

6.10 Reviewed and awarded the Affiliate Publications Awards.

Affiliate Development:

6.11 In the last six months, facilitation of affiliate planning has been conducted with 28 affiliates. These planning sessions ranged from strategic planning and board development to business planning and influence training. Examples of outcomes included new affiliate mission statements (e.g., Maryland ASCD), affiliate strategic plans (e.g., Trinidad and Tobago ASCD), affiliate job description and evaluation for the executive director (e.g., South Carolina ASCD), affiliate's reformation of its board (e.g., Colorado ASCD), improved affiliate board processes (e.g., Ohio ASCD), and affiliate program plans (e.g., Oregon ASCD). Some of this work has been documented and shared with all affiliates through articles in *Affiliate Action* and through information posted on the electronic mailing listss. Over the next two months, planning is scheduled with an additional five affiliates. Continuous support is offered to affiliates through telephone consultations, regional meetings, electronic mailing lists, and e-mail.

6.12 To aid affiliates in changing their constitutions to comply with the recent adoption of ASCD's new constitution, Constituent Relations staff, in concert with the Governance Transition Advisory Committee, are creating a kit that will assist affiliates with constitutional changes. In addition to the kit, regional directors will also conduct onsite work as needed.

6.13 To assist affiliates with two of its Indicators of Affiliate Excellence, ASCD provided grants for influence and membership growth. These grants were distributed to eight affiliates: Manitoba ASCD, Massachusetts ASCD, New Jersey ASCD, Rhode Island ASCD, and Wisconsin ASCD received grants for influence, and Connecticut ASCD, Ontario ASCD, and Michigan ASCD received grants for recruitment of non-affiliated members.

Expanded Collaborations:

6.14 ASCD continues to grow the partnership with Pearson Learning (formerly the Family Education Network).

6.15 The following are examples of cooperative projects within and between constituent groups and ASCD:

- Massachusetts ASCD has been working with ASCD to promote and support the ASCD Annual Conference in Boston.
- Texas ASCD has entered into the planning stages with ASCD for the 2002 ASCD Annual Conference in San Antonio.
- The Northeast Affiliate Conference brought together eight affiliates in Boston, Massachusetts. This was the fourth consecutive ASCD Northeast Affiliate Conference with attendance at approximately 500 educators.

- Tennessee ASCD continues to be a model of how an affiliate can effectively work with the student chapter program.
- Student Chapter faculty advisor Marsha Denton provided strategic direction to ASCD to grow the student chapter program.

6.16 Study on Unified Dues: At the April 1999 Executive Directors/Secretaries Meeting, the majority of attendees felt that the question of mandating ASCD/affiliate unified dues structure should be examined. To help further frame the concept, a discussion took place at the regional meetings. Results from these discussions were shared with the Executive Council, who recommended further study of the issue. Further input was provided by affiliates and the Executive Council passed a motion in October 2000 stating: "The Council reaffirms policy 500 that dual membership in ASCD and an affiliate is not required of any individual based on a study involving extensive affiliate consultation. The Council strongly supports ASCD collaborative initiatives to improve the recruitment and retention of both ASCD and affiliate members."

7.0 Affiliate Assessment of ASCD Relationship With Affiliates

The Affiliate Annual Status Report (ASR) contained a page of "relationship assessment" questions (questions that allowed the affiliates to assess the relationship between affiliates and ASCD from their perspective). Approximately 53 affiliates completed this part of the ASR. Summarized below are the results:

How would you rate the quality of services (e.g., resource speakers, regional meetings, Affiliate Leadership Conference, regional director visits) your affiliate receives?

2000:	Excellent 57%	Very Good 21%	Good 11%	Fair 7%
2001:	Excellent 57%	Very Good 31%	Good 8.2 %	Fair 4.1%

Please indicate your degree of satisfaction with the communication between ASCD and affiliate leaders.

2000:	Highly Satisfied 43%	Satisfied 45%	Neutral 8%	Fair 2%	Poor 5%
2001:	Highly Satisfied 55%	Satisfied 37%	Neutral 8%		

Please indicate your degree of satisfaction with the amount and quality of collaboration between ASCD and your affiliate.

2000:	Highly Satisfied 36%	Satisfied 41%	Neutral 15%	Poor 7%
2001:	Highly Satisfied 47%	Satisfied 41%	Neutral 12%	

Please rate the overall satisfaction with your affiliate's relationship to ASCD.

2000:	Highly Satisfied 49%	Satisfied 42%	Neutral 5%	Poor 4%

2001: Highly Satisfied 54% Satisfied 40% Neutral 4% Poor 2%

Please rate your satisfaction with the amount of collaboration you have with other affiliates.

2000: Highly Satisfied 21% Satisfied 38% Neutral 35% Poor 6%
2001: Highly Satisfied 22% Satisfied 29% Neutral 41% Poor 8%

Positive comments reflected the value affiliates attach to the role and support of ASCD's regional directors and the high level of quality services (e.g., resource speakers, ALC) ASCD provides to its affiliates. Communication between ASCD and affiliate leaders provided a broad range of benefits to its constituents, with the most important being strong improvements to electronic communication and computer technologies. And affiliates expressed a high appreciation of ASCD's assistance and partnership.

On the negative side, affiliates are looking for an even greater reduction in the amount of paperwork and mailings. They prefer to adapt more to technology and electronic communication, which they feel is more efficient and reliable. They would like ASCD to be more responsive to affiliate diversity, and they emphasized the need for two-way, effective collaboration, which they feel would increase membership and contribute to the growth of both organizations.

8.0 Plans for 2001

In 2001, Constituent Relations plans to accomplish the following tasks:

8.1 Expand relationships and connections with educators outside the United States.

8.2 Support affiliate efforts to revise their constitutions to be aligned with ASCD's new Constitution.

8.3 Conduct meetings at the 2001 Annual Conference, including but not limited to Constituent Relations Committee meeting, Affiliate Recognition Luncheon, network facilitators meeting, student chapter faculty advisors meeting, student chapter members meeting, and non-U.S. affiliates meeting.

8.4 Conduct the 2001 Affiliate Leadership Conference.

8.5 Increase the amount of grant money available to affiliates that focus on increasing influence activities at the affiliate level.

8.6 Continue to provide support and training to affiliates interested in working with student chapters and networks and to promote cross-constituent collaboration.

8.7 Enhance the affiliate virtual community to encourage multidirectional communication and collaboration. Key elements will include an electronic bulletin and a variety of interactive tools.

8.8 Foster the development of an increased Web presence for affiliates.

8.9 Support the development of more affiliate-to-affiliate sharing.

8.10 Reevaluate, with stakeholders, the first two years of the student chapter program and the networks program, and make appropriate enhancements.

8.11 Examine ways of customizing affiliate partnerships to address their needs and strengths, including programmatic collaborations between ASCD and affiliates (e.g., Understanding by Design; Annual Conference).

8.12 Develop and implement a plan that will assist those affiliates in greatest need.

8.13 Strengthen the connection between Board-approved positions and coordinated affiliate/ASCD action.

Networks

1.0 Network Demographic Information

1.1 ASCD sponsors 47 networks for 2000-01. The two new networks are the Holocaust and Genocide Education Network and the Building Intrinsically Motivating Learning Environments Network. Six networks were disbanded this year: the Cooperative Learning Network, the *Curriculum Handbook* Network, the Teaching with Dignity Network, the School Development Network, the Tech Prep Network, the Staff Development Network, and the Year-Round Education Network. Two networks changed their names to give more clarity to the purposes of their networks. The Teacher Librarianship Network is now the Information Literacy Network and the TQM-Education Network is now the Schools of Quality Network.

1.2 Of the 40 networks filing annual status reports, 39 reported membership data. The total network membership for these 39 was 15,450. Noted that the membership data are rapidly changing as more and more networks appear as electronic forums. For example, Technology in the Classroom Network reports 82,000 hits to its site.

1.3 Networks range in size from 15 members (Language Varieties) to 1,422 members (Language, Literacy, and Literature). The average network size is 396 members.

1.4 Network facilitators (those who manage the networks) reside in 27 states and 2 Canadian provinces.

2.0 Network Proposal Process

2.1 The deadline for network proposals is July 1 each year. A Network Proposal Review Committee composed of ASCD staff met in July 2000 to select networks for funding or sponsorship.

2.2 Networks are selected for sponsorship based on: adherence to ASCD policies, educational relevance, the commitment of participants, and willingness to provide ASCD with ideas, expertise, and products.

2.3 The number of proposals received as well as the total number of networks ultimately sponsored has remained stable since 1994.

2.4 ASCD provided financial support ranging from $250 to $1,500 to 27 networks.

3.0 Network Meetings

3.1 Networks are expected to conduct a network forum at ASCD's Annual Conference. There were 46 different forums presented at the 2000 Annual Conference in New Orleans.

3.2 Network facilitators meet at Annual Conference.

3.3 Some networks hold additional meetings during the year as their members desire.

3.4 Several networks have made presentations or conducted action labs at Annual Conference.

4.0 Network Membership Promotions

4.1 *Educational Leadership* and *Education Update* feature networks related to topics or articles published.

4.2 The December 2000 *Education Update* included a directory of all networks and facilitators, with an accompanying small article about ASCD's Networks Program.

4.3 A list of network contacts is included in ASCD materials distributed at all Professional Development Institutes. This list is also forwarded with other information in response to each inquiry about the networks program.

4.4 Each month, a promotional summary of two networks is mailed to more than 460 affiliate leaders for inclusion in affiliate newsletters.

4.5 Appropriate networks are referenced in books published by ASCD.

4.6 Descriptions of networks (purpose, activities, and contact person) are available on ASCD's Web site.

5.0 Network Services

In addition to the services listed previously, the following services were also provided to networks in 2000:

5.1 PDI registration—Each network facilitator receives one complimentary registration for an institute related to the network's topic.

5.2 Newsletter—ASCD *Network News* (quarterly) for network facilitators.

5.3 Handbook—Each network facilitator receives a comprehensive Network Facilitator's Handbook.

5.4 Meeting space and publicity—ASCD provides network meeting space at Annual Conference and publicizes network forums in the Annual Conference Program.

5.5 Networks special project grant funding—ASCD provides networks with small grants for special projects. For the 1999-2000 year one grant was awarded to the Lesbian, Gay, and Bisexual Issues in Education Network.

6.0 Accomplishments in 2000

In addition to providing the services mentioned above, Constituent Relations staff accomplished the following in 2000:

6.1 Held a Network Facilitators Ad Hoc Advisory meeting in August 2000 to reenergize and revitalize the network program. The ad hoc group created a new vision for the program and recommendations to make the program more responsive to the present and future needs of members, facilitators, and ASCD.

6.2 Communicated extensively with network facilitators about the proposed action agenda for the future of the networks program created by the ad hoc group.

6.3 Revised the Network Facilitator's Handbook.

6.4 Planned for the network facilitators meeting scheduled in conjunction with ASCD's Annual Conference.

6.5 Maintained a networks program subdirectory on ASCD's Web site.

6.6 Revised methods for evaluating network forums at Annual Conference.

6.7 Continued the Network Publications Awards program.

6.8 Continued electronic interactive network forums on ASCD's Web site.

6.9 Created electronic Web boards to enhance network communication.

7.0 Plans for 2001

7.1 Implement an improvement plan for the network program.

7.2 Continue to obtain feedback on network service.

7.3 Solicit selected network facilitators as possible resource speakers for affiliates.

7.4 Plan for new network facilitators' conference in 2001.

7.5 Update Network Facilitator's Handbook, as needed.

7.6 Maintain network information on ASCD's Web site.

7.7 Continue Network Publications Awards program.

7.8 Plan for increased growth of program, variety, and flexibility of network structures.

7.9 Encourage the creation of new networks addressing a more broad spectrum of education topics.

7.10 Offer web server space and templates for networks to create Web sites.

7.11 Create more avenues for networks to easily contribute expertise to the organization

Student Chapters

The Student Chapter Program supports ASCD's goals to "be a catalyst for change toward excellence and equity in education" and to "develop the leadership of educators to enhance student potential and improve student achievement." Student chapters connect ASCD to the preservice teacher, novice teacher, and graduate student and future school leadership communities.

Current Goals of the Student Chapter Program:

- Initiates members to the teaching profession to empower them to be the best educators they can be.
- Develops educational leadership and cultivates professionalism to ensure quality in tomorrow's schools.
- Supports and encourages the learning community through local, national, and international networking and activities.
- Introduces the preservice, novice, and graduate level educator to the benefits of professional development as provided by ASCD.

Closer relationships between affiliates and student chapters is an area of high potential. Affiliates have the state-level connections, contacts, and awareness that can prove invaluable to student chapters, while the chapters are the source of future affiliate members. Student chapters can also bring beginning educators with new insights into affiliate activities. Some student chapters are integrated into affiliates' membership, communications, programs, influence, and governance; some affiliates have included student chapters in their conferences, provided speakers for student chapter conferences, and have student participation on their boards. Student chapters have relied on affiliates for their expertise, connections, and support.

During the summer of 2000 the Student Chapter Program began a thorough review process. This process will continue through the first half of 2001, resulting in a refined mission, goals, and other new programmatic elements.

Networking: to promote connectivity in the learning community;
Bridging: to bridge the student into the profession; and
Recognition: to students and advisors on local and national levels.

There are currently 40 student chapters.

- Athens State College, Athens, Alabama
- University of the West Indies-Cave Hill, Barbados
- University of the Pacific, Stockton, California
- University of Bridgeport, Bridgeport, Connecticut
- St. Leo College, St. Leo, Florida
- Albany State University, Albany, Georgia
- Elmhurst College, Elmhurst, Illinois
- Indiana University Northwest, Gary, Indiana
- University of the West Indies-Mona, Jamaica, West Indies
- St. Mary College, Levenworth, Kansas

- Aquinas College, Grand Rapids, Michigan
- Calvin College, Grand Rapids Michigan
- Hope College, Holland, Michigan
- Winona State University, Richester, Minnesota
- Missouri Baptist College-St. Louis, St. Louis, Missouri
- Missouri Baptist College-Moscow Mills, St.Louis, Missouri
- Georgian Court College, Lakewood, New Jersey
- Kean University, Union, New Jersey
- Fairleigh Dickinson University, Madison, New Jersey
- Eastern New Mexico University, Portals, New Mexico
- Brooklyn College, Brooklyn, New York
- Le Moyne College, Syracuse, New York
- Manhattan College, Riverdale, New York
- Molloy College, Rockville Centre, New York
- Pace University, New York, New York
- Russell Sage College, Troy, New York
- Ohio Wesleyan University, Delaware, Ohio
- Wright State University, Dayton, Ohio
- University of Central Oklahoma, Edmond, Oklahoma
- St. Gregory's University, Shawnee, Oklahoma
- Albright College, Reading, Pennsylvania
- University of Scranton, Scranton, Pennsylvania
- Temple University, Philadelphia, Pennsylvania
- Furman University, Greenville, South Carolina
- East Tennessee State University, Johnson City, Tennessee
- Middle Tennessee State University, Murfreesboro, Tennessee
- Trevecca Nazarene University, Nashville, Tennessee
- Brigham Young University, Provo, Utah
- Washington State University, Vancouver, Washington
- University of Wyoming, Laramie, Wyoming

Student chapters have developed successful programs and services for their on-campus constituent groups and their local communities. In addition to having regularly scheduled meetings and providing a newsletter for chapter members, the following student chapters provide examples of the type of activities student chapters are performing:

Elmhurst College ASCD: Developed activities that raised funds for a number of students to attend the ASCD Annual Conference, including holding a miniconference (with break-out sessions) and selling promotional items at other events. The chapter assisted a school in Central America by gathering books and school supplies to replace those that were destroyed as a result of a flood. The chapter also sponsored programs to increase learning of preservice teachers.

Hope College ASCD: The chapter gave a presentation at ASCD's Annual Conference on how preservice teachers can use technology in the classroom. The chapter sponsored several education

workshops, averaging one to two per month. Fund-raising efforts for general purposes included sales of books and mugs.

Manhattan College ASCD: The chapter hosted a series of guest speakers on a variety of topics from Job Interviewing Techniques to Successful Hints for Improving Classroom Management. It also sponsored a special event inviting student chapter members who had graduated to return and share their experiences.

Kean University ASCD: Presented workshops in the Fall and Spring on core curriculum standards/lesson planning and classroom management. Students received academic credit for their participation.

Fairleigh Dickinson University ASCD: Cosponsored an annual teacher-leader miniconference with the university. There were a total of 21 -45-minute workshops and a panel presentation on Assessing Equitable Practices in the Classroom. Other workshops and membership recruitment drives are conducted throughout the year.

Joint Programs: A one-day conference was held early last year and was cosponsored by Aquinas College ASCD, Calvin College ASCD, and Hope College ASCD. The focus was on Brain-Based Learning. More than 100 people were in attendance.

Table I

Board of Directors Report
Operational Information

January 2001

Affiliate	Annual Dues	Annual Operating Budget		Board Meetings	Number of Chapters	Has Journal Editor	Number of Issues	Has Newsletter Editor	Number of Issues
Alabama	30	45,000		5	6	Y		Y	3
Alaska*	15	2,500		7				Y	1
Alberta	20	3,300		5	2	N		Y	3
Arizona	25	4,000		5	0	N		Y	3
Arkansas	25	54,820		5	8	N		Y	3
Br. Columbia	17	2,500	*	4	0	N		Y	4
California	35	95,019		4	2	N		Y	4
Colorado									
Connecticut	35	94,400		4	0	Y		Y	2
Curacao*	45	35,000		40				Y	3
Delaware	10			8	0	N		N	
D.C.	20	7,000		3	0	N		Y	2
Florida	30	43,000		4	6	Y		Y	6
Georgia	25	77,000		4	16	N		Y	3
Germany	20	11,052		7	0	N		Y	7
Hawaii	25	33,180		10	0	N		Y	4
Idaho	20	23,180		3	0	N		Y	1
Illinois*	35	526,815		5	12	Y	2	Y	5
Indiana	35	37,522		4	6	N		Y	4
Iowa	35	91,825		6	1	Y		Y	8
Israel									
Japan	35	13,000	*	5	0	N		Y	1
Kansas	25	38,850		4	0	N		Y	4
Kentucky	15	19,350	*	4	8	Y		N	4
Louisiana	15	8,000		4	0	N		Y	2
Maine	35	230,875		10	0	Y		Y	3
Manitoba	19.25	35,000		6	0	Y		Y	3
Maryland	25	67,000	*	8	12	Y		Y	2
Massachusetts	45	186,077		4	0	N		Y	4
Michigan	50	134,050		8	10	N		Y	4
Minnesota	25	44,000		10	0	N		Y	3
Mississippi	20			3	0	Y		Y	4
Missouri	30	28,000		5	0	N		Y	4

* As of 12/31/99
A blank indicates affiliate did not respond.

Table I

Board of Directors Report
Operational Information

January 2001

Affiliate	Annual Dues	Annual Operating Budget		Board Meetings	Number of Chapters	Has Journal Editor	Number of Issues	Has Newsletter Editor	Number of Issues
Montana*	25	6,600		5				Y	3
Nebraska	25	23,350		4	0	N		Y	4
Nevada									
New Hampshire	25	60,000	*	11	0	Y		Y	3
New Jersey*	33	119,885		10	4	Y		Y	3
New Mexico	25	20,399		4	0	N		Y	4
New York*	35	98,090		4	5	Y		Y	4
North Carolina	45	93,750		4	8	Y		Y	3
North Dakota*	10	1,000		0	8			Y	1
NW Territories*	25			5				Y	3
Ohio	90	40,700		4	10	Y		Y	4
Oklahoma	40	63,864		4	0	Y		Y	2
Ontario*	19.25	10,000		10	2	Y		Y	3
Oregon	30	84,500		4	8	N		Y	3
Pennsylvania	55	286,500		4	10	Y		Y	3
Puerto Rico	20	12,000		6	0	N		N	2
Rhode Island	30	45,000		10	0	Y		Y	4
Singapore	15	80,000		4	0	Y		N	3
South Carolina	20	27,175		5	0	N		Y	3
South Dakota	20	10,000		6	4	Y		Y	4
St. Maarten	15	3,000		7	0	N		Y	1
Tennessee	20	30,000		4	0	Y		Y	4
Texas	85	614,000		3	12	N		Y	4
Trinidad*	15	615		5				Y	3
United Kingdom*	16.6			5					
Utah*	15	35,000		5	1	Y	1	Y	3
Vermont	25	28,600		3	0	N		Y	3
Virginia	30	235,750		6	8	Y		Y	4
Washington	35	287,049		5	0	Y		Y	4
West Virginia									
Wisconsin	50	196,700		4	0	N		Y	3
Wyoming*	15			3					

* As of 12/31/99
A blank indicates affiliate did not respond.

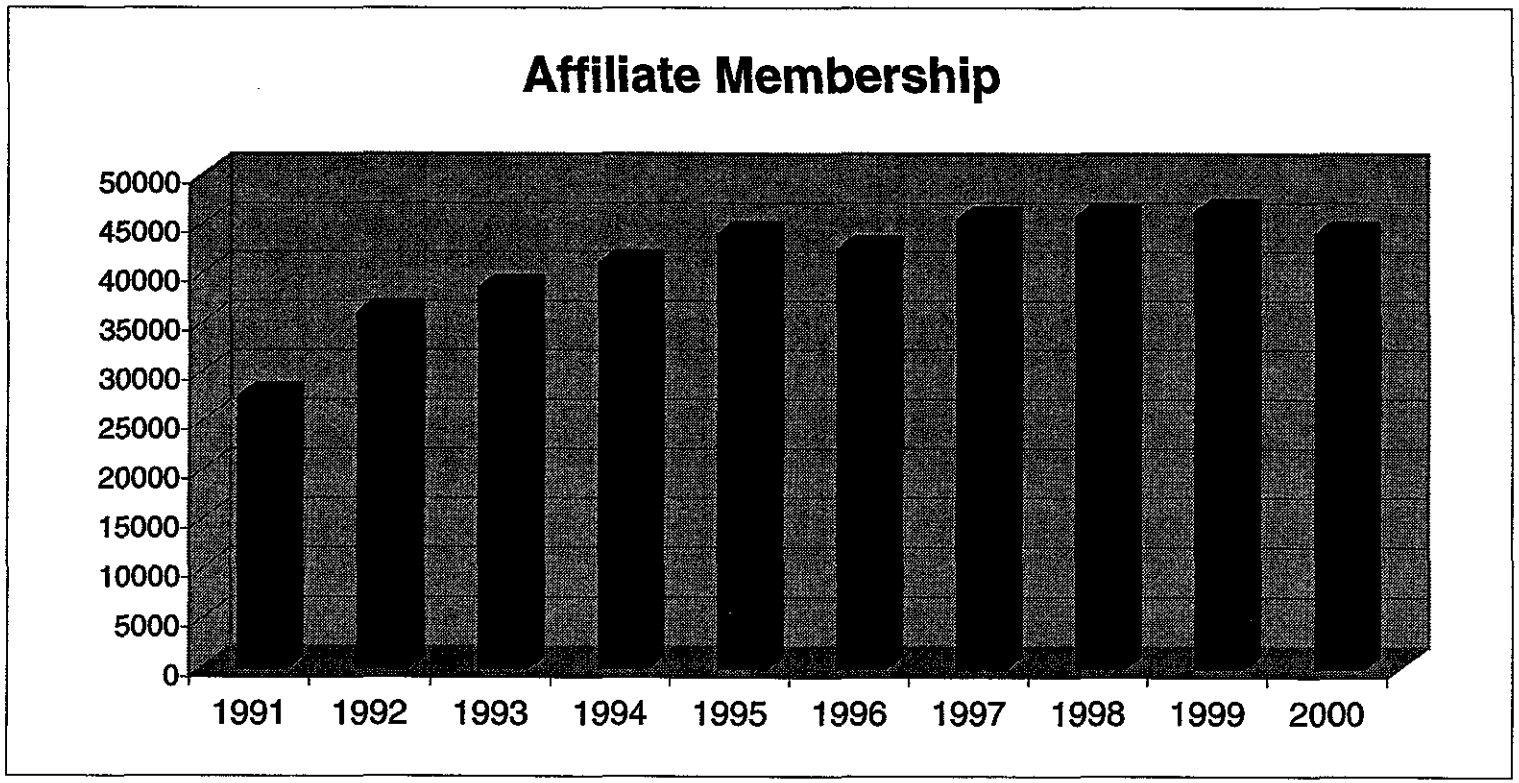
Affiliate Membership
50000
45000
40000
35000
30000
25000
20000
15000
10000
5000
0
1991
1992
1993
1994
1995
1996
1997
1998
1999
2000

Table II **Board of Directors Report** **January 2001**

Membership

Affiliate	ASCD Membership (as of 12/30/00)	Affiliate Membership	Percentage of Affiliate Members Who are ASCD Members
Alabama	1,166	409	
Alaska	540	556 *	
Alberta	1,044	250	
Arizona	2,610	180	
Arkansas	1,063	235	
Br.Columbia	1,326	380	
California	13,542	2,042	66%
Colorado	2,583		
Connecticut	3,099	1,800	
Curacao	18	150 *	
Delaware	482		
D.C.	683	55	45%
Florida	5,105	760	72%
Georgia	3,683	753	86%
Germany	164	120	
Hawaii	882	357	
Idaho	565	76	100%
Illinois	8,988	2,472 *	
Indiana	2,759	605	86%
Iowa	1,907	662	
Israel	61	26 **	
Japan	118	365	
Kansas	1,467	557	
Kentucky	1,268	413	26%
Louisiana	1,346	182	
Maine	1,224	582	62%
Manitoba	461	226	
Maryland	4,093	1,250	47%
Massachusetts	5,069	2,846	
Michigan	6,306	1,402	
Minnesota	3,060	1,608	96%
Mississippi	942	1,724	
Missouri	3,042	1,844	
Montana	542	130 *	
Nebraska	1,095	393	78%
Nevada	775	240 **	
New Hampshire	1,168	600	
New Jersey	6,803	2,823	51%
New Mexico	809	542	
New York	13,251	1,757	69%
North Carolina	3,082	666	
North Dakota	301	70 *	
NW Territories	59	120 *	

Table II **Board of Directors Report** **January 2001**
Membership

Affiliate	ASCD Membership (as of 12/30/00)	Affiliate Membership		Percentage of Affiliate Members Who are ASCD Members
Ohio	5,494	778		70%
Oklahoma	891	1,188		
Ontario	2,296	671	*	
Oregon	1,837	423		
Pennsylvania	7,913	2,250		
Puerto Rico	526	733		
Rhode Island	827	760		34%
Singapore	127	855		
South Carolina	1,908	701		
South Dakota	466	113		
St. Maarten	7	10		
Tennessee	1,981	878		70%
Texas	8,414	1,782		68%
Trinidad	22	41	*	
United Kingdom	181	6	*	
Utah	996	547	*	
Vermont	869	410		
Virginia	4,249	2,044		
Washington	3,856	1,686		
West Virginia	308			
Wisconsin	3,668	1,078		
Wyoming	436	108	**	
Totals	156,325	43,794		
Average	2,405	706		65%

* As of 12/31/99
** As of 12/31/98
A blank indicates affiliate did not respond.

Table III

Board of Directors Report
Composition of Affiliates

January 2001

Affiliate	BY AGE: % in Prof. -45	BY AGE: % in Prof. 45	BY AGE: % in Memb. -45	BY AGE: % in Memb. 45	BY AGE: %in Gov. -45	BY AGE: %in Gov. 45	BY GEOGRAPHY: % in State / Province / Country NE	NW	SE	SW	OT	BY GEOGRAPHY: % in Affiliate Membership NE	NW	SE	SW	OT	BY GEOGRAPHY: % in Affiliate Governance NE	NW	SE	SW	OT
Alabama																					
Alaska*					2	98															
Alberta																					
Arizona																					
Arkansas	50	50	50	50	50	50															
Br. Columbia							5	10	15	70		1	10	5	84			11	22	67	
California	37	63	16	84	9	91	13	18	18	51		15	27	14	43		35	22	13	30	
Colorado																					
Connecticut	45	55			5	95															
Curacao*	60	40	80	20	50	50															
Delaware																					
D.C.	45	55	40	60																	
Florida												6	6	42	28	18	9	14	45	14	18
Georgia	71	29	35	65	46	54	21	35	29	15		25	40	25	20		25	35	25	15	
Germany																					
Hawaii												87	6	6	1		85	5	5	5	
Idaho					16	84						22		20	33	25	49			34	17
Illinois*					18	82											65	7	15	13	
Indiana			11	89	15	85						23	8	9	3	57	15	4	4	8	58
Iowa			33	67		100						13	21	36	29	1	18	6	41	35	
Israel																					
Japan																					
Kansas							40	5	30	5	20	10	6	21	14	49	45	3	3	2	46
Kentucky*			32	68	25	75						28	13	26	5	28	28	6	31		25
Louisiana																			100		
Maine												15	15	10	59	1					
Manitoba																					
Maryland	55	45	55	45	29	71	70	10	20								63	15	21	1	
Mass.			15	85	6	94						21	13	20	11	35	24	1	1		65
Michigan*												12	11	46	31		16	12	43	29	
Minnesota							10	10	15	10	55	10	10	15	10	55					
Mississippi	62	38	60	40	60	40	21	19	27	33		15	22	25	38		10	30	22	38	

* As of 12/31/99

% in profession in stat/province/country
% in affiliate membership
% in governance

A blank indicates affiliate did not respond.

Table III

Board of Directors Report
Composition of Affiliates

January 2001

Affiliate	BY AGE: % in Prof. -45	BY AGE: % in Prof. 45	BY AGE: % in Memb. -45	BY AGE: % in Memb. 45	BY AGE: %in Gov. -45	BY AGE: %in Gov. 45	BY GEOGRAPHY: % in State / Province / Country NE	NW	SE	SW	OT	BY GEOGRAPHY: % in Affiliate Membership NE	NW	SE	SW	OT	BY GEOGRAPHY: % in Affiliate Governance NE	NW	SE	SW	OT
Missouri												45	27	9	19		27	27	6	40	
Montana																					
Nebraska												12	11	62	15						
Nevada																					
New Hamp.	35	65	34	66	10	90	40	10	40	10		5	5	40	10	40	6	6	36	23	29
New Jersey												27	9	33	30		12	15	37	36	
New Mexico			45	55	20	80											15	20	25	25	15
New York			26	74	20	80						30	9	37	6	18	20	10	40	20	10
North Carolina	53	47	43	57	12	88	14	12	26	14	34	8	11	26	16	39	12	24	16	21	27
North Dakota*												19	18	32	31		17	17	33	33	
NW Territories																					
Ohio																					
Oklahoma							45	15	15	25		50	10	15	25		95	2	1	2	
Ontario*												12	24	52	12		50	5	45		
Oregon			10	90	50	50															
Pennsylvania	75	25	55	45	11	89	18	13	36	16	17	12	9	55	12	12	7	7	37	19	30
Puerto Rico			35	65	16	84															
Rhode Island																					
Singapore																					
South Carolina			33	66	33	66															
South Dakota																					
St. Maarten	50	50	50	50	10	90															
Tennessee			13	22	29	71						37	43	19		1	25	50	25		
Texas			30	70	28	72						35	15	40	10		39		50	11	
Trinidad*			36	64	50	50	38	37	25			41	34	17		8	40	40	10		10
U. K.																					
Utah*												7	5	3	12	73	4	4		6	86
Vermont																					
Virginia			25	75	35	65						24	12	34	11	20	9	9	34	9	38
Washington					27	73															
West Virginia																					
Wisconsin			16	84	10	90						11	6	28	10	45	13	13	70	4	
Wyoming																					

* As of 12/31/99

% in profession in state/province/country
% in affiliate membership
% in governance

A blank indicates affiliate did not respond.

Table IV

Board of Directors Report
Composition of Affiliates

Januar 2001

Affiliate	BY GENDER						BY ETHNICITY																							
	% In ProfF.		% In Mrmb.		% In Gov.		% In State / Province / Country							% In Membership							% IN GOVERNANCE									
	M	F	M	F	M	F	A	B	C	H	NA	PI	O	A	B	C	H	NA	PI	O	A	B	C	H	NA	PI	O		
Alabama	25	75	33	67	20	80		19	81						10	90						10	90						
Alaska*					50	50																1	98						
Alberta																													
Arizona																													
Arkansas	43	57	43	57	47	53		10	90						10	90						21	79						
Br, Columbia																													
California	44	56	30	70	32	68	3	0	75	19	1			5	5	81	7	1	1		5		90	5					
Colorado																													
Connecticut					8	92																							
Curacao*	75	25	75	25	70	30																							
Delaware																													
D.C.	50	50	40	60	15	85		95	3	2					95	3	2					95	3	2					
Florida			25	75	36	64								1	17	66	14	1	1			12	76	12					
Georgia	35	65	30	70	30	70	4	36	53	6	1			2	30	66	2					20	80						
Germany*	20	80	5	95		100																							
Hawaii	25	75	23	67	15	85	49		21			8		53	4	29	1		12		77		9			14			
Idaho			45	55	33	67										75				25			84				16		
Illinois*					41	59															2	9	85	4					
Indiana			37	63	27	73								2	2	94	2					6	92						
Iowa			43	57	47	53								3	1	91	1	2		2			100						
Israel																													
Japan			40	60																									
Kansas	40	60	40	60	33	67																							
Kentucky*			35	64	25	75									1	99						5	95						
Louisiana					27	73																							
Maine			46	54	33	67																							
Manitoba					25	75																							
Maryland	39	61	29	71	31	69	3	30	65	2											1	1	97	1					
Mass.			38	62	31	69								1	1	97	1						100						
Michigan					42	58																							
Minnesota	46	54	45	55	25	75	1	2	95	1	1			1	2	95	1	1				7	93						
Mississippi	42	58	37	63	45	55																							

* As of 12/31/99

% in profession in state/province/country
% in affiliate membership
% in governance

C=Caucasian, B=Black, H=Hispanic, A=Asian
NA=Native American, PI=Pacific Islander,
O=Other/Unknown

A blank indicates affiliate did not respond.

Table IV

Board of Directors Report
Composition of Affiliates

Januar 2001

BY GENDER

BY ETHNICITY

Affiliate	% In ProfF.		% In Mrmb.		% In Gov.		% In State / Province / Country							% In Membership							% IN GOVERNANCE						
	M	F	M	F	M	F	A	B	C	H	NA	PI	O	A	B	C	H	NA	PI	O	A	B	C	H	NA	PI	O
Missouri			40	60	20	80																	100				
Montana*			45	55	40	60									1	89		10					93				7
Nebraska	50	50	54	46	37	63																	100				
Nevada																											
New Hamp.	50	50	45	55	48	52	2	1	95	1			1			99				1			100				
New Jersey			43	57	29	71																					
New Mexico	38	62	35	65	40	60								2	7	43	42	6					59	21	5		15
New York	36	64	36	64	18	82								1	10	85	3			1		10	90				
N. Carolina	31	69	35	65	32	68	1	24	73	1			1	1	22	76	1					23	77				
N.Dakota*			40	60	25	75																					
NW Terr.*			32	68	50	50																					
Ohio	60	40	30	70	50	50																					
Oklahoma	35	65	40	60	36	64	5	10	60	15	10			2	3	60	3	10		22		1	96		3		
Ontario*			35	65	30	70																					
Oregon			37	63	19	81								2	2	90	2	2	1	1	1		99				
Penn.	35	65	45	55	52	48	1	4	94				1	1	2	97							100				
Puerto Rico			20	80	20	80											99			1				100			
Rhode Island	46	54	30	70	46	54	1	7	80	5	7												8	92				
Singapore																											
S. Carolina			33	67	33	67									24	76							24	76			
South Dakota			34	66	22	68																					
St. Maarten	1	99	1	99	1	99		100							100								100				
Tennessee			30	60	46	54									2	33				65			8	92			
Texas			24	76	28	72								1	4	89	6						11	81	8			
Trinidad*	20	80	36	64	34	66	48	48					20	22	71					7		20	70					10
U. K.																											
Utah*					30	70																8		92			
Vermont*					18	82																					
Virginia			30	70	28	72									20	80							10	90			
Washington	41	59	41	59	33	67	2	2	94	1	1			2	2	94	1	1			7	7	86				
W. Virginia																											
Wisconsin			40	60	40	60									2	69	1			28			100				
Wyoming																											

* As of 12/31/99

% in profession in state/province/country
% in affiliate membership
% in governance

C=Caucasian, B=Black, H=Hispanic, A=Asian
NA=Native American, PI=Pacific Islander,
O=Other/Unknown

A blank indicates affiliate did not respond.

ASCD
Executive Director's Membership Count Summary
As of December 29, 2000

	Basic Members	Regular Members	Comprehensive Members	Premium Members	Institutional Members*	Total Members	Subscribers	Total Circulation
Domestic U.S.	72,908	8,031	60,567	13,318	132	154,956	9,791	164,747
Non-Domestic**	4,140	354	4,509	179	0	9,182	1,661	10,843
12/30/00 Totals	77,048	8,385	65,076	13,497	132†	164,138	11,452	175,590
12/30/99 Totals	79,553	10,104	62,997	11,929	N/A	164,583	11,882	176,465
Difference	-2,505	-1,719	2,079	1,568	N/A	-445	-430	-875
% Change	-3.15%	-17.01%	3.30%	13.14%	N/A	-0.27%	-3.62%	-0.50%

* The Institutional Membership category was introduced as a pilot in September 2000.
** The Non-Domestic category includes APO addresses.
† Some institutions represent multiple Institutional Memberships.116 institutions have joined as Institutional Members.

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COUNT OF 2001-2002 PROPORTIONAL REPRESENTATIVES

(Proportional representatives take office on July 1.)

AFFILIATE	PAID MEMBERSHIP (As of 12/30/00)	PROPORTIONAL REPRESENTATIVES
ALABAMA	1,002	0
ALASKA	468	0
ALBERTA	901	0
ARIZONA	2,271	0
ARKANSAS	920	0
BRITISH COLUMBIA	1,229	0
CALIFORNIA	12,098	4
COLORADO	2,354	0
CONNECTICUT	2,832	1
CURAÇAO	16	0
DELAWARE	538	0
DISTRICT OF COLUMBIA	587	0
FLORIDA	4,487	1
GEORGIA	3,281	1
GERMANY	166	0
HAWAII	779	0
HONG KONG	88	0
IDAHO	505	0
ILLINOIS	8,114	3
INDIANA	2,391	0
IOWA	1,720	0
ISRAEL	55	0
JAPAN	110	0
KANSAS	1,315	0
KENTUCKY	1,115	0

LOUISIANA	1,643	0
MAINE	1,088	0
MANITOBA	398	0
MARYLAND	3,729	1
MASSACHUSETTS	4,494	1
MICHIGAN	5,693	2
MINNESOTA	2,774	1
MISSISSIPPI	793	0
MISSOURI	2,714	1
MONTANA	478	0
NEBRASKA	1,003	0
NETHERLANDS-FLANDERS	46	0
NEVADA	716	0
NEW HAMPSHIRE	1,071	0
NEW JERSEY	6,005	2
NEW MEXICO	712	0
NEW YORK	11,759	4
NORTH CAROLINA	2,720	1
NORTH DAKOTA	267	0
NORTHWEST TERRITORIES	40	0
OHIO	4,912	1
OKLAHOMA	749	0
ONTARIO	2,116	0
OREGON	1,635	0
PENNSYLVANIA	7,288	2
PUERTO RICO	441	0
RHODE ISLAND	706	0

SINGAPORE	113	0
SOUTH CAROLINA	1,689	0
SOUTH DAKOTA	406	0
ST. MAARTEN	8	0
SPAIN	21	0
TENNESSEE	1,775	0
TEXAS	7,428	2
TRINIDAD & TOBAGO	11	0
UNITED KINGDOM	113	0
UTAH	909	0
VERMONT	756	0
VIRGIN ISLANDS	69	0
VIRGINIA	3,790	1
WASHINGTON	3,345	1
WEST VIRGINIA	263	0
WISCONSIN	3,313	1
WYOMING	390	0
TOTAL	139,731	31

Mikki Terry
Deputy Executive Director
Program Development

ANNUAL REPORT ON MEMBERSHIP, PROGRAMS, PRODUCTS, SERVICES, AND MARKETING

January - December 2000 **Program Development**

ASCD's Program Development Work Group is responsible for the research, development, design, and production of products, programs, and services for members, educational institutions, and the profession in general. Membership, Marketing, Multimedia, Publishing, Design and Production Services, New Programs and Products, and Professional Development reside in Program Development.

In addition to creating tangible member benefits and products, Program Development engages in a range of activities in service to the profession. In 2000, staff resources were devoted to revising the National Council for the Accreditation of Teacher Education (NCATE) Educational Leadership standards and organizational initiatives including the Learning First Alliance (LFA), Family Education Network (FEN), Sylvan Learning, Freedom Forum, and Environmental Education.

Work Group staff led two consortiums: ASCD Consortium on Performance Assessment and 360-Degree Performance Feedback System for School Leaders. Program Development staff worked with officials from D.A.R.E. to revise its parent education material and train facilitators, and then collaborated with Cable in the Classroom and the Office of National Drug Control to develop a videotape program and teacher facilitator's guide that were distributed free of charge at ASCD's Annual Conference, Classroom Leadership Conference, and Teaching & Learning Conference.

The Association relies on revenue from an array of programs, products, and services to subsidize member benefits and to underwrite many of its activities. Two-thirds of ASCD's revenue in 2000 was generated by the sale of programs, products, and services to individuals and institutions. One-third of ASCD's revenue was generated by membership. In 2000, ASCD's Program Development was reorganized to reflect the increased emphasis on new product development, the acquisition of content, and the importance of multimedia, including the Web.

This report is intended to update the Board of Directors on the status of ongoing and new initiatives in the areas of membership; programs, products, and services; and marketing. The appendix contains specific information on programs and products released in 2000 and scheduled for release in 2001.

ASCD Business Confidential

MEMBERSHIP

ASCD's Membership

ASCD's Individual Membership experienced significant growth in 2000, with overall membership exceeding 161,000 members. Membership revenue increased by 7.8% and paid membership counts by 6.7% over 1999 levels. The average paid membership count for the year was 152,500-- with one of the highest paid counts ever recorded at 154,986 in April 2000.

The categories of Individual Membership demonstrate a strong synergy. Basic Membership, with 47% of ASCD membership, introduces educators to ASCD's many resources and is popular with teachers. Regular Membership provides an initial upgrade to higher-level membership categories. Comprehensive Membership experienced growth in 2000. Premium membership increased to more than 13,000 members, reflecting a 12% gain over last year.

Membership Demographics

The Individual Member demographic profile changed slightly from 1999. The average length of membership in ASCD dropped significantly, at an average of 5.0 years compared to 6.7 years in 1999. The percentage of principals and assistant or associate principals increased (up 4 percentage points since 1999 to 33% in 2000). Twenty-six percent of our members were classroom teachers, 14 percent were directors/supervisors/central office administrators, and 7 percent were superintendents and assistant or associate superintendents. The average age of ASCD members dipped slightly to 47 years of age.

Individual Member Benefits

All ASCD members receive *Educational Leadership*, *Education Update*, *Curriculum Update*, access to Members Only area online, and discounts on ASCD programs, products, and services. In addition, Premium Members receive a $100 professional development institute voucher, *Curriculum • Technology Quarterly* and *ASCD Infobrief* newsletters, one Professional Development Online course, and nine member books; Comprehensive Members receive five member books; and Regular Members receive two member books. ASCD offers discounted membership to students, same-household members, and retired educators.

In 2000, Individual Membership benefits on the ASCD Web site were enhanced. Members were able to access their membership records, check the status of their membership, change their address information, and renew their membership online. The ASCD Online Library included *Brown's What's What in Education* and was continually updated with full-text versions of the latest issue of *Educational Leadership* and the *Education Update* and *Curriculum Update* newsletters. Regular, Comprehensive, and Premium Members could also access full-text versions of the member books they received throughout the year. ASCD added the daily *ASCD SmartBrief* online news brief as a supplemental service.

Institutional Member Benefits

ASCD Institutional Members receive 10 subscriptions to *Educational Leadership*, *Education*

Update, and *Curriculum Update*; discounts on ASCD programs, products, and services; access to the ASCD Institutional Membership Web site; 10 PD Online access keys; two $100 PDI/Conference vouchers; and one individual Premium Membership.

Implemented late in fiscal year 2000, the Institutional Membership pilot demonstrates ASCD's commitment to building learning communities. Cross-departmental teaming allowed ASCD to introduce this new membership category in time for the crucial back-to-school season. By the end of 2000, ASCD had 118 Institutional Memberships.

International Membership Initiatives
International marketing efforts focused on developing partnerships with local education organizations and on using Web site and print advertising to increase awareness of ASCD and its resources. In 2000, ASCD successfully promoted membership in Australia and New Zealand. New Zealand's Learning Media sent information about ASCD to every school in the country. ASCD also placed a banner ad for membership on the front page of the Web site for *International Schools*, the official magazine of the European Council of International Schools (ECIS).

PROGRAMS, PRODUCTS, AND SERVICES

Measuring Satisfaction with ASCD's Programs, Products, and Services
One measure of customer satisfaction is the continued growth in revenue from programs, products, and services to members, nonmembers, and institutions. Total sales for Program Development, excluding membership and subscriptions, exceeded $20 million in 2000.

Awards
ASCD's strong focus on research-based content and its application to practical education delivery won national recognition within the education and publishing community. For example, *The Understanding by Design Handbook* (by Jay McTighe and Grant Wiggins) received the Distinguished Achievement Award for curriculum/instructional materials for adults from the Association of Educational Publishers (EdPress) and was declared a finalist for the prestigious Golden Lamp Award in the same category. Other EdPress finalists were two *Educational Leadership* articles, "Cut and Paste 101: Plagiarism and the Net" by Lisa Renard, for how-to feature, and "A Different Mirror: A Conversation with Ronald Takaki," for interview. The ASCD book, *A Passion for Teaching,* was also an EdPress finalist.

The Society for National Association Publications (SNAP) recognized *Educational Leadership* with the Silver Award for general excellence as well as the Bronze Award for Single Theme issue for the October 1999 issue on "Redefining Literacy"; the 1999 ASCD Annual Report, *Educating Tomorrow's Children,* also received the Bronze Award in its category from SNAP. The book *A Passion for Teaching*, the October 1999 issue of *Educational Leadership* and the 1999 ASCD Annual Report received awards from APEX, sponsored by Communications

Concepts. The book *Design as a Catalyst for Learning* was named an Outstanding Academic Title by *Choice* magazine in its January 2000 issue.

Overview of Ongoing Activity in Publishing
In 2000, the Program Development Work Group published 22 books in English; eight issues of *Educational Leadership* magazine, eight issues of *Educational Leadership Online,* and one issue of *The Best of Educational Leadership 1999-2000*; nine issues of *Classroom Leadership* newsletter and nine issues of *Classroom Leadership Online*; eight issues of *Education Update* newsletter, both in print and online; four issues of *Curriculum Update* newsletter, both in print and online; four issues of the *Curriculum•Technology Quarterly* newsletter; four *Curriculum Handbook* chapters, both in print and online; four issues of the *Journal of Curriculum and Supervision;* and 26 issues of ASCD *Education Bulletin,* ASCD's online newsletter. We also revised and updated the 15 Topic Packs, and added two new topics: "Differentiated Instruction" and "Race, Class, and Gender."

Overview of Ongoing Activity in Professional Development
The Work Group produced seven videotape programs (24 tapes) and more than 160 audiotapes. The new Books in Action series was introduced. These videos depict concepts and strategies from some of our most popular books and include interviews with the authors and scenes of school and classroom applications. ASCD's Professional Inquiry Kits continue to be popular but sales were not as brisk as in the past. One new title was issued in 2000, *Implementing Standards-Based Education.* One or two new kits will be introduced in 2001.

More than 14,000 participants attended ASCD's 2000 Annual Conference and Exhibit Show. Another 7,000 attended an institute, pre-conference session, or academy. ASCD's fourth Teaching & Learning Conference drew more than 1,500 educators. The Classroom Leadership Conference attracted more than 975 teachers, drawn by the prospect of hearing master, award-winning teachers share successful techniques. While disappointed in the lower than expected registration numbers, we believe this a valuable conference and will continue to sponsor it for the foreseeable future.

ASCD's Beginning School Mathematics initiative, officially launched at the Annual Conference in New Orleans, enrolled 11 teachers, four principals, and one central office administrator from five schools in Leominster, Massachusetts. This inaugural group began the professional development in August 2000. Promotional briefings held throughout the spring helped spread the word in Alexandria, Boston, Philadelphia, San Diego, and Los Angeles. In November, the Illinois Affiliate cohosted a briefing in Chicago.

Overview of Ongoing Activities in Support of Internationalization
The Program Development Work Group continues to enhance services to educators worldwide. Online access to basic member benefits allows international members to receive their benefits electronically and alleviates mailing delays.

The Work Group develops activities that enhance reciprocal understanding. Professional development institutes and Annual Conference attracted participants from more than 40 countries and all Canadian provinces. An institute on multiple intelligence is planned for Hong Kong in May 2001.

By year's end, ASCD had 80 book translations and three video translations, a gain of 26 percent in 2000. These editions cover 50 titles, 13 languages, and 17 nations. Among the 45 book options extended to publishers at the end of 2000, the greatest interest was in ASCD's new Habits of Mind book series, edited by Arthur L. Costa and Bena Kallick.

ASCD continued to include international content in its publications. For example, *Educational Leadership* focused on themes such as "Sustaining Change," "What Do We Mean by Results?" and "Redefining Literacy"--education topics that transcend national borders. Featured were articles on school leadership in the United Kingdom, constructivist learning in New Zealand, a thinking skills curriculum from Israel, and assessment systems in Europe and in Canada. In addition, many internationally prominent authors contributed to *Educational Leadership*. The *Journal of Curriculum and Supervision* also featured articles on topics of broad interest and included authors from Hong Kong and Australia as well as the United States.

Program Development also nurtures relationships with international partners. A reception was held at the New Zealand embassy in April to celebrate the ASCD's collaboration with Learning Media on Beginning School Mathematics. The formal agreement was signed during Executive Director Gene Carter's New Zealand visit in the fall.

Marketing focused on increasing awareness of the Association's membership and on the sale of products and services. Efforts included direct mail; advertising in education publications in Canada, Australia, and New Zealand; exhibits at conferences; product distribution and resale agreements; and partnerships with non-U.S. organizations.

Working Differently: Repurposing and Partnerships

ASCD continued to extend the use of its resources, using existing video- and audioclips in PD Online courses and putting videoclips in the Online Store. In 2000, ASCD introduced free multimedia, online tutorials designed to provide basic information on concepts such as standards, multiple intelligences, and service learning.

ASCD expanded its offerings of materials produced by other publishers and education agencies, including codevelopment and copublishing, to round out existing product lines and test new markets.

Enhancements to Existing Programs, Products, and Services

During 2000, ASCD recruited a university-based editor for the *Curriculum Handbook.* He will focus on acquisitions, developmental editing, and raising the profile of this ASCD resource. Also in 2000, the *Curriculum Handbook* team began exploring site licenses to the *Curriculum*

Handbook Web site. Several institutions of higher education have inquired about this option.

Over the summer months, ASCD's books unit adjusted its staffing to increase the number of books published annually from the current level of 22 to the target of 30. To increase acquisitions efforts, two staff members were assigned full time to book solicitations and manuscript development. Three additional editors engaged in acquisitions on a contractual basis, and our use of freelance copy editors increased. Excerpts from all new ASCD books are posted in the Reading Room on ASCD's Web site.

During 2000, the *Curriculum • Technology Quarterly* was reconceptualized. Each issue now takes a thematic approach, exploring how technology is being used to improve teaching and learning in one of the subject areas. This change was phased in with the fall 2000 issue on science education.

In September 2000, ASCD made five of the Topic Packs available for purchase by electronic download (as well as in the traditional print format). The five titles were "Brain-Based Learning," "Differentiated Instruction," "Looping / Multi-Age Education," "Reading," and "Teacher Evaluation / Teacher Portfolios."

During 2000, we initiated development of a Web site for subscribers to the *Journal of Curriculum and Supervision.*

ASCD continued to develop video products in varying formats and prices. In 2000, three of the shorter, less costly How-To tapes were issued and the second of our Lesson Collection series was released.

The 2000 Conference on Teaching & Learning concentrated on the topic of standards. The issue was explored from many perspectives and offered thought-provoking sessions that stimulated the thinking of participants. The 2001 Conference on Teaching & Learning will continue to look at standards with an emphasis on classroom implications and effects on student learning.

Educational Leadership launched a new study guide, called EL EXTRA, designed to help educators foster discussions around themes and articles in *EL.* A short version frequently appears in *EL;* a longer version is available to institutional members.

In cooperation with the Museum of Education at the University of South Carolina, *EL* published a column called *Books of the Century,* featuring reviews of some of the most famous education books published in the last 100 years.

Keeping up with new technology in the printing industry, in 2000 *Educational Leadership* also began publishing its pages computer-to-plate, replacing the old technology that relied on film.

Online Resources

ASCD members continued to receive electronic access to selected member benefits. Readers can look up and download articles and abstracts from *Educational Leadership,* for example. An online job and resume posting service, HireEd.net, was introduced as a member service in 1999. Candidates post their resume for free. Employers post job descriptions and search resumes for potential candidates

ASCD's free online newsletter, *ASCD Education Bulletin*, was posted to ASCD's Web site and issued biweekly throughout the year to more than 11,000 subscribers worldwide. Articles were routinely archived for future repurposing and for placement on ASCD's Web site.

ASCD's online visitors browsed full-chapter excerpts from more than 140 ASCD books while shopping in the Online Store. Excerpts from each new ASCD book are available shortly after the book comes off press.

Selected ASCD books were made available as electronic editions on netLibrary.com. This Web site is a collection of full-text electronic books available 24 hours a day, 7 days a week. netLibrary primarily markets its services to university libraries and library consortia, which then circulate netLibrary's e-books to their patrons. Through this effort, ASCD books became immediately available to more preservice teachers and professors of education.

ASCD continued to promote online forums for conference participants. Participants in ASCD's Conference on Teaching & Learning and Classroom Leadership Conference extended their experiences through online forums.

The long-awaited custom software to facilitate the development of ASCD Professional Development Online offerings became a reality in late 2000. This new template should accelerate the speed with which courses can be written, produced, and posted to the Web. Despite setbacks, four courses were added to the ASCD offerings, and all courses were updated. Five additional courses are planned for 2001.

In 2000 ASCD introduced online tutorials, short multimedia lessons on topics of interest to all levels of educators. Each lesson includes a definition, short articles on the topic, video and audio files of experts and practitioners, and a listing of resources. These lessons are free on the ASCD Web site and now include 21 topics.

Protecting ASCD's Intellectual Property

As the world becomes more wired and the possible formats for content distribution increase, so does the need to protect our intellectual property rights. Staff responsible for negotiating publishing contracts, site licenses, and comarketing and distribution agreements engaged in a continuous effort to stay on the cutting edge of new developments and challenging issues: How much to pay content providers for digital rights, how much to charge for site licenses, how to control access to Web products, how to increase access to Web products. As we faced more competition from savvy business-oriented publishers, ASCD's content providers became more

sophisticated negotiators, requiring staff to develop these skills as well.

New Initiatives in Programs, Products, and Services
The Understanding by Design program continues to influence the way educators plan and deliver instruction. Responding to an increase in on-site workshop requests, eight new members were added to our cadre of trainers. For those interested in starting study groups, ASCD developed the *Understanding by Design Study Guide*, with ideas for small group discussion and investigation. Two electronic products were also developed to enhance the Understanding by Design program: a CD-ROM called *The Understanding by Design Unit Builder* and a Web site created in partnership with Re:Learning by Design. Called The Understanding by Design Exchange, the site provides electronic unit templates and a searchable database of essential questions, understandings, units, and performance tasks for educators using the Understanding by Design framework to design units.

The ASCD Conference News made its debut at the New Orleans Annual Conference. This new communications vehicle provided up-to-date information on sessions, announcements, and vendor information. It was a valuable addition to the Conference and will be seen again in Boston.

The popularity of shorter, more narrowly focused videos led to the development of the Books in Action series. Videos are used to portray the content of ASCD published books. ASCD authors provide interviews and serve as guides to explain concepts and strategies. Two book/video combinations have been released.

Late in 2000, ASCD and Merrill Publishing formalized a partnership. The agreement covers the publishing and dissemination of a cobranded series of supplemental texts for the higher education market and the joint development of a Web site for higher education faculty and students.

A major initiative was launched the last month of 2000 to provide more focused, on-site professional development: the ASCD Faculty. This faculty consists of consultants and experts who have agreed to offer some services exclusively through ASCD. Future plans call for Web materials to assist schools and districts with needs assessments, problem diagnosis, and references to helpful ASCD material.

MARKETING

Marketing and Sales Expenses
In fiscal year 2000, ASCD's marketing and sales direct expenses represented 19% of overall Association operating costs. In March 2000, ASCD's Review Council recommended that marketing costs should be in the range of 15% to 25% of total operating costs.

Market Research
To better meet member needs and address the challenges of competition, ASCD periodically gathers information from a variety of sources using primary and secondary sources (i.e., trade journals, government data/reports, and trade data/reports). Secondary research sources are used to provide background information and trends before proceeding with any primary research.

In 2000, ASCD used several different primary research methodologies to assess member and customer satisfaction, gauge new program and product development opportunities, and identify ways to improve existing programs, products, and services. Supplementing traditional mail surveys, ASCD used electronic means, such as online and fax broadcast surveys, to gather feedback from a variety of member groups--particularly Associates.

Last year's major market research initiatives included:

Post-Conference Evaluation Surveys (Annual Conference, Fall Conference)
Post-Conference Exhibitor Surveys (Annual Conference, Fall Conference)
Curriculum • Technology Quarterly Focus Groups
Annual Demographic Survey
Curriculum Developers Focus Groups

Planned research efforts for 2001 include identifying ways to improve ASCD's membership retention efforts, understanding the needs of newly appointed administrators, and gathering feedback on new ASCD products designed for principals and other administrators.

E-Commerce Activities
ASCD continued to diversify its electronic marketing efforts, refining existing channels and testing new media throughout 2000. The ASCD Online Store was given a comprehensive redesign and functional overhaul, connecting for the first time to the iMIS Association Management System and allowing customers to place their orders directly into the Association database. This improvement reduces the length of time customers wait for their orders and eliminates the need for manual data entry. Improvements are ongoing, with the goal of making the ASCD Online Store operate with the style and efficiency of celebrated retail sites like Amazon.com and Barnes&Noble.com.

Broadcast e-mails were tested to remind members of upcoming conference deadlines; familiarize them with their new online passwords; and introduce new benefits, such as access to their records and online membership renewal. The ASCDe-Specials electronic newsletter subscription base grew 30%, delivering news of new products and special online offers to over 1,300 customers. And ASCD's newest online newsletter, *ASCD SmartBrief*, featured electronic banner ads for such programs as Institutional Membership, the 2001 Annual Conference, and the UBD Exchange.

Membership Marketing--New Initiatives
One of our most successful marketing approaches in 2000 was the New Administrator Outreach

Program. This program identified administrators as they entered their new positions and sent them a letter introducing them to ASCD and to the benefits of Premium Membership. The response significantly increased Premium Membership. Testing of a New Teacher Outreach Program has begun and may become an ongoing program next year.

Product Marketing—New Initiatives

In addition to traditional direct mail, advertising, exhibits, and e-commerce, ASCD continued to look for new ways to deliver growth and return on investment in the promotion of product lines. Responding to new postal rates and regulations, ASCD tested the polybagging of a sample issue of *Classroom Leadership* with the February issue of *Educational Leadership* and a "mini-catalog" with the September issue. The product buyers' database was refined and remodeled to identify the most likely buyers for a variety of products and services. To help customers organize ASCD materials and to increase their average order size, a special offer of inservice "bundles" was introduced in the summer, with ASCD's resources on mentoring proving to be the most popular. This bundling strategy will be further developed as part of the direct sales program.

ASCD Exhibits

Exhibits continued to be a distinctive and effective method for introducing ASCD products and services to new and traditional audiences. Exhibits over the past year included the following:

ASCD Annual Conference	March 2000
National Council of Teachers of Mathematics	April 2000
Learning Metropolis—Singapore Ministry of Education	April 2000
American Educational Research Association	April 2000
National Science Teachers Association	April 2000
European Council of International Schools—Spring	April 2000
International Reading Association	May 2000
ASCD Classroom Leadership Conference	July 2000
Conference for Bulk-Funded Schools—New Zealand	September 2000
Australian Council for Educational Administration	September 2000
ASCD Teaching & Learning Conference	October 2000
European Council of International Schools—Fall	November 2000
National Staff Development Council	December 2000
Northeast Regional Affiliate Conference	December 2000

Advertising and Exhibit Sales

At the close of 2000, the exhibit hall for the 2001 Exhibit Show in Boston was 85% sold out. This follows a successful Exhibit Show in New Orleans (a sold-out hall that delivered 23% more revenue than the 1999 show) and an improved exhibit at the Teaching & Learning Conference in Tampa, Florida (a 30% increase over the 1999 exhibit hall in Reno, Nevada).

The partnership with Atwood Publishing for advertising sales delivered 10% growth in advertising revenue for *Educational Leadership* and created a new Conference resource: the *ASCD Conference News*. Debuting in New Orleans, the conference newspaper was completely

funded by advertising and proved to be an excellent way to promote Conference events and communicate with attendees.

Direct Sales Program

To better serve members and customers and to more effectively promote and disseminate ASCD's new and more complex array of products and services, ASCD instituted a direct sales program in August 2000. The program focuses on a consultative approach, concentrating on matching ASCD products and services with the needs of constituents determined through face-to-face meetings and other contacts.

This new initiative was announced to affiliates at each regional meeting during September and October 2000. In addition to regional director outreach, two new sales territories with sales staff were created in the northeast and on the West Coast in an attempt to cover a large geographic representation. Recruitment began in December to hire two Sales Consultants to manage and increase sales activity in these regions.

In addition to hiring sales staff, training and communications programs were implemented for staff participating in the consultative sales program, and the development of contact management software and reports began.

Associates Program

ASCD's Associates Program capitalizes on the dedication and commitment of longer-term ASCD members who have been with the Association for four or more continuous years. Traditionally, Associates have played an active role in ASCD's recruitment and research efforts. Associates receive free copies of selected ASCD newsletters and enrollment materials to distribute among their colleagues and staff. Associates also provide valuable insights by participating in ASCD's Associates' polling panel.

In 2000, ASCD further enhanced the value and impact of the program. Significant changes were made to Associate Member certificates and the quarterly newsletter, *Associate News*. An area was developed for the ASCD Web site that is solely dedicated to Associates. The site features online versions of *Associate News* and other resources specific to Associates' needs.

In late 2000, ASCD demonstrated the potential of e-mail broadcast technology in a successful Associates recruitment campaign. Sending invitations in an electronic format reduced costs by $14,000 and added 900 new Associates to the program in two weeks' time.

ASCD sought opportunities to recognize the efforts of the Associates. In early September, ASCD held an essay contest for Associates on why their school/district should receive a complimentary ASCD Institutional Membership. Three winning essays were reprinted in the Winter 2001 issue of *Associate News*. ASCD also recognizes Associates at a reception at ASCD's Annual Conference and Exhibit Show. Attendance at the 2001 reception in Boston, Massachusetts, is expected to exceed 800 people.

Distributor Program
ASCD's distributor program permits companies to purchase, advertise, and resell ASCD products. Organizations applying to participate in the program provide written descriptions of their company, a sample of their catalog or other marketing resources, and a completed application form. Each approved organization completes a letter of agreement detailing the relationship and the requirements for participation in the program.

In 2000, 85 companies located throughout the United States and the world participated in the program. While the majority of distributors were located in the United States, distributor relationships were established with organizations in Singapore, Hong Kong, Australia, New Zealand, Taiwan, Trinidad and Tobago, and Canada.

Annual sales from the distributor program were $400,000, with the majority of the sales from ASCD books.

APPENDIX

ASCD EDUCATION BULLETIN

ASCD's free, electronic newsletter is sent to more than 11,000 subscribers worldwide and is posted on ASCD's Web site every two weeks. Each issue covers news and issues in education and highlights Internet sites on a variety of professional topics.

AUDIO PROGRAMS

Produced in 2000:

Educational Leadership on Tape (five tapes - ceased production in May 2000)

2000 Annual Conference Tapes (130 audiotapes of various conference sessions)

2000 Conference on Teaching & Learning (23 audiotapes of various conference sessions)

Presentation Digest VIII: Mentoring the New Teacher, Socratic Seminars, The Principal's Role in Building a Professional Learning Community (3 audiotapes)

How the Young Brain Learns (3 audiotapes)

Planned for 2001:

Annual Conference (140 tapes)

Assessment Conference (35 tapes)

BOOKS

Educators purchased more ASCD books than ever before. The top five best sellers were

1. *The Differentiated Classroom* by Carol Ann Tomlinson	60,000 copies
2. *Enhancing Professional Practice* by Charlotte Danielson	40,000 copies
3. *Results: The Key to Continuous School Improvement* by Mike Schmoker	35,000 copies
4. *Understanding by Design* by Grant Wiggins and Jay McTighe	34,500 copies
5. *Teaching with the Brain in Mind* by Eric Jensen	34,500 copies

Below are lists of the ASCD books published in 2000, along with a list of books currently in development and scheduled for publication in 2001 (titles, status, and publication dates of books in production are tentative until the book is actually off press).

Books Published in 2000 as Member Benefits

1. January 2000 (mailed to Premium and Comprehensive members)
Education in a New Era (2000 ASCD Yearbook)
Ron Brandt, editor
6" x 9" • Product no. 100000 • Prices: $20.95 member/$24.95 nonmember

2. February 2000 (mailed to Premium members)
Discovering and Exploring Habits of Mind
Arthur L. Costa and Bena Kallick
6" x 9" • Product no. 100032 • Prices: $16.95 member/$20.95 nonmember

3. April 2000 (mailed to Premium, Comprehensive, and Regular members)
The Soul of Education: Helping Students Find Connection, Compassion, and Character at School
Rachael Kessler
6" x 9" • Product no. 100045 • $19.95 member/$23.95 nonmember

4. May 2000 (mailed to Premium members)
Guiding School Improvement with Action Research
Richard Sagor
6" x 9" • Product no. 100047 • $20.95 member/$24.95 nonmember

5. July 2000 (mailed to Premium and Comprehensive members)
Teacher Evaluation to Enhance Professional Practice
Charlotte Danielson and Thomas L. McGreal
8" x 10" • Product no. 100219 • $20.95 member/$24.95 nonmember

6. August 2000 (mailed to Premium members)
Winning Strategies for Classroom Management
Carol Cummings
7" x 9" • Product no. 100052 • $17.95 member/$21.95 nonmember

7. September 2000 (mailed to Premium, Comprehensive, and Regular members)
Transforming Classroom Grading
Robert J. Marzano
8" x 10" • Product no. 100053 • $18.95 member/$22.95 nonmember

8. November 2000 (mailed to Premium and Comprehensive members)
So Each May Learn: Integrating Learning Styles and Multiple Intelligences
Harvey F. Silver, Richard W. Strong, and Matthew J. Perini
8" x 10" • Product no. 100058 • $17.95 member/$21.95 nonmember

9. December 2000 (mailed to Premium members)
Leadership for Differentiating Schools and Classrooms
Carol Tomlinson and Susan Demirsky Allan
6" x 9" • Product no. 100216 • $19.95 member/$23.95 nonmember

Other Books Published in 2000
1. February 2000
Becoming a Multiple Intelligences School
Thomas Hoerr
8" x 10" • Product no. 100006 • $19.95 member/ $23.95 nonmember

2. February 2000
Educators as Learners: Creating a Professional Learning Community in Your School
Penelope Wald and Michael Castleberry
8" x 10" • Product no. 100005 • $19.95 member/$23.95 nonmember

3. May 2000
Multiple Intelligences in the Classroom, 2nd edition
Thomas Armstrong
8" x 10" • Product no. 100041 • $18.95/$22.95

4. May 2000
A Field Guide to Using Visual Tools
David Hyerle
8" x 10" • Product no. 100023 • $19.95 member /$23.95 nonmember

5. June 2000
The Portfolio Organizer: Succeeding with Portfolios in Your Classroom
Carol Rolheiser, Barbara Bower, and Laurie Stevahn
8 ½" x 11" • Product no. 100046 • $20.95 member/$24.95 nonmember

6. July 2000
Activating and Engaging Habits of Mind
Arthur L. Costa and Bena Kallick

6" x 9" • Product no. 100033 • $18.95 member/$22.95 nonmember

7. August 2000
Assessing and Reporting on Habits of Mind
Arthur L. Costa and Bena Kallick
6" x 9" • Product no. 100034 • $18.95 member/$22.95 nonmember

8. September 2000
How to Help Beginning Teachers Succeed, 2nd ed.
Stephen P. Gordon and Susan Maxey
6" x 9" • Product no. 100217 • $10.95 member/$13.95 nonmember

9. September 2000
Content Knowledge, 3rd edition
John S. Kendall and Robert J. Marzano
8 ½" x 11" • Product no. 100291 • $39.95 member/$47.95 nonmember

10. October 2000
Connecting Character to Conduct: Helping Students Do the Right Things
Rita Stein, Roberta Richin, Richard Banyon, Francine Banyon, Marc Stein
6" x 9" • Product no. 100209 •$18.95 member/$22.95 nonmember

11. November 2000
Becoming a Better Teacher: Eight Innovations That Work
Giselle Martin-Kniep
8" x 10" • Product no. 100043 • $18.95 member/$22.95 nonmember

12. December 2000
Integrating and Sustaining Habits of Mind
Arthur L. Costa and Bena Kallick
6" x 9" • Product no. 100035 • $17.95 member/$21.95 nonmember

13. December 2000
Inclusive Schools in Action: Making Differences Ordinary
James McLeskey and Nancy Waldron
6" x 9" • Product no. 100210 • $19.95 member/$23.95 nonmember

Books in Development for Publication in 2001
1. January 2001 (Premium members)
Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement
Robert J. Marzano, Debra J. Pickering, and Jane E. Pollock

2. January 2001

More Strategies for Educating Everybody's Children
Robert W. Cole, editor

3. February 2001 (Premium members)
A Teacher's Guide to Working with Paraeducators and Other Classroom Aides
Jill Morgan and Betty Ashbaker

4. March 2001
The Unfinished Revolution: Learning, Human Behavior, Community, and Political Paradox
John Abbott and Terry Ryan

5. April 2001 (Premium, Comprehensive, and Regular members)
Succeeding with Standards: Linking Curriculum, Assessment, and Action Planning
Judi Carr and Doug Harris

6. April 2001
How to Differentiate Instruction in Mixed-Ability Classrooms, 2nd edition
Carol Ann Tomlinson

7. April 2001
Energizing Teacher Education and Professional Development with Problem-Based Learning
edited by Barbara Levin

8. May 2001 (Premium members)
Arts with the Brain in Mind
Eric Jensen

9. June 2001
Preventing Early Learning Failure
edited by Robert Sornson

10. June 2001
"How to Use the Internet to Strengthen Curriculum"
Larry Lewin

11. July 2001
Developing Minds: A Resource Book for Teaching Thinking, 3rd edition
edited by Arthur L. Costa

12. July 2001 (Premium and Comprehensive members)
"Brain Matters"
Pat Wolfe

13. July 2001

"Analytical Tools for a Complex World"
Cynthia Richetti and Ben Tregoe

14. August 2001 (Premium members)
"The Art of Curriculum: Four Forgotten Standards"
Harvey F. Silver, Richard W. Strong, and Matthew J. Perini

15. September 2001 (Premium, Comprehensive, and Regular members)
"The Results Fieldbook"
Mike Schmoker

16. November 2001 (mailed to Premium and Comprehensive members)
"Sound Assessment Strategies"
James Popham

17. Fall 2001
"Designing Classroom Curriculum for Personalized Learning"
Diane Ferguson

18. Fall 2001
"Data-Based School Improvement"
Jan O'Neill

19. Fall 2001
"Instructional Strategies Handbook"
Robert J. Marzano

20. December 2001 (Premium members)
"Brain-Based Pathways"
Barbara Given

21. Winter 2001
Problems as Possibilities, 2nd edition
Linda Torp and Sara Sage

CLASSROOM LEADERSHIP NEWSLETTER

Classroom Leadership is linked thematically to *Educational Leadership*, so the eight theme issues published in 2000 mirrored those of *EL*. A special summer issue of *CL* was published in August 2000. *CL* also has a companion online publication, *CL Online,* which includes different content.

COMARKETED PRODUCTS

Introduced in 2000:

Building Successful Partnerships by National PTA

Content Knowledge 3rd edition by McREL

The Diagnostic Teacher edited by Mildred Solomon

Managing to Teach by Carol Cummings

Raw Materials for the Mind by David Warlick

Reclaiming our Prodigal Sons & Daughters by Scott Larson and Larry Brendtro

The Schooling Practices That Matter Most by Kathleen Colton

Standards Record-Keeping and Reporting (CD-ROM) by Teach-Master Technologies

Connected Teaching by Cable in the Classroom, ONDCP, ASCD

CURRICULUM HANDBOOK CHAPTERS

Produced in 2000

Spring	*Social Studies* By Gregory Paul Wegner
Summer	*Career and Technical Education* By Ruth Loring
Fall	*Health and Physical Education* By Shirley Holt/Hale et al.
Winter	*Integrated Curriculum* By Susan Drake

CURRICULUM • TECHNOLOGY QUARTERLY

Produced in 2000

Spring	*Online Curriculums* *Focus On: Differentiated Instruction*
Summer	*Integrating Curriculum and Technology Standards* *Focus On: Curriculum Mapping*
Fall	*Technology in the Service of Science Education*

Focus On: Science Education

Winter *Technology for Foreign Language Study*
Focus On: Foreign Languages

CURRICULUM UPDATE NEWSLETTER
Produced in 2000

Winter *Differentiating Instruction: Finding Manageable Ways to Meet Individual Needs*

Spring *Health Education: Emphasizing Skills and Prevention*

Summer *Before It's Too Late: Giving Reading a Last Chance*

Fall *Learning Disabilities: At the Assessment Crossroads*

EDUCATIONAL LEADERSHIP
Theme Issues Published in 2000

February What Do We Mean by Results?

March Healthy Bodies, Minds, and Buildings

April Sustaining Change

May How to Keep Teaching Fresh

September How to Differentiate Instruction

October Teaching the Information Generation

November The Science of Learning

Dec./Jan. The Changing Context of Education

Theme Issues Scheduled for Publication in 2001

February Evaluating Educators

March Helping All Students Achieve

April Beyond Class Time

May Who Is Teaching Our Students?

September	Making Standards Work
October	What Should We Teach?
November	Understanding Learning Differences
Dec./Jan.	Schools and the Law

EDUCATION UPDATE NEWSLETTER

Produced in 2000

January	Environmental Education Evolves; Recalculating Middle School Math; Chart of ASCD Networks
March	Year-Round Education; Finding Time to Collaborate; Column by Joanna Kalbus; Proposed ASCD Positions
May	The Contemporary Principal; Profile of Lee Hay; Column by Gene Carter; ASCD Unveils Redesigned Web Site
June	Annual Conference Report
August	When School Leaders Support New Teachers, Everybody Wins; Get Ready, Get Set: New and Veteran Teachers Gear Up for the School Year; Column by Lee Hay; We Don't Play School! A New Model of Leadership
September	ASCD Election Issue
November	Forging School-Home Links; Columns by Gene Carter and Lee Hay; Parents Are People, Too: Leading with Empathy and Compassion; New Electronic and Web Offerings from ASCD
December	Education in the Headlines: When Schools Are Front-Page News; Evaluating the Principal; Changing the Way We Think: A New Model of Leadership; Among Like Minds: What's New with Networking; Chart of ASCD Networks

JOURNAL OF CURRICULUM AND SUPERVISION

ASCD's refereed, scholarly journal continues to be published under the editorial guidance of O.L. Davis Jr., and his associate editors. In 2000, four issues were produced: Winter, Spring, Summer, and Fall.

PROFESSIONAL INQUIRY KITS

Produced in 2000:
Implementing Standards-Based Education, developed by Carolee Hayes and Jan Ellison

Scheduled for 2001:
Grading, developed by Bob Marzano and Tom Guskey

TOPIC PACKS

During 2000, ASCD offered 17 Topic Packs for purchase. Topic Packs are a compilation product. Each Topic Pack includes full-text articles from ASCD publications on a specific topic, a list of ASCD resources on that topic, a bibliography of journal articles on the topic, and lists of resources from ERIC and the Internet. Topic Packs are produced in-house and sold at an inexpensive price.

The 17 topics are classroom management/positive school climate, looping/multi-age education, multiple intelligences, early childhood education, mathematics, performance assessment, brain-based learning, integrated curriculum, reading, arts education, student portfolios, standards/national standards, bilingual education/ESL, school-to-work/apprenticeships, teacher evaluation/teacher portfolios, differentiated instruction, and race, class, and gender.

Five of the Topic Packs are available in both print and electronic formats.

VIDEO PROGRAMS

Produced in 2000:
How To Series #3 (3 tapes, no guide)
How To Organize Student Learning Groups
How To Teach Study Skills
How To Engage Students in Critical Thinking

Books in Action: *Becoming a Multiple Intelligences School*

Books in Action: *Guiding School Improvement with Action Research*

The Brain and Early Childhood (2 tapes and 1 guide)
A Mind of Their Own
The Act of Learning

Educating Everybody's Children (3 tapes and 1 guide)
Attitudes and Beliefs
Capitalizing on Students' Strengths
Matching Instructional Methods to Students' Instructional Needs

Understanding by Design (2 tapes)
Using the Backward Design Process
Refining Unit Designs

Using Standards to Improve Teaching and Learning (3 tapes and 1 guide)

Improving Roles and School Structure
Improving Curriculum and Assessment
Improving Classroom Instruction

Lesson Collection (8 tapes - Science)

Scheduled for 2001:
Educating Everybody's Children (3 tapes and 1 guide)
How To Series
The Teacher Series (3 tapes and 1 guide)
The Brain and Mathematics (2 tapes and 1 guide)
Lesson Collection (8 tapes - math)
Differentiating Instruction Strategies (2 tapes and 1 guide)

ASCD Business Confidential

PROFESSIONAL DEVELOPMENT INSTITUTES
2000

Location/ Dates	Title/Presenter	Score	# of participants
San Antonio, TX Jan. 17-19, 2000	Teaching Reading in the Content Areas: If Not Me Then Who?, Sue Pressler (PD00GC006) P0G06	3.6	84
	Problem-Based Learning, Bill and Shelagh Stepien (PD00GC007) P0G07	3.7/3.5	52
	Differentiating Instruction for Academic Diversity, Carol Tomlinson (PD00GC008) P0G08	3.8	159
Jan. 18-19, 2000	What Every Principal Should Know About Reading, Marie Carbo (PD00GC009) P0G09	3.6	59
Seattle, WA Jan. 27-28, 2000	Differentiating Instruction, Carol O'Connor (PD00GD010) P0G10	3.7	66
	Multiple Intelligences, Gayle Gregory (PD00GD011) P0G11	3.5	17
	Principal as Staff Developer, Pam Robbins (PD00GD012) P0G12	4.0	30
San Diego, CA Feb. 10-11, 2000	Site Based Decision Making, Jody Westbrook (PD00GE013) P0G13	4.0	17
	Using Brain Research in Working with Adults, Deborah Estes (PD00GE014) P0G14	3.8	49
Feb. 11-12, 2000	Dimensions of Learning, Guy Blackburn (PD00GE015) P0G15	not avail.	28
Feb. 10, 2000	Parallel Block Scheduling in the Elementary School, Lynn Canady (PD00GE016) P0G16	3.7	52

Location/ Dates	Title/Presenter	Score	# of participants
Feb. 11, 2000	Models of Block Scheduling for the Middle School, Lynn Canady (PD00GE017) P0G17	3.8	60
Chicago, IL Mar. 2-3, 2000	Instructional Strategies for the Heterogeneous Classroom, Kevin Feldman (PD00GF018) P0G18	3.5	41
Chicago, IL Cont'd	The High Achieving Middle School: A Model and Plan, Howard Johnston (PD00GF019) P0G19	3.5	113
Mar. 2-3, 2000	Staff Development for Student Learning, Joellen Killion (PD00GF020) P0G20	3.6	46
New Orleans, LA Precon. Mar. 22-24, 2000 3-day meetings	Dimensions of Learning, Debra Pickering (PD00PC021) P0P21	3.7	120
	Understanding by Design: Teaching and Assessing for In-Depth, Engaging, and Effective Learning, Grant Wiggins/Jay McTighe (PD00PC022) P0P22	3.7/3.7	150
	Language Arts: Foundations for Performance-Based Learning and Assessment, Michael Hibbard (PD00PC023) P0P23	3.5/3.3	76
New Orleans, LA Precon. Mar. 23-24, 2000 2-day meetings	Curriculum Mapping, Heidi Jacobs (PD00PC024) P0P24	3.6	175
	Designing Standards-Based, schools, Districts, and Classrooms, Bob Marzano (PD00PC025) P0P25	3.5	99
	Mentoring the New Teacher, Barry Sweeny (PD00PC026) P0P26	2.2	100
	Teaching Strategies for Block Schedules, Nancy Doda (PD00PC027) P0P27	3.5	103
	Translating Brain Research into Classroom Practice, Marny Sorgen (PD00PC028) P0P28	3.8	101
	Developing Professional Portfolios, Giselle Martin (PD00PC029) P0P29	3.9	73

Location/ Dates	Title/Presenter	Score	# of participants
	Grading and Reporting Student Learning, Tom Guskey (PD00PC030) P0P30	3.9	109
New Orleans, LA Precon. Mar. 24, 2000 1-day meetings	Socratic Seminars, Nancy Letts (PD00PC031) P0P31	3.7	71
	Recent Development in the Brain Sciences, Robert Sylwester (PD00PC032) P0P32	3.8	128
	Building Decision-Making Skills: A Unique Process for Resolving Ethical Dilemmas, Paula Mirk (PD00PC033) P0P33	3.6	61
	Action Research, Emily Calhoun (PD00PC034) P0P34	3.3	65
	Educating Everybody's Children, Helené Hodges (PD00PC035) P0P35	Cancel	
	Cultural Diversity, Fran Jackson (PD00PC036) P0P36	3.7	70
	Student Involved Parent Conferences, Anne Davies (PD00PC037) P0P37	3.8	65
	Kids Are Worth It! Teaching With Wit and Wisdom, Barbara Porro (PD00PC038) P0P38	3.9	73

Location/ Dates	Title/Presenter	Score	# of participants
1-day meetings cont'd March 24, 2000	Brains, Books, and Minds: Using Textbooks in the Brain Compatible, Multiple Intelligence, Constructivist Classroom, Connie Muther (PD00PC039) P0P39	3.2/3.2	86
	Social-Emotional Intelligence: How Do We Teach It?, Carol Cummings (PD00PC040) P0P40	3.7	65
	Building Support for Your School, Anne Meek (PD00PC041) P0P41	3.0	70
	The Principal's Role in Building a Professional Learning Community, Rick DuFour (PD00PC042) P0P42	3.9	99
St. Louis, MO Apr. 13-14, 2000	Successful Strategies for a Differentiated Classroom, Carol O'Connor (PD00GG043) P0G43	3.7	104
	Multiple Intelligences: Many Ways to Learn and Assess, Gayle Gregory (PD00GG044) P0G44	4.0	54
	The Principal as Staff Developer, Pam Robbins (PD00GG045) P0G45	3.8	67
Pittsburgh, PA Apr. 27-28, 2000	CANCELLED - Visual Tools, David Hyerle (PD00GH046) P0G46	Cancel	
	The Resilient Learner, Belinda Williams (PD00GH047) P0G47	3.8	22
	Increasing Parental Involvement, Grace Pung Guthrie (PD00GH048) P0G48	3.8	14
WA, DC May 10-12, 2000	Including English Language Learners in Mainstream Classroom, Virginia Rojas (PD00GI049) P0G49	3.8	45
	Understanding by Design, Eleanor Rodriguez/John Brown (PD00GI050) P0G50	3.7	61
May 11-12, 2000	Multi-Age: 14 Key Components of a Successful		

Location/ Dates	Title/Presenter	Score	# of participants
WA, DC Cont'd	Elementary Program, Dave/Dave Ulrey (PD00GI051) P0G51	3.7	77
	School Improvement, Bob Blum (PD00GI052) P0G52	2.6	56
Charlotte, NC July 17-21, 2000	Understanding by Design Academy, Grant Wiggins/Jay McTighe (PD00SA053) P0A53	3.6	118
Alexandria, VA July 31-Aug. 4, 2000	Leadership Academy, Frank Betts (PD00SA055) P0A55	3.6	35
Scarsdale, NY July 24-28, 2000	Technology Academy, Esther Bobowick, Jerry Crisci, Ken Holvig (PD00SA056) P0A56	3.8	21
Tampa, FL October 21, 2000	Framework for Teaching, Danielson (PD01GA001)	3.5	87
Tampa, FL October 22, 2000	Understanding by Design, John Brown (PD01GA002)	3.4	122
Tampa, FL October 22-24, 2000	Conference on Teaching & Learning: Standards (PD01TL003)	n/a	1515
San Francisco, CA Nov. 13-14, 2000	Learning Focused Mentoring: Consulting, Collaborating, and Coaching for Professional Excellence, Laura Lipton, & Bruce Wellman (PD01GB004)	3.6	134
	Classroom Management: Winning Them Over, Not Winning Over Them, Carol Cummings (PD01GB005)	3.9	34
Atlanta, GA Dec 11-12, 2000	Making Connections: Using Brain Research in the Classroom, Deborah Estes (PD01GC006)	4.0	38
	Leading Change for Student Results, Joanne Quinn, Eleanor Adam (PD01GC007)	3.8	21
	Supporting Teachers of Diverse Learners, Vera Blake (PD01GC008)	3.5	31

readex
mail survey research

ASSOCIATION FOR SUPERVISION
AND CURRICULUM DEVELOPMENT

2000
Member Survey

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STILLWATER, MN 55082
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www.readexresearch.com

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  - Sample Composition
  - Survey Fielding
- Survey Questionnaire and Correspondence
- Data Interpretation
- Verbatim Responses

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PURPOSE

The findings cited in this report are based on an annual survey sponsored by the Association for Supervision and Curriculum Development (ASCD) conducted since 1994.

Through the use of a mail survey representing members of the Association for Supervision and Curriculum Development (ASCD), the primary purpose of this research project was to provide ASCD with an updated demographic profile of members.

It was also intended to provide a trend analysis of the changes in ASCD membership since 1994 when the study was first conducted.

The following types of information have been provided for each of the last seven year's studies in the "Trended Results" section of this report:

- the length of their ASCD memberships
- the nature of their jobs
- personal demographic information

The remaining areas of inquiry were unique to this year's study and include questions specific to ASCD's member benefits and reasons for membership renewal.

METHOD

The survey sample of 1,000 was selected in systematic, stratified fashion by ASCD and Readex from members within each of the four membership categories (Basic, Regular, Comprehensive, and Premium).

The sample was stratified by membership type to optimize statistical precision for anticipated segment-level analyses. Responses have been weighted in tabulation to accurately reflect true population proportions.

Data was collected via mail survey from October 19 to December 7, 2000. The survey was closed for tabulation with 650 usable responses—a 65% response rate. Since a high response rate minimizes the impact of non-response bias, results may be considered representative of the population from which the sample was drawn, within the limits of statistical precision.

The margin of error for percentages based on 650 usable responses is ±3.8% at the 95% confidence level.

(Please refer to the Appendix for more details of the methodology.)

ABOUT READEX

This survey was conducted and this report was prepared by Readex, Inc., in accordance with accepted research standards and practices. A complete report containing all survey results was provided to ASCD.

Readex is a nationally recognized independent research company located in Stillwater, Minnesota. Its roots are found in survey research for the magazine publishing industry, but its specialization in conducting high-quality mail survey research has brought it clients from many other markets, including associations, corporate marketers and communicators, and government agencies..

Readex is a full-service mail survey research supplier offering professional services and in-house data processing to ensure complete control over project quality and schedule. Analytical capabilities include a range of multivariate statistics and modeling techniques in addition to the more traditional stub-and-banner tabulations.

Since its founding in 1947, Readex has completed thousands of mail surveys for hundreds of different clients.

FINDINGS

READEX
PAGE 7

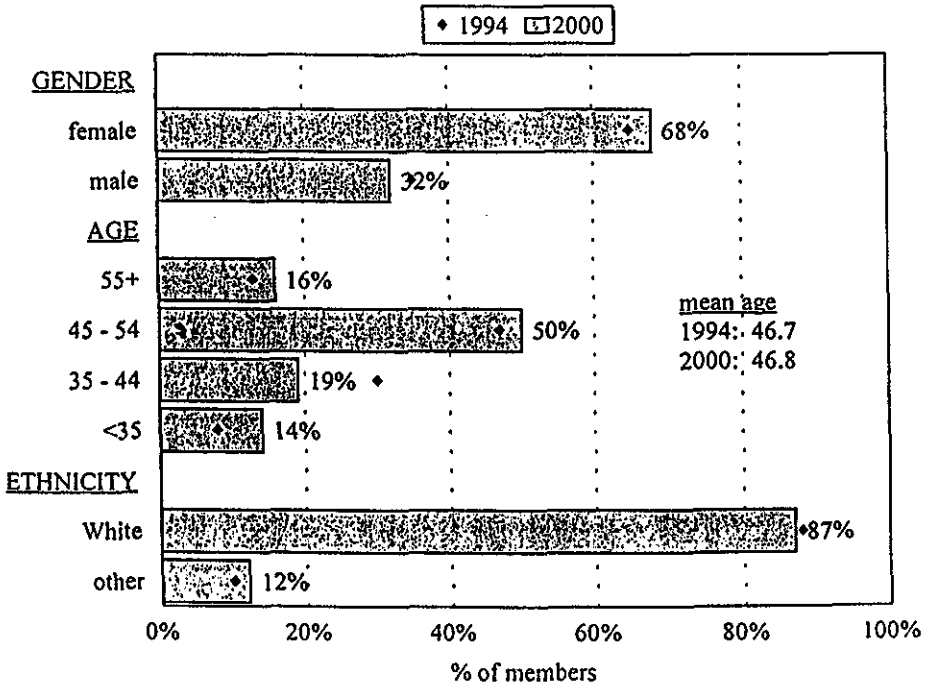
Member Profile

ASCD has worked with Readex each year since 1994 to develop a profile of members through the use of a short mail survey. Results to the common questions from year to year have been trended to get a feel for how (if at all) the membership has changed. (See *Trended Results* Detail Tables in this report.)

Generally, the personal demographics of members have not changed. As was true in 1994, the typical ASCD member remains a middle-aged, white female.

However, there has been a slight decline in the proportion of members between the ages of 35 and 44—falling from 30% in 1994 to 19% currently. The shift has been minimal and has moved toward members both older and younger than 35 to 44. As a result, the mean age of members is still comparable to six years ago.

Personal Demographics



Percentages shown are for 2000 only. Please refer to Tables 006 - 008 in the Trended Results section of this report for details of the 1994 (and other years') results.

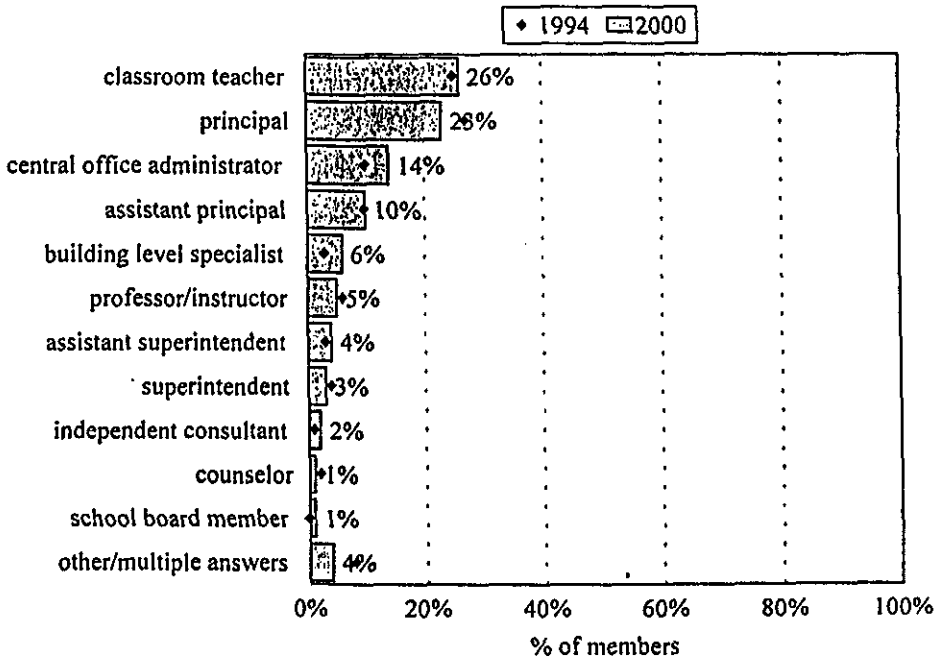
base: ASCD members

Member Profile

The membership still consists of mostly classroom teachers (pre-school through grade 12) and principals. Since 1994, about one-fourth indicated each as their current occupation.

There are some noticeable differences in the current profiles of members in each of these occupations, with classroom teachers typically the most different from the other groups analyzed. To begin, classroom teachers are more likely than principals/assistant principals and superintendents/assistant superintendents to be female. They are also younger, have less industry experience, and (logically, as a result) have been members for a shorter period of time than members in the other occupations.[1]

Occupation



Percentages shown are for 2000 only. Please refer to Table 001 in the Trended Results section of this report for details of the 1994 (and other years') results.

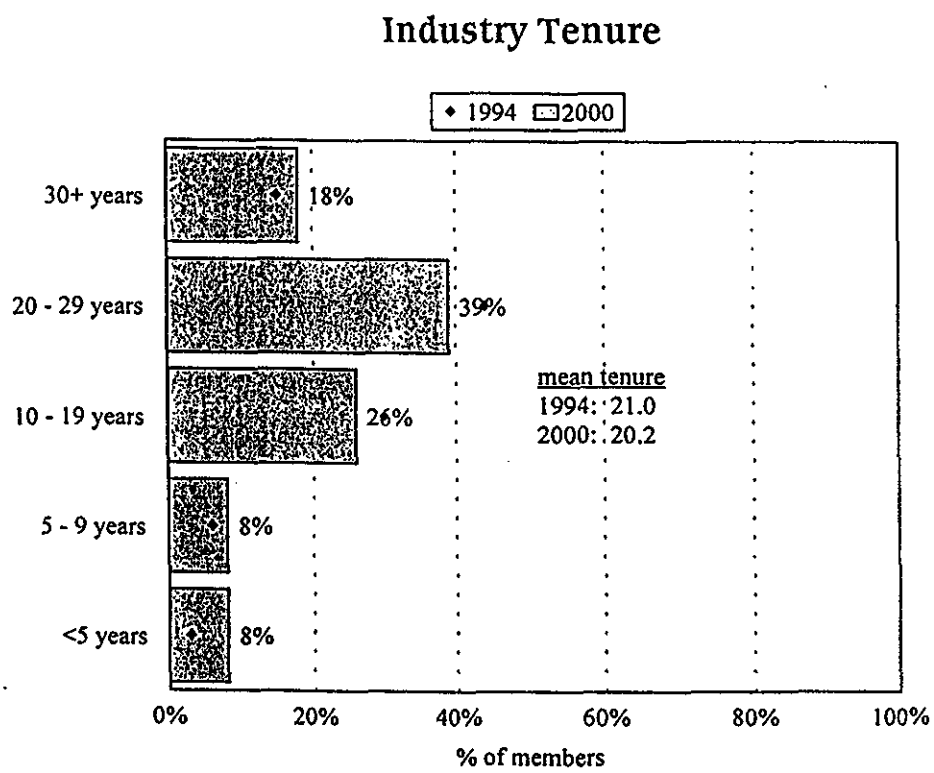
base: ASCD members

[1] Please refer to Tables 006, 007, 005, and 009 in the Detail Tables section of this year's results for details.

Member Profile

When viewed as a whole, the industry tenure of ASCD members is still relatively high, with members having been in the education profession for about 20 years, on average—virtually the same average as in 1994.

There has been an ineffectual shift in the proportion of less-seasoned members, with 16% of current members indicating tenures of less than 10 years compared to only 9% in 1994. Again, similar to the decline in 35-to-44-year-olds, this shift is so minimal that it has no impact on the average tenure overall.



Percentages shown are for 2000 only. Please refer to Table 001 in the Trended Results section of this report for details of the 1994 (and other years') results.

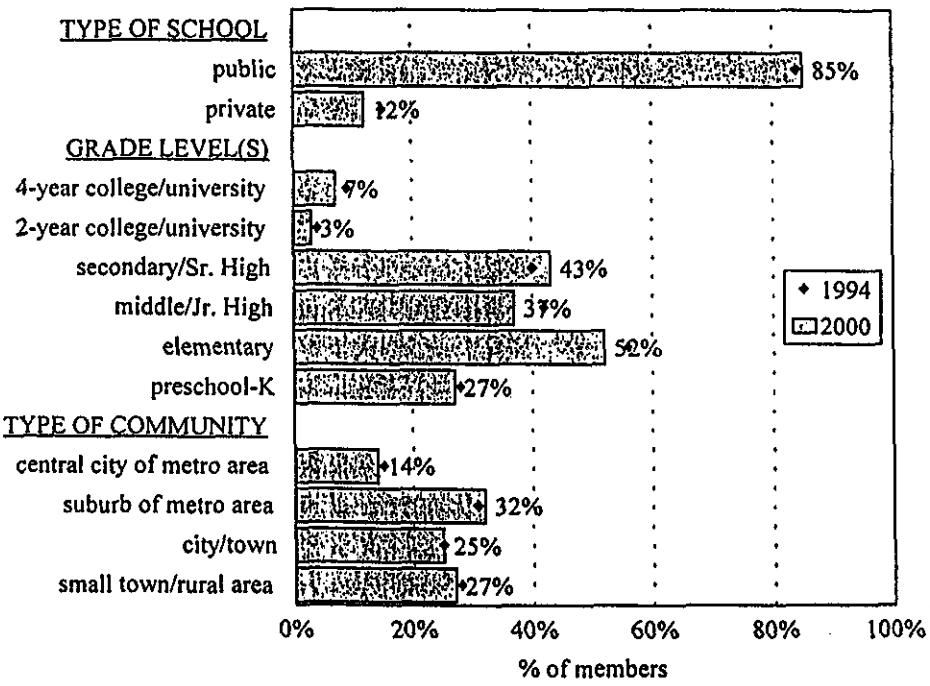
base: ASCD members

Member Profile

There has been virtually no change in members' work environments since 1994. The vast majority are still associated most closely with public schools, with about half working with elementary grade levels and very few at colleges/universities.

Consistent with six years ago, ASCD members work in a variety of different communities, with the smallest proportion in the central city of a metropolitan area and the others fairly evenly distributed in suburbs of metro areas, city/towns, or small towns/rural areas.

Work Environment



Percentages shown are for 2000 only. Please refer to Tables 002 - 004 in the Trended Results section of this report for details of the 1994 (and other years') results.

base: employed ASCD members

READEX PAGE 11

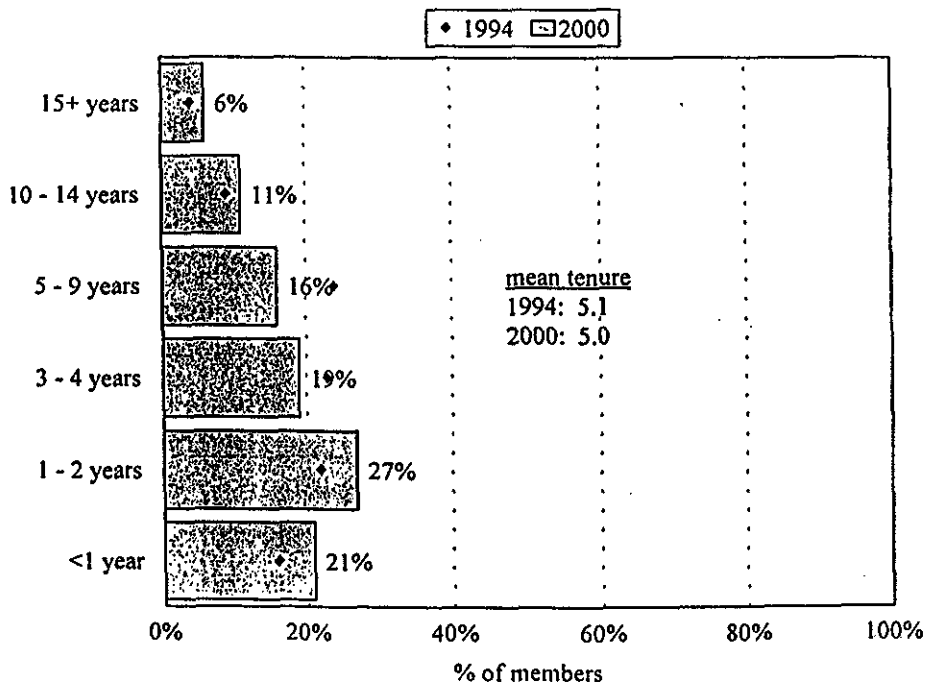
Member Profile

The consistencies between the 1994 and 2000 results continue with the average membership tenure. The results of each year's study revealed an average tenure of about 5 years.

However, there is a slight fluctuation worth mentioning. Although it did not have enough influence to alter the average membership tenure overall, there appears to be an influx of new members in the 2000 study. That is, 48% of current members have joined within the last two years, while in 1994 this proportion was only 38%.

Additionally, when comparing last year's results to this year's, it is obvious that ASCD's recent efforts to recruit new members have been fruitful—21% of current members have been with the association less than one year compared to only 9% at this time last year.

Membership Tenure



Percentages shown are for 2000 only. Please refer to Table 009 in the Trended Results section of this report for details of the 1994 (and other years') results.

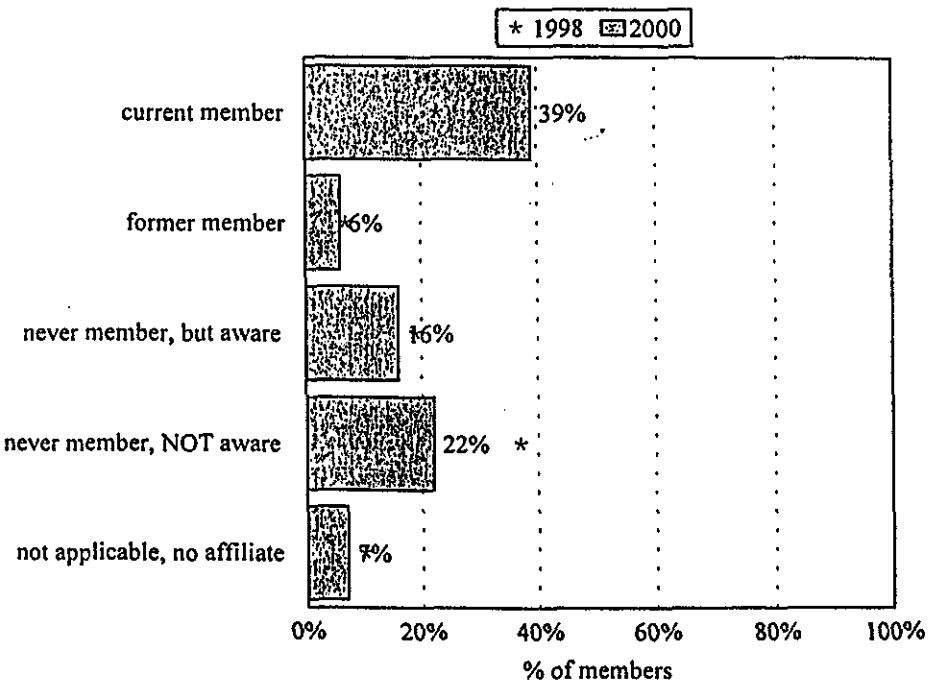
base: ASCD members

Member Profile

In 1998, a question was added to the survey regarding members' awareness of and membership in the ASCD Affiliates (e.g., for their state/province/country).

Since that year, the proportion of those indicating they are currently members of their ASCD Affiliate has increased significantly—from 23% to 39%. Additionally, awareness levels for the Affiliates has increased, with only 22% of members currently *not* aware of an Affiliate where they work—down from 37% unaware in 1998.

Affiliate Membership Status



Percentages shown are for 2000 only. Please refer to Table 010 in the Trended Results section of this report for details of the 1998 results.

base: ASCD members

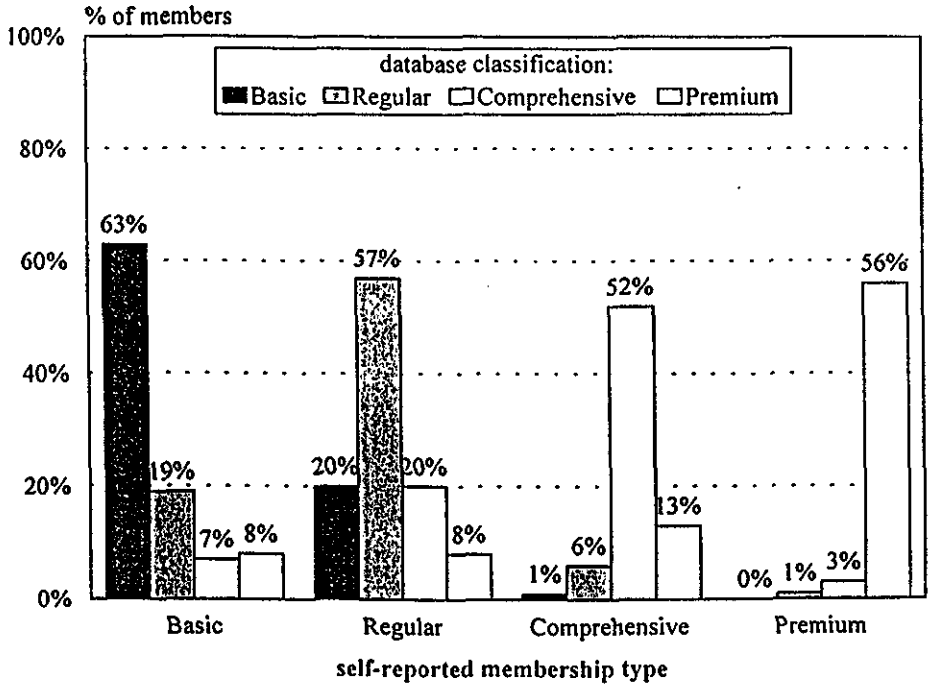
READEX
PAGE 13

Member Profile

A new question was added to this year's survey to reveal members' own perception of their membership status. Provided with checkboxes for each, members were asked to indicate which type of membership they currently have: Basic, Regular, Comprehensive, Premium, or Institutional.

As shown in the chart below, there is quite a discrepancy between the self-reported results and the information on the ASCD database. When the responses to the survey are cross-tabulated by the information provided on the database, it shows that between about one-half and two-thirds of those known to be within each membership type actually indicated the correct membership type on the survey.

Membership Type



(Please note: Institutional members represent an insignificant proportion of ASCD members and were not included in the survey sample.)

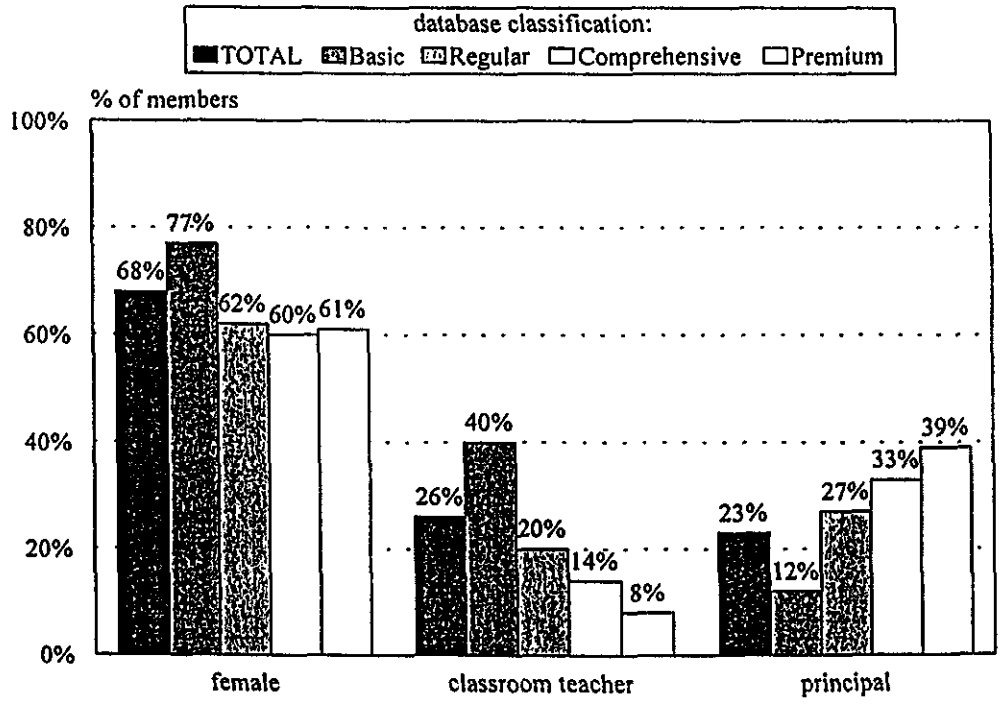
base: ASCD members

Member Profile

To develop a profile of members within each membership classification, a cross-tabulation analysis was run. Assumed to be a more accurate representation of fact, the information provided on the database was used to classify each respondent (rather than their self-reported status).

The chart below demonstrates a few of the differences revealed. That is, compared to other members, Basic members are more likely to be females working as classroom teachers, and less likely to be employed as principals.

Gender/Occupation
by Membership Type



base: ASCD members

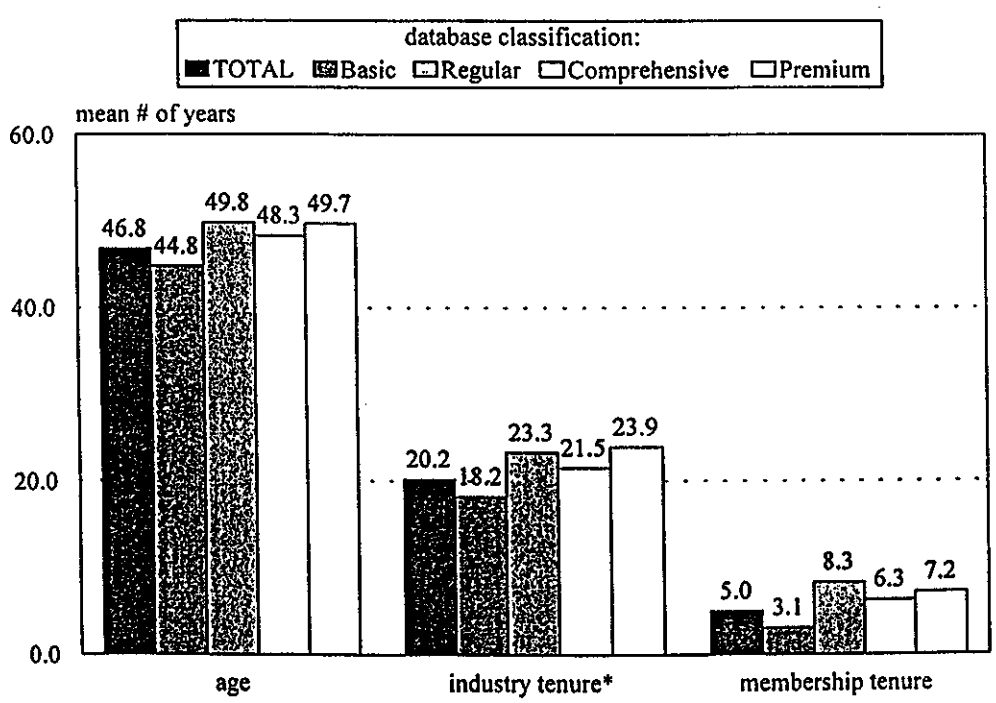
READEX PAGE 15

Member Profile

When it comes to their experience, Basic members are slightly behind those in other membership classifications. That is, they are younger, have shorter industry tenures, and have been members significantly less time than the others, on average.

One limitation of the cross-tabulation analysis is that it can consider only two variables at once, but these "experience" factors of age and tenure all seem to logically explain why Basic members also tend to hold the more "entry-level" occupation of classroom teacher as opposed to principal.

Experience
by Membership Type



base: ASCD members

ASCD's Benefits

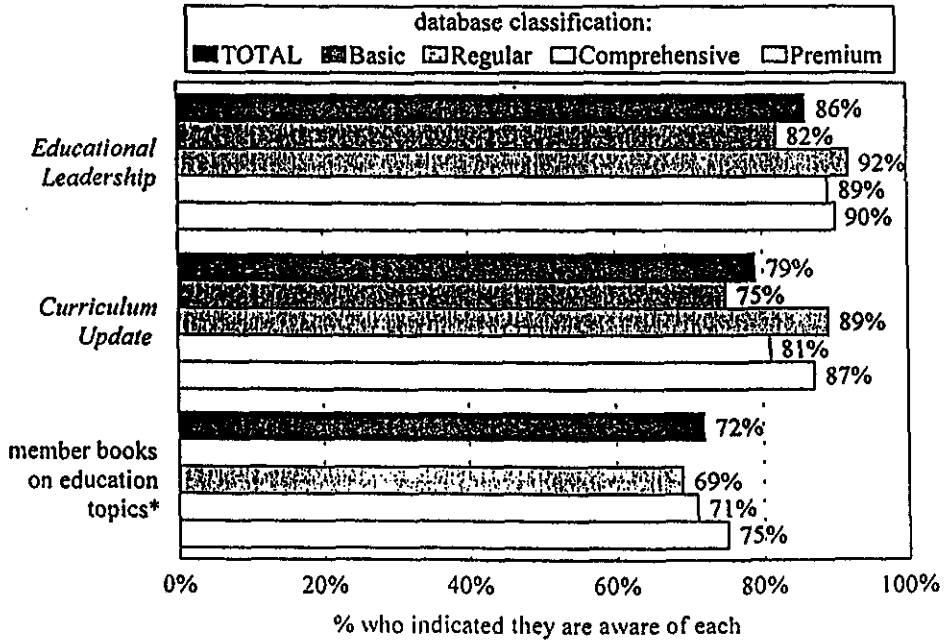
Besides the more basic demographic questions, this year's survey covered some general questions about the products and services offered as member benefits.

Specifically, members were asked which benefits they were aware of for their membership type prior to receiving the survey. Of the seven benefits available to all members, *Educational Leadership* and *Curriculum Update* may be considered the "core" benefits for ASCD members. Each of these two benefits had the highest awareness levels among the total audience.

Along with member books on education topics (which is available to all but Basic members), these benefits were also among those with the least amount of variation in awareness among the different membership types. That is, awareness was relatively equal for each offering regardless of membership status—another sign of their apparent "core" quality.

Awareness of Benefits Available to All

(Benefits with Little Awareness Variation by Membership Type)



*available for all membership types but Basic

base: ASCD members

READEX PAGE 17

ASCD's Benefits

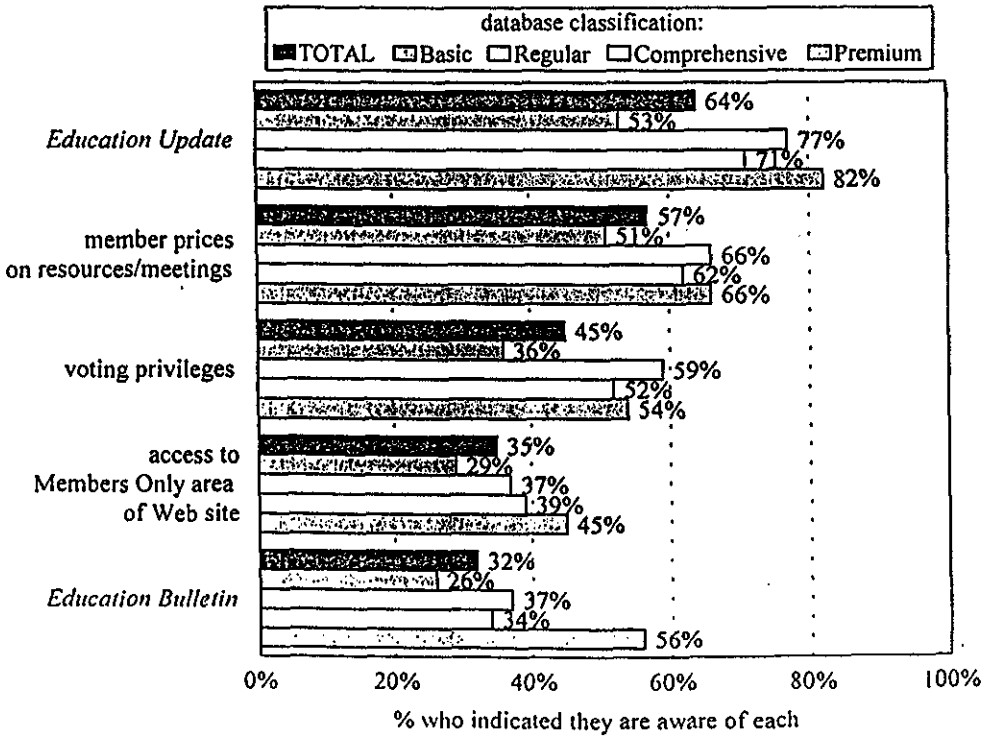
Among the remaining five benefits available to all ASCD membership types, *Education Update* and member prices on resources/meetings are the only ones known by the majority of members. To increase future awareness levels, it would be beneficial to increase communication about each of the remaining benefits—specifically the Members Only area of the Web site and *Education Bulletin*.

For some reason, one benefit seems to be getting more exposure among Premium members than other members. They are much more likely to be aware of *Education Bulletin*—the bi-weekly online publication.

As shown below, Basic members are less likely than others to be aware of each of the five remaining common benefits. But this was not true for *Educational Leadership* and *Curriculum Update*. Something about those offerings—the marketing, the quality, etc.—makes them the most memorable for all members, regardless of membership status/tenure.

Awareness of Benefits Available to All

(Benefits with More Awareness Variation by Membership Type)



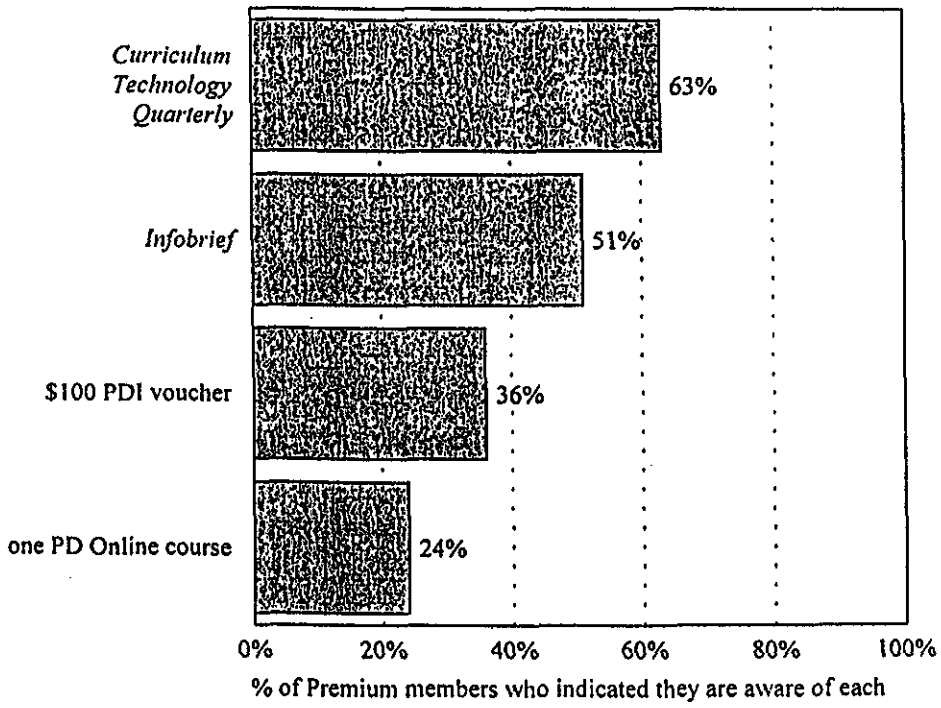
base: ASCD members

ASCD's Benefits

Four additional benefits are available to Premium/Institutional members only: *Curriculum·Technology Quarterly*, *Infobrief*, a $100 Professional Development Institute voucher, and one PD Online course.

Only two of these benefits have awareness levels over 50%, and both of them are publications. The other offerings—the $100 voucher and PD Online course—could benefit from more exposure among Premium members to increase their future awareness levels.

Awareness of Benefits Available to Premium/Institutional Members Only



base: ASCD Premium members (based on database classification)

READEX
PAGE 19

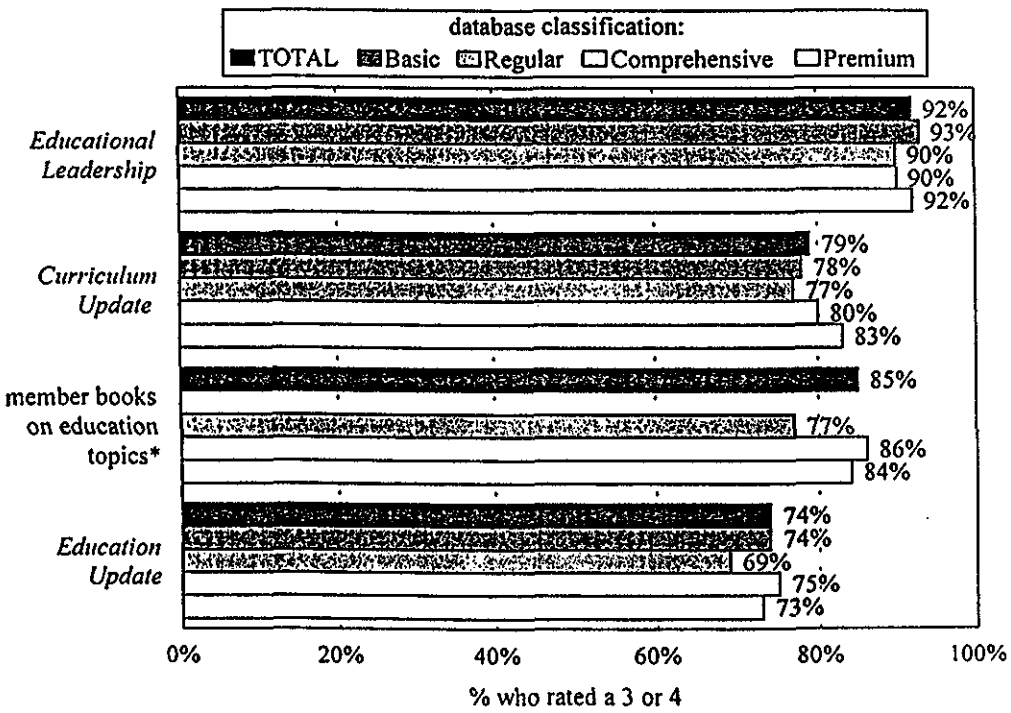
ASCD's Benefits

In addition to awareness levels, ASCD was interested in the perceived value of each of the benefits offered. For those they were aware of, members were asked to rate the value of each to them as part of their ASCD membership.

As shown in the chart below, the three "core" benefits for awareness were also rated valuable by the most members—regardless of membership classification. An addition to this list is *Education Update* which has a lower awareness level among Basic members compared to other members, but maintains its value across all members who are aware of it—regardless of their classification.

Benefits Rated Most Valuable

Among those Available to All



*available for all membership types but Basic

5-point scale: 4 = very valuable; 0 = not at all valuable

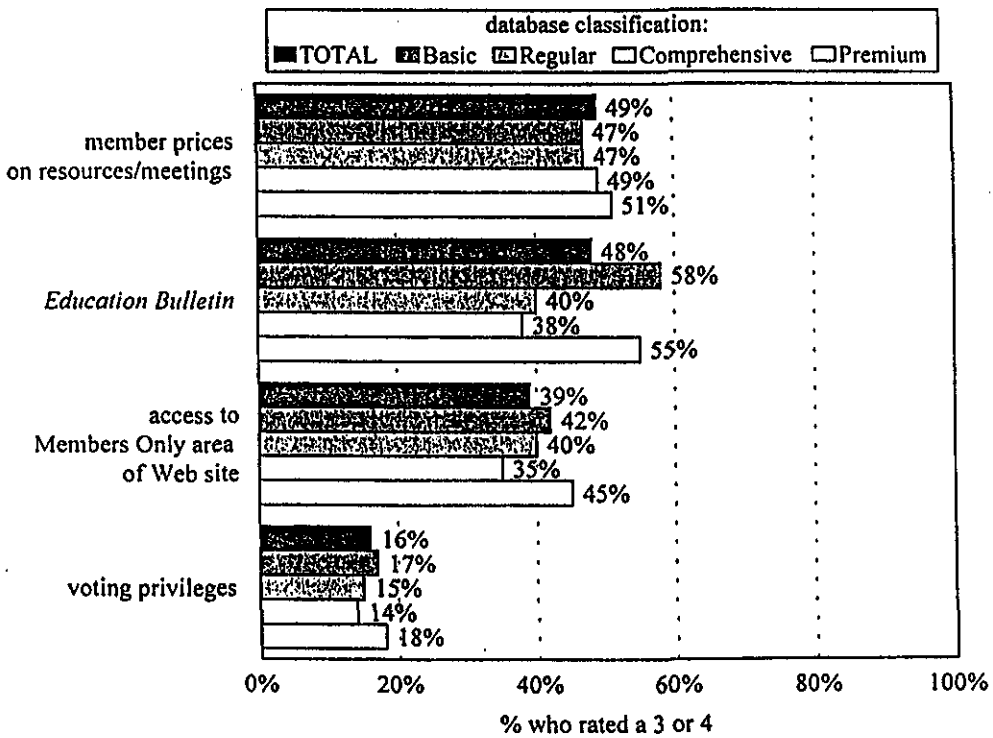
base: ASCD members who indicated they were aware of each

ASCD's Benefits

The offerings most in need of further exploration regarding their value are shown in the chart below. Fewer than half of all members rated each valuable.

Education Bulletin, an online publication, is valued by significantly more members classified as Basic or Premium than other members, but these proportions are still below those of members who value each of the other four benefits outlined on the previous page.

Benefits Rated Less Valuable
Among those Available to All



5-point scale: 4 = very valuable; 0 = not at all valuable

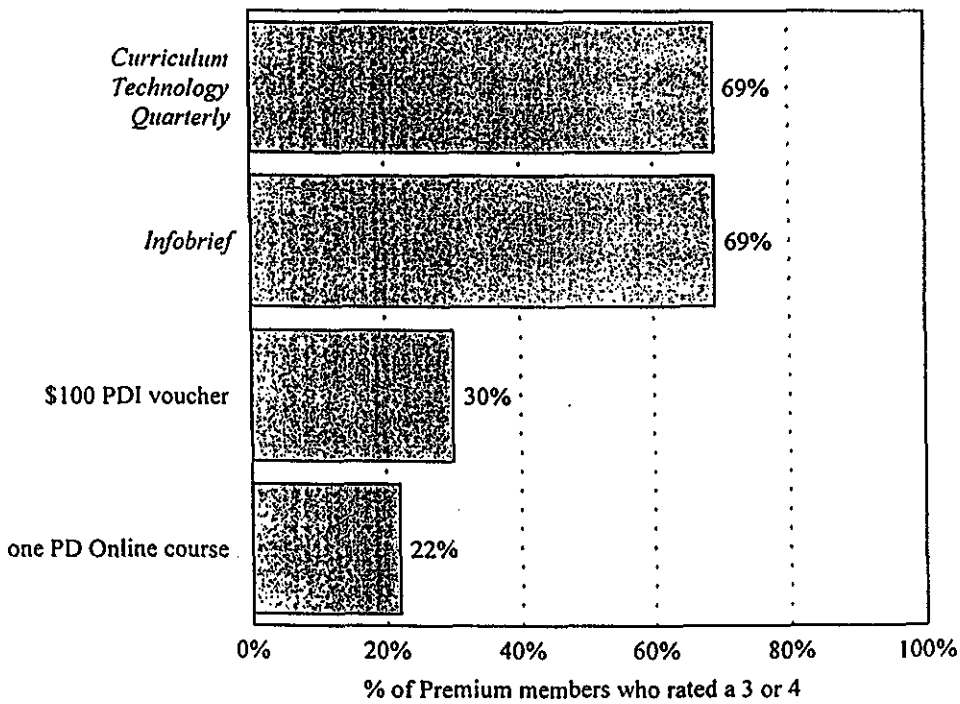
base: ASCD members who indicated they were aware of each

READEX PAGE 21

ASCD's Benefits

Similar to the awareness results for benefits available only to Premium/Institutional members, the two publications *Curriculum·Technology Quarterly* and *Infobrief* are the most valued among Premium members aware of each.

Value of Benefits Available to Premium/Institutional Members Only



5-point scale: 4 = very valuable; 0 = not at all valuable

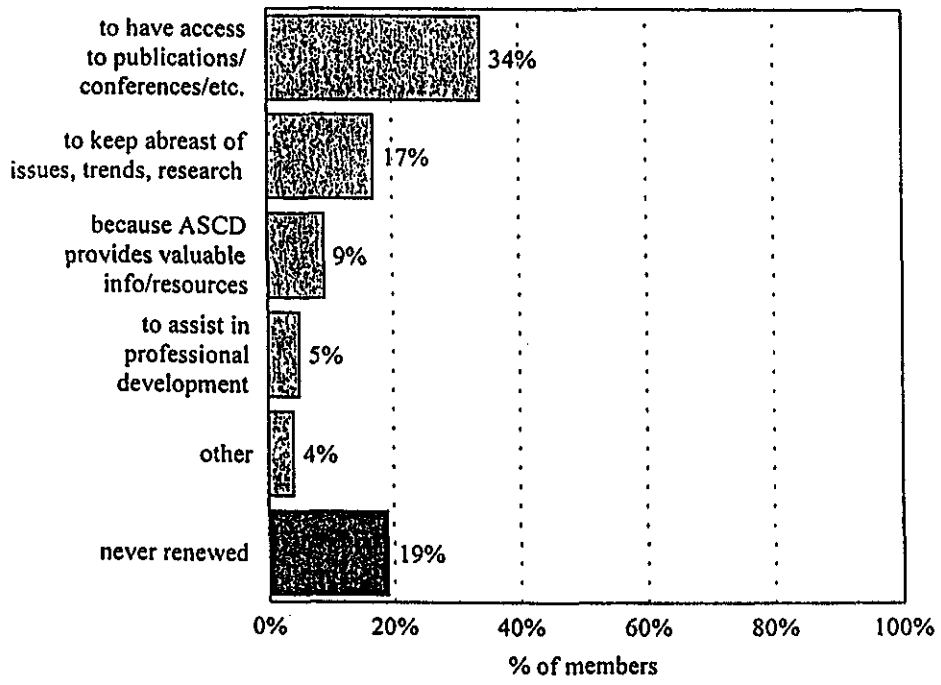
base: ASCD Premium members (based on database information)

Membership Renewal

Based on the value ratings for the benefits offered by ASCD, it's not surprising that the primary reason given by members for renewing their ASCD memberships (considering their most recent opportunity) is to have access to ASCD publications, conferences, etc.

In addition, a significant proportion (17%) indicated they renewed their memberships to keep abreast of issues, trends, and research in education. Based on these open-ended responses, it is clear that ASCD is primarily viewed by its members as an information provider—and that's what keeps them coming back.

Primary Reason for Renewal



base: ASCD members

READEX PAGE 23

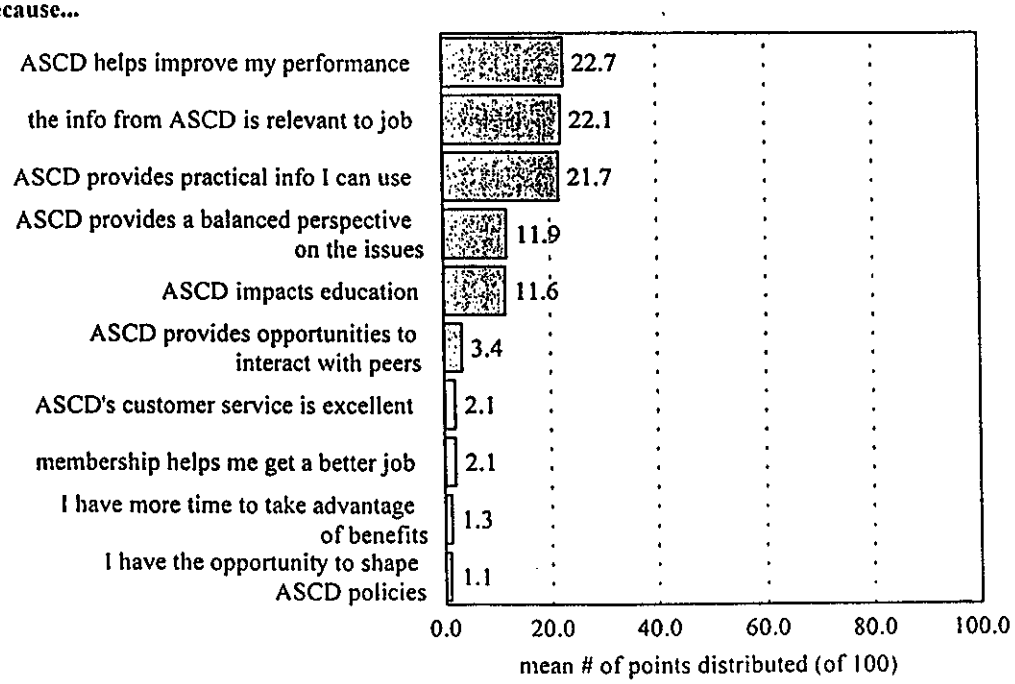
Membership Renewal

To learn more about their reasons for renewal, members were also asked to rate the importance of several possible factors in their renewal decision by distributing 100 points among ten statements about continuing their ASCD membership.

The specific factors for renewal appear to vary among members, with no single factor receiving the majority of points, on average. The chart below shows the mean distribution of points for each factor, adding to 100. However, from these results, it is apparent that ASCD is mainly viewed as a provider of information—both relevant and practical—for members to use to improve their performance as educators.

Though it is not shown in the chart below, this is true among all members, with no significant variations in the results to this question based on membership classification. (Please refer to Table 028 in this year's Detail Tables for specifics.)

Importance of Factors in Renewal Decision



base: ASCD members

APPENDIX

- Methodology

  Sample Composition
  Survey Fielding

- Survey Questionnaire and Correspondence
- Data Interpretation
- Verbatim Responses

Methodology: Sample Composition

The survey sample of 1,000 was selected in systematic, stratified fashion by ASCD and Readex from members within each of the four membership categories as shown below.

The sample was stratified by membership type to optimize statistical precision for anticipated segment-level analyses. Responses have been weighted in tabulation to accurately reflect true population proportions.

membership type	population	sample	response	weight[1]
Basic	76,761	250	146 (58%)	525.7603
Regular	7,950	250	186 (74%)	42.74194
Comprehensive	62,706	250	147 (59%)	426.5714
Premium	13,139	250	171 (68%)	76.83626
TOTAL	160,556	1,000	650 (65%)	—

[1] The weight for each case is figured by dividing the total population for each segment by the number of responses in that segment. For example, each response from Basic members was counted as 525.7603 members, representing 76,761 total members in that segment.

Methodology: Survey Fielding

The 4-page questionnaire was designed jointly by ASCD and Readex. Materials production, addressing, mailing, and tabulation were all handled by Readex.

On October 19, 2000, Readex mailed personalized letters to the sample, alerting them of the survey to come and soliciting their cooperation.

On October 23, Readex mailed survey kits to all 1,000 sample members. Each kit consisted of a personalized cover letter on ASCD letterhead, signed by the executive director; the questionnaire; and a stamped reply envelope (or an international Business Reply envelope for foreign addresses) addressed to Readex, all in an outgoing ASCD envelope.

On October 30, Readex mailed postcards to the sample, reminding them to complete and return their surveys.

On November 14, Readex mailed followup survey kits to the 506 sample members who had not responded by that time. The followup survey kits were similar to the initial survey kits, with the exception of an updated covering letter.

The survey was closed for tabulation on December 7, 2000, with 650 usable responses—a 65% response rate. Because a high response rate minimizes the impact of non-response bias, results may be considered representative of the population from which the sample was drawn, within the limits of statistical precision.

The response was tabulated and this report was prepared by Readex in accordance with accepted research standards and practices.

ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT

2000 Member Survey

About your work

1. **Which one option most closely matches your current occupation?**
(please ✓ the one best option)

- ☐ not currently employed... *please skip to "About you" on page 2*

- ☐ classroom teacher (pre-school through grade 12)
- ☐ professor or instructor (post-secondary level)
- ☐ principal
- ☐ assistant or associate principal

- ☐ superintendent
- ☐ assistant or associate superintendent
- ☐ building level specialist
- ☐ director/supervisor/other central office administrator

- ☐ school board member
- ☐ counselor
- ☐ independent consultant
- ☐ other *(please specify)*: _____

2. **In what type of community do you work?**

- ☐ central city of metropolitan area
- ☐ suburb of metropolitan area
- ☐ city/town
- ☐ small town/rural area

3. **With which of the following grade level(s) do you work?**
(please ✓ all that apply)

- ☐ preschool-K
- ☐ elementary
- ☐ middle/Jr. High
- ☐ secondary/Sr. High
- ☐ two-year college
- ☐ four-year college or university
- ☐ other: _____ *(please specify)*

4. **With what type of school are you most closely associated?**

- ☐ public
- ☐ private—independent
- ☐ private—religious

About you

1. **About how long have you been in the education profession?**

☐ less than 5 years ☐ 5 - 9 years ☐ 10 - 19 years ☐ 20 - 29 years ☐ 30 years or more

2. **Are you female or male?** ☐ female ☐ male

3. **What is your age?** ☐ under 25 ☐ 25 - 34 ☐ 35 - 44 ☐ 45 - 54 ☐ 55 - 64 ☐ 65 or over

4. **What best describes your ethnic background?** *(please ✓ the one best option)*

☐ White (not of Hispanic origin)
☐ Black (not of Hispanic origin)
☐ Hispanic
☐ Native American (American Indian, Eskimo, Aleut)
☐ Asian or Pacific Islander (Chinese, Filipino, Hawaiian, Korean, Vietnamese, Japanese, Asian Indian, Samoan, Guamanian, other)
☐ other *(please specify)*: _____

About your ASCD membership

1. **About how long have you been a member of ASCD?**

☐ less than 1 year ☐ 1 - 2 years ☐ 3 - 4 years ☐ 5 - 9 years ☐ 10 - 14 years ☐ 15 years or more

2. **Considering your most recent opportunity, what was your primary reason for renewing your ASCD membership?**
(please fill in your response below or check the box if you've never renewed)

☐ have never renewed

_____

_____

_____

3. **What is your membership status with your ASCD Affiliate (e.g., for your state/province/country)?** *(please ✓only one)*

- ☐ current member of Affiliate
- ☐ former member of Affiliate
- ☐ never a member—but I am aware of the Affiliate
- ☐ never a member—I am not sure if there is an Affiliate where I work
- ☐ not applicable—no Affiliate where I work

4. **What is your current ASCD membership type?** *(please ✓only one)*

☐ Basic	☐ Comprehensive	☐ Institutional
☐ Regular	☐ Premium	☐ don't know

5. **ASCD offers a number of products and services as benefits of membership.**

a. **Which ASCD benefits were you aware of for your membership type prior to receiving this survey?** *(please ✓all that apply)*

b. **For those you were aware of, how valuable is each to you as part of your ASCD membership?** *(please circle one rating for each)*

	a. aware of	b. very valuable ... not at all valuable
ALL MEMBERSHIP TYPES:		
Educational Leadership (journal on education topics distributed 8 times/year)	☐	4 3 2 1 0
Curriculum Update (quarterly newsletter on new curriculum developments)	☐	4 3 2 1 0
Education Update (newsletter distributed 8 times/year)	☐	4 3 2 1 0
Education Bulletin (bi-weekly online publication)	☐	4 3 2 1 0
member prices on resources and meetings	☐	4 3 2 1 0
voting privileges	☐	4 3 2 1 0
access to Members Only area of ASCD Web site	☐	4 3 2 1 0
ALL MEMBERSHIP TYPES EXCEPT BASIC:		
member books on education topics	☐	4 3 2 1 0

please continue on back > > >

5. *continued...*

PREMIUM/INSTITUTIONAL MEMBERSHIPS ONLY:	a. aware of	b. very valuable ... not at all valuable
Curriculum • Technology Quarterly (quarterly newsletter on trends, research findings, exemplary programs, and available resources in technology)	☐	4 3 2 1 0
Infobrief (quarterly newsletter on current education issues)	☐	4 3 2 1 0
one PD Online course	☐	4 3 2 1 0
$100 Professional Development Institute (PDI) voucher	☐	4 3 2 1 0

6. **Relative to their importance in your renewal decision, how would you distribute 100 points among these 10 statements about continuing your ASCD membership?**
(please indicate a point amount for each—totaling to 100; more points = more importance)

I will renew my ASCD membership because...

☐ DOES NOT APPLY—DO NOT PLAN TO RENEW

_____	an ASCD membership helps me get a better job
_____	ASCD helps improve my performance as an educator
_____	ASCD impacts education
_____	ASCD provides a balanced perspective on the issues
_____	ASCD provides opportunities to interact with my peers
_____	ASCD provides practical information I can use in my job
_____	ASCD's customer service is excellent
_____	I have more time to take advantage of my member benefits
_____	I have the opportunity to shape ASCD policies
_____	the information I receive from ASCD is relevant to my job
100	TOTAL

Thank you!
(please return your completed survey in the postage-paid envelope provided)

This form is coded only to avoid troubling you with reminder mailings once your survey is received.
Your answers will be kept confidential and used only in tabulation with others. ©2000 Readex, Inc. Project #4357-_____

readex• 2251 TOWER DRIVE WEST STILLWATER MN 55082 USA 651/439 1554 FAX 651/439 1564
www.readexresearch.com

ASSOCIATION
FOR SUPERVISION
AND CURRICULUM
DEVELOPMENT

LEROY E. HAY, PRESIDENT
KAY AWALT MUSGROVE, PRESIDENT-ELECT
JOANNA CHOI KALBUS, IMMEDIATE PAST PRESIDENT
GENE R. CARTER, EXECUTIVE DIRECTOR

October 19, 2000

Dear Ms. Myszkowski:

We need your help in a major project to learn more about ASCD members and the organizations they work for. We hope to gain a better understanding of who you, our members, are, and in doing so serve you better.

We have asked Readex, Inc., an independent research firm, to survey a small representative sample of ASCD members. Since the number of members being contacted is small, your participation in the survey is vital for meaningful results. Of course, your answers will be kept strictly confidential by Readex and used only in tabulation with others.

The survey will arrive by mail within the next few days. When it arrives, please take a few minutes to complete and return it to Readex.

Thank you in advance for your assistance.

Sincerely,

Gene R. Carter

Gene R. Carter, Ed.D.
Executive Director

North Beauregard Street • Alexandria, VA 22311-1714 USA 001-703-578-9600 800-933-ASCD FAX 001-703-575-5400 http://www.ascd.org

ASSOCIATION
FOR SUPERVISION
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LEROY E HAY, PRESIDENT
KAY AWALT MUSGROVE, PRESIDENT-ELECT
JOANNA CHOI KALBUS, IMMEDIATE PAST PRESIDENT
GENE R. CARTER, EXECUTIVE DIRECTOR

October 23, 2000

Dear Z. Stekla:

We need your help in a major project to learn more about ASCD members. This project will help us in our strategic planning for the Association, and will further our efforts to better serve your needs.

Since the number of members being contacted is small, your personal response is vital for representative survey results.

Your answers will be kept strictly confidential and completely anonymous. The responses will be analyzed by Readex, Inc., an independent research firm, of Stillwater, Minnesota. No one will contact you about your responses or try to sell you anything.

Please take a few moments now to complete the enclosed questionnaire, then return it to Readex using the stamped envelope provided.

Thank you in advance for your much appreciated participation.

Sincerely,

Gene R. Carter

Gene R. Carter, Ed.D.
Executive Director

P.S. The information you provide is important! Please complete and return your survey today.

Dear ASCD Member:

Recently, I sent you a short survey asking about you and the organization you work for.

To date, many replies to the survey have been received by the company conducting the research for us. If yours was among them, please consider this a sincere "Thank you!" for your help.

If not, I need to hear from you. Please take a moment now to complete and return your survey. By doing so, you will help ASCD better serve its members' needs.

Thank you for your time and help.

Gene R. Carter, Ed.D.
Executive Director, ASCD

Dear ASCD Member:

Recently, I sent you a short survey asking about you and the organization you work for.

To date, many replies to the survey have been received by the company conducting the research for us. If yours was among them, please consider this a sincere "Thank you!" for your help.

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Thank you for your time and help.

Gene R. Carter, Ed.D.
Executive Director, ASCD

Dear ASCD Member:

Recently, I sent you a short survey asking about you and the organization you work for.

To date, many replies to the survey have been received by the company conducting the research for us. If yours was among them, please consider this a sincere "Thank you!" for your help.

If not, I need to hear from you. Please take a moment now to complete and return your survey. By doing so, you will help ASCD better serve its members' needs.

Thank you for your time and help.

Gene R. Carter, Ed.D.
Executive Director, ASCD

Dear ASCD Member:

Recently, I sent you a short survey asking about you and the organization you work for.

To date, many replies to the survey have been received by the company conducting the research for us. If yours was among them, please consider this a sincere "Thank you!" for your help.

If not, I need to hear from you. Please take a moment now to complete and return your survey. By doing so, you will help ASCD better serve its members' needs.

Thank you for your time and help.

Gene R. Carter, Ed.D.
Executive Director, ASCD

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LEROY E. HAY, PRESIDENT
KAY AWALT MUSGROVE, PRESIDENT-ELECT
JOANNA CHOI KALBUS, IMMEDIATE PAST PRESIDENT
GENE R. CARTER, EXECUTIVE DIRECTOR

November 14, 2000

Dear Z. Stekla:

A few weeks ago, I sent you a brief survey asking about you and the organization you work for. The information you provide will help us in our strategic planning for the Association. It will help ensure the Association provides maximum value to all its members.

To date, many valuable replies to the survey have been received by the company conducting the research for us. If yours was among them, please consider this a sincere "Thank You!" for your help.

If not, we need to hear from you.

Since you have been chosen for participation in this survey as part of a small, representative group of members, your personal reply is vital – without it, the research will do a poor job of representing the opinions of members like you.

Of course, your answers will remain completely confidential. ASCD will be provided only with statistical, composite results.

Please take a few moments to complete the enclosed duplicate survey form. You can return it using the stamped envelope provided.

Thank you for your participation.

Sincerely,

Gene R. Carter

Gene R. Carter, Ed.D.
Executive Director

P.S. Please complete and return your survey today. The information you provide is important!

North Beauregard Street • Alexandria, VA 22311-1714 USA 001-703-578-9600 800-933-ASCD FAX 001-703-575-5400 http://www.ascd.org

Data Interpretation

In addition to percentages, three summary statistics may be presented in this report for numeric variables.

A mean is the arithmetic average of a distribution (i.e., a set of values). Because it is arithmetically calculated, it can be multiplied by the population represented to present a total volume estimate. For example, if 100 survey respondents (representing 10,000 people in the population) reported mean expenditures of $100 each, total expenditures for that population are estimated as 10,000 x $100 = 1,000,000. Means are very much influenced by extremely large or extremely small values in the distribution (e.g., one millionaire can substantially raise an estimate of average income).

Means for grouped data are calculated using the midpoint of each range. The lowest-valued group is represented by its largest value; the highest-valued group by its lowest.

The standard error measures the variability associated with the survey's estimate of a population mean. The standard error is analogous to the margin of error associated with percentages: that is, 95% of the time we expect the true (unknown) population mean to be within plus-or-minus two standard errors of the mean calculated from the sample. A standard error that is large in proportion to the mean indicates a high level of statistical instability; trending and projections against such estimates should be undertaken cautiously.

A median is the value which lies at the middle of a distribution: that is, 50% of the values are above it and 50% are below. It represents the "typical" response, and is not influenced by extreme values. For most distributions, the median will be either roughly equal to, or significantly smaller than the mean.

Medians for grouped data are calculated by locating the group which contains the 50th percentile, then interpolating between the lower and upper bounds to estimate the precise value.

READEX

Verbatim Responses

Considering your most recent opportunity, what was your primary reason for renewing your ASCD membership?

Access to current, cutting-edge research-based information.

Access to group insurance, workshops, and other benefits.

Access to professional, up-to-date information.

Active involvement in ASCD. High-quality organization.

Although I have not yet renewed, I plan to because of the opportunity to receive good literature and keep abreast of innovations in education.

Annual convention. Literature.

Appreciated ASCD resources.

Articles and book/resource selections.

Articles and support material.

Articles are written in a teacher-friendly language and involve current issues.

Articles in *Educational Leadership*.

Articles on instructional leadership.

Articles.

As a special educator, magazine keeps me current in education issues.

ASCD consistently provides current and applicable information related to schools and the instruction of students.

ASCD has wonderful resource material that relates to curriculum and student achievement.

ASCD is a valuable professional resource.

READEX

ASCD is an outstanding organization that keeps me informed about educational issues.

ASCD provides an opportunity to interact with other professionals and share information that has helped their professional growth. The newsletters and publications are very informative.

ASCD provides current information in my field—education. It allows me access to best practices and the most recent research/development. It is clearly my favorite professional affiliation.

ASCD provides excellent current instructional articles and materials to educators.

ASCD provides excellent professional development delivered directly to me.

ASCD provides me with a ready resource for staying abreast of what is happening in the area of curriculum and development.

ASCD provides opportunities to stay current with the field of education.

ASCD provides valuable information and services regarding curriculum issues.

ASCD readily communicates the most current changes in educational research and curriculum to members. The books and videos are an asset to every educational professional development library!

ASCD's excellent magazine—informative and progressive. ASCD's excellent book resources.

At the time, I was still in secondary school field and had great use and need of information.

Availability of current education research information. Professional development opportunities. Publications.

Availability of good resources.

Because I want to be connected with most current trends in education and curriculum development even if I have no direct access to use the knowledge.

Because of the education data.

Benefits me so much—books, conference, and updates.

Best value. Great professional journals, books, etc. Excellent conferences.

Best way to stay current on important topics and issues in education.

Books on educational topics that are current and well researched.

Books. Resources in *Educational Leadership*.

Coming up.

Concise articles about current reform issues for my own use and for distribution to educators for their professional development.

Conference attendance.

Conferences. Publications. Web site access.

Connection to professional literature and magazine.

Continual access to information about profession—magazine, training, etc.

Continuation of newsletter, etc.

Continue to get up-to-date information on education.

Continued affiliation with quality educational service.

Continued timely information about educational issues.

Continuing professional growth.

Current educational literature.

Current information across a broad range of topics that have been very useful to me.

Current information on educational topics.

Current issues and cutting-edge ideas in education.

Current trends in education.

Current updates on educational issues.

Curricular information—latest ideals.

Curriculum information.

Curriculum materials/products.

Curriculum update. Publications. Institutes.

Curriculum updates.

Desire to be a part of a professional organization.

Desire to improve skills.

Desire to read materials in *Educational Leadership*. Become aware of ASCD-sponsored conferences.

Discounts to ASCD conferences. *Educational Leadership*.

Educational and professional gains.

Educational information.

Educational Leadership addresses the most current and vital issues affecting educators. I enjoy the information on professional publications and training opportunities.

Educational Leadership and books.

Educational Leadership and *Education Update*.

Educational Leadership and other information provided by ASCD.

Educational Leadership and other publications.

Educational Leadership and other reading materials.

Educational Leadership is a fine publication and the primary source of my interest.

Educational Leadership is an excellent publication. I have never been involved in an ASCD local chapter.

Educational Leadership journal and updates. Knowledge of professional conferences.

Educational Leadership journal is outstanding. Access to Web site and opportunity to receive cutting-edge books on education.

Educational Leadership journal.

Educational Leadership journal.

Educational Leadership journal. Opportunity to attend conference when nearby.

Educational Leadership keeps me up-to-date on research and best practices.

Educational Leadership magazine and books.

Educational Leadership magazine and curriculum update.

Educational Leadership magazine and other informative articles reviewed.

Educational Leadership magazine is an outstanding resource usually presenting multiple viewpoints, and I wanted to continue to receive it.

Educational Leadership magazine.

Educational Leadership magazine.

Educational Leadership magazine.

Educational Leadership magazine.

Educational Leadership magazine.

Educational Leadership magazine.

Educational Leadership publication. Web site.

Educational Leadership subscription.

Educational Leadership subscription. Books. *Curriculum Update*. Information on national conference.

Educational Leadership!

Educational Leadership.

Educational Leadership.

READEX

Educational Leadership.

Educational Leadership.

Educational Leadership.

Educational Leadership.

Educational Leadership.

Educational Leadership.

Educational Leadership.

Educational Leadership.

Educational Leadership.

Educational Leadership. Books. Conferences.

Educational Leadership. Updates. Conferences (although I have not yet attended one).

Educational literature—national/international scope.

Educational materials/information.

Enjoy *Educational Leadership* because of consulting work (half in juvenile justice). Keeps me informed of cutting-edge educational issues.

Enjoy publications.

Enjoy reading *Educational Leadership* to assist in keeping current on educational issues.

Enjoy the materials.

Enjoy the professional reading and conference opportunities.

Excellent articles.

Excellent articles.

Excellent curriculum and instructional materials and workshops.

Excellent journals and professional development opportunities.

Excellent literature.

Excellent materials.

Excellent professional publications.

Excellent publications and resources. Up-to-date research. Easy to read.

Excellent publications.

Excellent resource—*Educational Leadership*.

Excellent source of information.

Excellent workshop opportunities.

For inspiration and vision.

For membership services.

For the books and conferencing possibilities.

Found it was a valuable resource.

General information.

Get valuable information from the magazines.

Good books and journals.

Good conference. Good magazine.

Good information/materials.

Good professional development opportunities and journals.

Good source of literature.

Great articles.

Great books and articles.

Great books and *Educational Leadership*.

Great curriculum updates and articles, books, etc.

Great information in bulletins to use at in-service sessions or to direct planning.

Great information!

Great magazine and on-line services.

Great publications and conferences.

Great publications.

Great, current research.

Had a chance to attend the ASCD conference.

Had more time to read.

I am a part-time curriculum director, and I wanted to be kept up-to-date in this area.

I am an adjunct professor for a university. I find the articles in *Educational Leadership* to be of high quality and relevant to current issues.

I am currently taking instruction leadership classes, and I felt like the membership would benefit me.

I am finished with my administrative credentials, and I plan to become an assistant principal specializing in instruction and special education.

I am interested in any new issues of education.

I appreciate the literature sent out.

I continue to serve in a part-time leadership position called principal designate.

I do not recall.

I enjoy *Educational Leadership* and the books selected as well as information regarding conferences and workshops.

I enjoy *Educational Leadership* magazine.

I enjoy reading the books and current information provided by ASCD.

I enjoy receiving current educational literature and information.

I enjoy receiving the *Educational Leadership* journal and the newsletter.

I enjoy the ASCD conferences, in-services, and publications.

I enjoy the current curriculum updates and articles as well as receiving *Educational Leadership* magazine and attending workshops. My new role as assistant principal is a great opportunity to make use of all ASCD resources.

I enjoy the *Educational Leadership* magazine and the information on current literature and resources.

I enjoy the information and updates on different ways education is changing.

I enjoy the information I am able to receive because of my membership especially *Educational Leadership* journal and on-line news briefs. I also order a number of books from ASCD.

I enjoy the literature that accompanies the memberships.

I enjoy the research articles. Most of the time I am interested in the themes presented.

I enjoy the single focus of the journal articles.

I enjoy your *Educational Leadership* journal.

I feel it has very up-to-date information. The magazine and resources offered are excellent.

I feel that this organization provides good enrichment information.

I felt I needed up-to-date, cutting-edge information.

I find that as a professional educator, ASCD helps me stay informed about current educational issues.

I find the articles beneficial.

I find the newsletters and *Educational Leadership* the best way to stay current and stimulated.

I have a desire to go into administration.

I have renewed my membership primarily for the interest I have in ASCD as a valuable network of professional development in all aspects of education.

READEX

I hope to be a supervisor in the future.

I like that the membership keeps me current on what is happening in the nation in education. *Educational Leadership* is a good resource.

I like the information I receive from ASCD because it helps me stay current with important educational topics.

I like the magazine. Research-based articles.

I like the monthly newsletters and journal (*Educational Leadership*).

I like to keep abreast of the up-and-coming trends in education.

I like your journal. You are current in educational initiatives.

I look forward to the magazine and its informative articles.

I love *Educational Leadership* and the publications!

I love the books that I receive with the membership, and I love the magazines, even though I don't have enough time to read as much as I'd like to of them.

I maintain my membership to keep abreast of contemporary issues in the classroom.

I teach teachers in a graduate program. ASCD is a wonderful resource for me and hopefully will become so with my students.

I value the information that I receive from ASCD. It keeps me updated.

I wanted to attend conference in Boston.

I was satisfied the first year.

I will renew and have recruited colleagues to join also. Our schools need help and who will start if not me?

I wish to remain current with the subject matter and issues addressed by the organization.

I'm also curriculum director for district.

Improved job performance. New ideas.

Information about conferences/workshops for myself and teachers.

Information about industry.

Information about profession. Ability to interest young teachers in ASCD.

Information and conferences.

Information available on key educational issues.

Information in journal.

Information in newsletters and other publications. Books!

Information on educational issues.

Information on leadership.

Information provided. Knowing what other educators are hearing.

Information publications.

Information resources.

Information source (journal).

Information.

Information.

Information.

Information.

Information.

Information. Resources.

Information. Training. Support.

Interesting articles in the *Educational Leadership* magazine.

Internet in the current educational trends. Literature.

It is an added resource that I use frequently.

It is an excellent organization with an excellent reputation and research-based practices and journals/books.

READEX

It is an excellent source for professional information.

It is an information organization which I feel stays on the cutting edge.

It is critical to my daily work as director of elementary curriculum, instruction, and assessment.

It is done for me by my district.

It is important to keep abreast of current issues in education.

It is useful in my new position as middle grades coordinator.

It provides opportunities to read about the current best practices and offers the latest resources. Books, videos, and articles that I can share for staff development.

It's a great magazine! I love it!

It's a valuable, informative resource.

Job change from teacher to administration.

Job change.

Journal and newsletters.

Journal articles.

Journal information. Resources.

Journal is insightful.

Journal. Texts. Research.

Journals.

Journals. Books. Need to stay current.

Journals/educational materials for staff development.

Just recently joined the association.

Keep abreast of current issues.

Keep abreast of curriculum development.

Keep abreast of curriculum trends and customer needs.

Keep abreast of trends in curriculum, instruction, assessment, and teacher education for both science education and environmental education.

Keep ahead or at least abreast of administration.

Keep current on curriculum affairs.

Keep current on educational issues, approaches, and trends across the US.

Keep current on educational trends/research to enhance my knowledge in working on our school improvement team.

Keep current.

Keep current. Obtain professional support, publications, and resources.

Keep informed of new information in education.

Keep informed regarding latest issues in curriculum/instruction.

Keep up with latest literature in education.

Keep up with professional research and practices.

Keep up with research.

Keep up-to-date in the education field!

Keep up-to-date with curriculum and assessment.

Keeping abreast of current research/thinking/practices in curriculum and leadership.

Keeping abreast of current trends and ideas in education. Practical suggestions from publications.

Keeping abreast of research.

Keeping abreast of trends and developments in education.

Keeping current with curriculum initiatives.

Keeping current with educational trends, research, and policies.

READEX

Keeping informed.

Keeping informed.

Keeping up professionally.

Keeping up with trends in education.

Keeps me abreast of the issues in education.

Keeps me updated on curriculum and instruction issues. Provides useful research.

Keeps me up-to-date on education-related matters.

Keeps me up-to-date.

Latest research publications.

Leadership information that is current and leading edge. Your resources are also excellent!

Lets me stay up-to-date on current research.

Lifetime member. Past ASCD president.

Like the information and resources presented.

Like the magazine and information.

Link to current curriculum. Information. Discussion.

Literature—magazines, notes, etc.

Literature available.

Literature received. Conference notices.

Literature, updates, and books available through ASCD.

Literature. Publications.

Long-standing relationship with ASCD.

Love the magazine.

Magazine and book offers.

Magazine and materials.

Magazine and updates.

Magazine articles.

Magazine has excellent articles.

Magazine.

Magazine.

Magazines and staff development materials. Library resources.

Magazines. Books. Conferences.

Many fresh educational issues addressing school reform and standardization of curriculum!

Material found in the articles of *Educational Leadership* magazine.

Materials.

Materials. *Educational Leadership*.

Materials. Journal.

Members receive good educational publications.

My predecessor subscribed.

My primary reason for renewing my ASCD membership was to continue my membership in a professional organization to stay abreast with practices and policies in education.

My primary reason for renewing my membership was to receive the *Educational Leadership* magazine and to remain apprised of current issues in education.

Network of resources.

Network. Conferences. Educational issues.

New educational information and resources.

READEX

New information.

New publications. Awareness of new ideas and methodology. Enjoy *Educational Leadership* magazine, newsletter, and information about new books, etc.

Newsletter. Books.

Newsletters. Publications.

Opportunity to receive publications.

Our district is in the process of a curriculum renewal.

Periodicals and current educational information.

Personal and professional development.

Printed information available.

Printed material options. Conferences.

Printed materials—*Educational Leadership.*

Products and services offered.

Professional affiliation.

Professional affiliation. Services provided. Quality of publications.

Professional articles in *Educational Leadership.*

Professional development information and opportunities.

Professional development opportunities offered and the excellent up-to-date educational information provided.

Professional development.

Professional development.

Professional development.

Professional growth. Outstanding resources. Excellent conferences.

Professional growth. To stay on top of issues, as I am moving into administration.

Professional information.

Professional information.

Professional journal.

Professional knowledge.

Professional literature.

Professional publications. Opportunities for networking and conferences.

Professional resource information.

Professional resource.

Professional resources and *Educational Leadership*.

Professionalism. Good network of current information.

Publications—journals, books, and training opportunities.

Publications and conferences.

Publications and conferences.

Publications are helpful and thought provoking.

Publications.

Publications.

Publications.

Publications.

Publications.

Publications.

Publications.

Publications.

Publications.

Publications.

Publications. Networking contracts. Conferences.

Publications. Professional development.

Publications. Status.

Publications. Timely topics for teachers in classroom and myself as supervisor. Good, insightful information from a variety of perspectives.

Quality information. Research-based information. Excellent literature.

Quality of ASCD publications and member benefits.

Quality of *Educational Leadership* articles and convention.

Quality of information and professional development.

Quality of information through magazine, books, etc.

Quality of journal and other printed material.

Quality of publications.

Quality of services.

Quality of some articles and professional opportunities.

Quality publications and materials.

Quality publications keep me informed about issues in curriculum, assessment, and instruction.

Quality resource materials and availability.

Receive important and useful resources.

Receive magazine and books.

Receiving current literature/journals to read and keep up-to-date on trends and thoughts in the field of education.

Receiving/ordering books and materials.

Remain current on curriculum developments.

Remain informed of latest developments in field of administration.

Research information.

Research information.

Research. Development. School improvement. Dissemination of information.

Resource and information.

Resource materials. Current research.

Resources available through ASCD.

Resources offered through SSCD.

Resources.

Resources.

Resources.

Resources.

Resources. Books.

Resources. *Educational Leadership*. Books. Reports.

Resources. *Educational Leadership*. CURRICULUM UPDATE. Materials to order.

Seminars. Books. Workshops. Magazine.

Somebody in our office had been a member.

Source of current information—curriculum.

Staff development and professional information.

Staff development opportunities (workshops, books).

Staff development resources and *Educational Leadership* magazine and other books/publications.

READEX

Stay current in field.

Stay current on educational issues.

Stay in touch with most recent educational thought development.

Staying abreast with instructional strategies.

Staying current with best practices through articles that are researched based.

Staying current with educational issues and topics.

Staying current with educational research, practice, and the professional conversation is crucial for my latest responsibilities.

Staying professionally current.

Strong organization for education. Current focus. Publications.

Subscription to *Educational Leadership*.

Subscription to *Educational Leadership*.

Technology/curriculum integration.

The ASCD publications are excellent.

The ASCD publications provide invaluable information which enables me to remain current and assists me with the district's curriculum development and staff development.

The books! *Educational Leadership*.

The current information and opportunities for learning. Continual learning about administration.

The educational information derived from this organization is outstanding!

The *Educational Leadership* journal.

The frequency of current educational literature on a variety of topics.

The information provided in journals/newsletters/book is an excellent source of professional growth.

The information provided is user friendly and covers real world issues in the schools.

The journals and newsletters.

The journals and professional publications are very helpful.

The latest information on education reform is found in ASCD. I rely on you to keep me informed and ahead of the rest.

The magazine articles and books.

The magazine, documents, and books give me ideas for my school. Also, gives views of American education policies and strategies. Good book reviews.

The new material that I can read within the letters and magazine.

The professional literature.

The professional magazine. To keep abreast of new trends in education.

The publications are extremely helpful. Good information for school improvement programs.

The publications are outstanding. The conferences are exciting.

The publications.

The quality and timeliness of publications and news on the national conference.

The reading of the ASCD material I receive—I gain from it.

The resources made available to me.

The updated information provided through publications.

This membership helps me in my role as assistant principal for instruction.

Thought it would help prepare me in the event of a promotion to supervisor.

To be able to provide up-to-date, quality information on education issues to staff, board of education, and school patrons.

READEX

To be aware of information related to school administrators and factors influencing health and environment.

To be current with educational issues.

To be kept abreast of the latest in education.

To continue the high-quality services provided by ASCD.

To continue to be updated on education through magazines and newsletters.

To continue to receive all 4 publications.

To continue to receive current information relevant to those in a leadership position.

To get the most up-to-date information about what is happening in education from a curriculum standpoint.

To get the publication—*Educational Leadership* especially.

To have access to knowledgeable research. To stay current in my awareness of what's happening in instruction/curriculum, etc.

To help current information and studies which improve student learning.

To keep abreast of current education trends.

To keep abreast of current trends in education.

To keep abreast of educational issues.

To keep abreast of the latest trends, ideas, and important news.

To keep current on K-12 issues.

To keep current with educational trends, etc., ASCD is the best resource.

To keep current with my profession.

To keep current.

To keep informed about education and current curriculum development.

To keep informed and to help me learn and to support our district decisions with curriculum, supervision, and staff development.

To keep informed.

To keep up with current educational ideas/research.

To keep up with issues that relate to my profession.

To keep up with recent national education policies and trends.

To keep updated and current with educational trends.

To keep updated in profession.

To keep updated on current research, ideas, etc.

To keep updated on curriculum issues.

To keep updated.

To keep up-to-date of educational research. To share information with staff.

To keep up-to-date on current developments in curriculum, instruction, and assessment.

To receive current information.

To receive *Educational Leadership*.

To receive *Educational Leadership*.

To receive *Educational Leadership*.

To receive the journal.

To receive useful information.

To receive your publications.

To remain current in my field.

To remain current on the key issues in education.

To stay current in profession.

To stay current on educational issues.

To stay current on educational trends and programs for K-12.

READEX

To stay current with issues/trends.

To stay informed.

Topical materials. To belong to a professional organization.

Trends and research from the national perspective.

Try to keep up-to-date on curriculum advancements and restructuring high school offerings.

Updated and recent information.

Updates in education.

Up-to-date educationally related information relevant to teaching.

Up-to-date information in the education field. Books. Conferences.

Up-to-date information on education.

Up-to-date research—well compiled.

Use of information towards reform efforts.

Use the information for personal and professional growth as well as part of research sources.

Useful resources in *Educational Leadership*.

Value of information received. Conferences. Professional responsibilities.

Variety of articles.

What is my status? I find the on-line bulletins and magazine helpful.

ANNUAL BUSINESS MEETING
Sheraton Boston Hotel
Constitution A/B, 2nd Floor
Boston, Massachusetts
Monday, March 19, 2001

AGENDA

1:15 p.m.	Highlights of the Board of Directors Actions	LeRoy E. Hay, President
	Overview of Key Association Issues	Gene R. Carter, Executive Director
	Member Comments and Questions	All
2:15 p.m.	Adjourn	

BOARD OF DIRECTORS MEETING
Sheraton Boston Hotel
Constitution A/B, 2nd Floor
Boston, Massachusetts
Monday, March 19, 2001

AGENDA

			Page
2:15 - 4:15 p.m.	1.	Update on the new Strategic Plan	179
	2.	Adopt ASCD positions	184
4:15 p.m.	Adjourn		

ITEM: 1.
Update on the new Strategic Plan

FROM: Diane G. Berreth
Deputy Executive Director
Policy and Planning

ACTION REQUESTED: Provide input on key education trends.

RELATIONSHIP TO STRATEGIC PLAN: This initiative supports the mission and beliefs of the current Strategic Plan.

BACKGROUND INFORMATION:

1992-97

The Executive Council initially adopted the beliefs, mission, goals, and vision for ASCD's Strategic Plan in 1993-94. These elements of the plan had been developed over six days in 1992-93 by a 35-member Commission representing members, the Board of Directors, affiliates, the Executive Council, staff, and "critical friends." The plan served us well, but in keeping with external and internal environmental changes, and the best strategic planning practice, the plan needed updating by the late 1990s. The update, announced at the June 1997 Executive Council meeting, focused on the vision, goals, and strategies. The beliefs and mission remained as they were.

1997-2000

The Strategic Plan update was conducted by the staff Strategic Priorities Group (SPG), a pre-existing cross-work group team that was expanded to include Executive Council participation. The Board of Directors and staff had input into the proposed update through two rounds of electronic conferencing and a progress report. In addition, open meetings of staff were held. This Board and staff feedback resulted in modification to the vision, goals, and strategies. The Executive Council adopted the updated vision and goals at its June 1998 meeting. Staff then developed draft action plans for each strategy.

2000-01

The Association is now developing ASCD's next Strategic Plan. In October 2000, the Executive Council reviewed the "plan-to-plan," which emphasized broad stakeholder involvement and a key role for the Executive Council, centering on a special working meeting held in January 2001. Key accomplishments to date include information collection from advisory committees, affiliates, and other constituents; development of draft core values; Executive Council working meeting on trends; and completion of external trends analysis (outside education).

Activities planned for March through June 2001 include completion of core values and development of accompanying benchmarks; completion of education trends analysis based on Board input; review of mission statement; and development of initial vision statement and goals. After the Executive Council acts on the proposed goals in June, staff will develop action plans and measures during the fall. The new plan will be released in the fall.

SUPPLEMENTARY INFORMATION:
Prior to the Board of Directors meeting, the Board will have had an opportunity via e-mail to respond to a request for key education trends. At the Board's Monday meeting, those trends listed most frequently will be discussed and ranked. Please review the attached information on the difference between a trend and an event in preparation for the Board's work.

RELATED DOCUMENTS: Current ASCD Strategic Plan (in notebook pocket) ; "Plan-to-Plan" document, October 2000 (attached): and Trends and Events: Definitions and Differences (attached).

ACTION TAKEN:

Association for Supervision and Curriculum Development

A Plan-to-Plan for ASCD's Next Strategic Plan

October 2000

Planning Assumptions

***The horizon for strategic planning has shortened significantly across both the private and public sectors,** and the new plan will be developed for a three-year period, with implementation beginning December 2001 and extending through December 2004. The plan will incorporate an annual review and modifications.

***The current mission and beliefs are sound; therefore, the new plan will maintain these and focus on a new vision, goals, and strategies.** However, the mission may be reordered or edited at a technical level, and stakeholders will need to be educated as to its meaning.

***The new plan will require input from the Board of Directors, Executive Council, staff, and other stakeholders to increase investment and ownership and commitment.**

***The new plan will be developed in a public form (beliefs, vision, mission, goals) and a proprietary form (beliefs, vision, mission, goals, strategies, matrix, action plan).**

***The new plan should use an updated matrix of constituents and content areas as a core source of priorities.** The matrix will be developed after environmental scanning and before goal language is developed.

***The new plan should be based on careful analysis of external and internal trends and events.** This will include an analysis of demographic (macro), business, education, and association trends plus an internal Strengths, Weaknesses, Opportunities, Threats (SWOT) analysis.

***Development and implementation of the new plan is important and will affect other organizational priorities.**

Background

Sources for the previous assumptions and the proposed work that follows include literature review; phone interviews with Ben Tregoe, Tregoe Education Forum, and Buzz Blick, strategic planning and open space technology consultant; review of demographic and association trends

data and trends analysis processes from American Society for Association Executives; an all-staff questionnaire on strategic planning; review of Baldrige criteria as an aid to assessing internal processes; and successful piloting of new trends data and processes during the June 2000 Maine strategic planning retreat.

Stakeholder Involvement

The stakeholders for the new strategic plan include all of ASCD's members and customers. Input is planned across all levels including:

- Members and customers--possible Web survey and possible survey of a random, stratified sample of members.
- ASCD committees and affiliate regional meetings--questions on ASCD's core competencies to be asked at fall meetings.
- Board of Directors, including affiliates and Review Council--input through the use of technology, in-person involvement at March Annual Conference, and possible conference calls with a sample of Board members.
- Executive Council--ongoing input through the use of technology, regularly scheduled meetings, and one extra dedicated working meeting.
- Staff--two one-hour workshops for all staff to gather trends and core values information; frequent meetings of a core planning team composed of senior staff; occasional involvement of other key staff through frequent two-way communication and subgroups.

Key Events

- Specifically define stakeholders and their roles.
- Conduct analysis of external and internal trends and events, including involvement of the Executive Council through a working meeting.
- Update current matrix to reflect a review of constituencies, areas of core competence, and priorities.
- Develop vision and goals.
- Approval of new vision and goals by the Executive Council.
- Develop action plans and management system for a new plan.
- Implement plan.

TRENDS AND EVENTS
Definitions and Differences

TREND: A series of events that have been unfolding over a period of years and will likely continue for the foreseeable future. The events are interrelated because of their impact on some common aspects of society.

EVENT: An occurrence that has an identifiable beginning and a foreseeable end.

Differences between a trend and an event:

1. An event occurs during a defined period of time; a trend occurs over an indefinite period of time.

2. The effects of an event tend to be obvious because the event occurs in a limited period of time. The effects of a trend require more analysis because the trend evolves over a period of time and by its very nature is ongoing.

LeRoy Hay, 2001
ASCD President

ITEM: 2.
Adopt ASCD positions

FROM: Ron Costello
Chair, Issues Committee

ACTION REQUESTED: Adopt ASCD positions.

RELATIONSHIP TO STRATEGIC PLAN: The adoption of positions allows ASCD to fulfill Goal 1, Strategy 2, by supporting the development of policies that promote excellence and equitable practice in education.

BACKGROUND INFORMATION: Following the Open Space activity at the Friday Board meeting and an additional Open Space activity at the town meeting on Sunday for additional input, the Board now votes to adopt positions. The results of the process and the electronic voting process will be reviewed orally by the President and the Chair of the Issues Committee before voting begins.

SUPPLEMENTARY INFORMATION: The traditional voting procedures may require modification to accommodate the results of the Board's work on Friday. Members of the Board of Directors will be given any modifications to the process in writing on Monday at the Board meeting.

RELATED DOCUMENTS: See Board agenda item #9, "Report of the Issues Committee" (ASCD Issues 2001).

ACTION TAKEN: