BOARD OF DIRECTORS

AGENDA

MARCH 8 AND 11, 2002

RIVERCENTER HOTEL
SAN ANTONIO, TEXAS

Choosing to Dance

Taking Bold Steps for the Sake of Our Children
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.

BOARD OF DIRECTORS MEETING
Rivercenter Hotel
San Antonio, Texas
March 8, 2002

AGENDA

Thursday, March 7
(Rivercenter, Salons C-D)

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 8
(Rivercenter, Salons A-D)

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

Kay Awalt Musgrove, President
Stuart C. Rankin, Parliamentarian

1.  **Announce** election results
    Kay Awalt Musgrove, President

ACTION ITEMS

2.  **Adopt** the Consent Agenda
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<tr>
<td>3.</td>
<td><strong>Approve</strong> March 16 and 19, 2001, Board of Directors meeting minutes</td>
<td>5</td>
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<td>(45 minutes)</td>
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   Marge Chow, Chair | 15 |
|   |   |   |
| 5. | **Adopt** FY01 auditors' report | 17 |
| 6. | **Review** first quarter financial report | 31 |
| 7. | **Adopt** preliminary estimate of FY03 budget | 35 |
| 8. | **Elect** nine members to the Nominations Committee | 39 |
| (45 minutes) |   |   |
| 9. | Report from the Governance Transition Advisory Committee | 41 |
| (45 minutes) |   |   |
| 10. | **Adopt** proposed positions  
   Ermile Hargrove, Issues Committee Chair | 47 |
|   |   |   |
| 12:00 noon - 1:30 p.m. | **Lunch** |   |
| 1:30 p.m. |   |   |
| 11. | **Discuss** issues for future ASCD focus using Open Space Technology  
   Ermile Hargrove, Issues Committee Chair | 51 |
|   |   |   |
| 12. | Announcement  
   • Nominations Committee election results |   |
| 13. | **Collect** process observation forms |   |
|   |   |   |
| 4:00 p.m. | **Adjourn** |   |
| 4:00 - 5:00 p.m. | Reception for Board of Directors members (Riverwalk, River Terrace) |   |
INFORMATION ITEMS

Executive Director's Annual Report (in notebook pocket)  


Report on First Amendment Schools 81

ASCD Membership Count 83

Proportional Representatives Chart 85

Annual Report on Membership, Programs, Products, Services, and Marketing 89

2001 Annual Demographic Survey 113
2001 ELECTION RESULTS*

General Election:

President-Elect (one-year term)  Raymond McNulty, VT
Review Council (five-year term)  Donald B. Young, HI

*Note: Due to the transition to the new constitution, which takes effect March 2003, there were only two open positions this year in the general membership election.
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 16 and 19, 2001, Board of Directors meeting minutes

FROM: Kay Awalt Musgrove
President

ACTION REQUESTED: Adopt minutes.

RELATIONSHIP TO STRATEGIC PLAN: This work supports Goal 1, developing educators' capacity to address complex problems.

BACKGROUND INFORMATION:

SUPPLEMENTARY INFORMATION:

RELATED DOCUMENTS: Attached Board of Directors meeting minutes, March 16 and 19, 2001.

ACTION TAKEN:
ASCD BOARD OF DIRECTORS MEETING
Sheraton Boston Hotel
Boston, Massachusetts
Friday, March 16, 2001

MINUTES

CALL TO ORDER
President LeRoy E. Hay convened the meeting at 8:30 a.m.

President's remarks.
President Hay welcomed the Board members to Boston. He highlighted key changes to the meeting agenda and said that these changes were a result of feedback from the Board members. He commented that the Board has a significant role in helping the Association set its direction.

Hay noted ASCD's increased presence on the Web. He also shared information on the First Amendment Schools project, which is a new collaboration between ASCD and the Freedom Forum. Hay said he expected this year's Annual Conference to set a new attendance record. He also acknowledged the role that Massachusetts ASCD played in planning this year's conference.

Hay introduced Immediate Past President Joanna Choi Kalbus, President-Elect Kay Awalt Musgrove, Executive Director Gene R. Carter, and Parliamentarian Stuart Rankin. Members of Hawaii ASCD then presented Hay and Carter with leis and welcomed Board members to the meeting.

1. **Announce election results.**
   President Hay recognized and congratulated the newly elected members of the Board of Directors: Peyton Williams Jr. (GA) as President-Elect; Joanna Choi Kalbus (CA) as Review Council member; Pat Ashcraft (TN), Mary Ellen Freeley (NY), Susan Kerns (Germany), Robert Nicely Jr. (PA), and Jim Tayler (Ontario) as Executive Council members; and Gregg Dowty (ME), Faith Fogle (RI), Deborah Jolly (TX), Nina Schlikin (ME), John Sechriest (PA), Kathryn Stetson (OR), Carol Tuning (KY), and David Williams Jr. (TX) as members-at-large.

2. **Adopt the Consent Agenda.**
   Don Young (HI) moved, and Mildred Huey (SC) seconded, that agenda items 3 and 6 be placed on the Consent Agenda. MOTION CARRIED.

3. **Approve March 24 and 27, 2000, Board of Directors meeting minutes.**
   The approval of the March 24 and 27, 2000, Board of Directors meeting minutes was placed on the Consent Agenda. MOTION CARRIED.

President Hay reminded Board members of the Review Council open hearing, which was scheduled for March 19. He then introduced Arthur Stellar, chair of the Review Council. Stellar referenced the handout distributed to Board members, which includes a summary of the Review Council’s recommendations to the Board and to the Executive Council. He reviewed the topic of this year’s Review Council report, *ASCD and Influence: A Desirable Change in Action,* and then introduced the other members of the Review Council: Corrine Hill (UT), Marge Chow (WA), Ray McNulty (VT), and Robert Watson (MO). Stellar then summarized the questions selected for the study, the methodology used, and the overall findings.

Hill and McNulty reviewed the findings from the 1991 Review Council report and the 2001 findings and recommendations. Watson and Chow reported on the affiliate survey findings and the Review Council’s recommendations.

Isa Zimmerman (MA) moved, and Leon Levesque (ME) seconded, to adopt the four overall recommendations to the Board of Directors, which read as follows:

1. The report herein shall be distributed to the ASCD governing leaders (recognizing the governance transition), affiliate leaders, and executive directors in the years 2000 and 2001. This topic, not necessarily the report itself, should be discussed at the Affiliate Leadership Conference and other ASCD and constituent events in 2001 and 2002.

2. ASCD staff and the 2001 Executive Council and Board of Directors shall consider the recommendations in the aforementioned Review Council report, take whatever actions they believe appropriate, and report these actions to the Board of Directors at the Board’s 2002 meeting.

3. ASCD shall use the results of the 2001 issues process as a part of the new influence agenda-setting process whereby each affiliate, relevant networks, and all individual members of ASCD will have the option of participating in activities designed to influence education policy at some level on sanctioned and approved issues.

4. ASCD should recommend that the Review Council conduct a 10-year follow-up study of the topic of influence commencing by 2010 or by 2011.

Ken DiPietro (RI) spoke in support of the motion but suggested that the follow-up take place sooner than 10 years from now. Art Lindaman (MO) said that the Review Council did not address the international emphasis we find in our belief statements and goals. Doug Harris (VT) commended the Review Council for the report and reminded Board members of federal and state regulations pertaining to U.S. and non-U.S. not-for-profit
organizations. Eduardo Rivas (FL) said that affiliates are ready to assist ASCD in federal legislative strategies based on their experience at the state and province level. Diane Phillips (Manitoba) said that ASCD's budget should reflect an increase to affiliates for influence activities. She said that she is also concerned about the lack of an international focus and that ASCD should consider constant updates on the action steps.

Phillips moved, and Beverly Rundell (British Columbia) seconded, to amend the motion on the floor by adding the word "international" to Recommendation 3, which would read

"ASCD shall use the results of the 2001 issues process as a part of the new influence agenda-setting process whereby each affiliate, relevant networks, and all individual members of international ASCD will have the option of participating in activities designed to influence education policy at some level on sanctioned and approved issues."

Delores Carter (DC) spoke in support of the motion to amend and commented on the need for constant updates on the action steps. President Hay called for a vote on the motion to amend, and the MOTION TO AMEND CARRIED (78-31).

Richard Hanzelka (IA) commented that replacing the words "at some level" in Recommendation 3 might be a more appropriate change. Doris Bonneau (ME) said that ASCD should provide constant updates on the recommendations and on the priorities. President Hay reminded Board members that reports would be presented to both the Executive Council and the Board of Directors. Rosalynn Keifer (WI) said that ASCD must be flexible and quickly responsive, and shouldn't think in terms of periodic reviews. President Hay called for a vote to adopt the four overall recommendations as amended, and the MOTION CARRIED (140-10). Hay thanked Stellar and the other members of the Review Council for their fine work.

5. **Adopt FY00 auditors' report.**

Gene Carter said that Deloitte and Touche representative Joan Schweizer was unable to provide an oral report on this agenda item because of a family emergency, but she had shared information with the Executive Council on March 15. Carter said that the audit was conducted according to generally accepted audit conditions, and it was the opinion of the auditors that for the fourth consecutive year the Association received an "unqualified and clean audit." He said that the Executive Council had approved transmittal of the report to the Board of Directors.

Ina Logue (PA) moved, and Jill Wilson (FL) seconded, to adopt the report. Chief Financial Officer Eric Bellamy responded to several questions and requests for clarification from Board members. President Hay called for a vote to adopt the FY00 auditors' report, and the MOTION CARRIED (171-3).
Carter said that Schweizer’s presentation to the new Board members on March 15 focused on the importance of their understanding of the budget, and the questions Board members raised indicated an appropriate attention to details. He announced that Mildred Huey (SC) and Doug Harris (VT) would serve as Executive Council liaisons to ASCD’s Investment Committee.

6. **Review first quarter financial report.**
   The review of the first quarter financial report was placed on the Consent Agenda.
   MOTION CARRIED.

7. **Adopt preliminary estimate of FY02 budget.**
   Carter noted that a final draft of the budget will be presented to the Executive Council at its June meeting. The final budget will be presented to the Board of Directors in August for a final vote. He introduced Eric Bellamy (Chief Financial Officer and Deputy Executive Director, Finance & Operations) and Melody Ridgeway (Associate Executive Director, Information Systems & Services). Bellamy stated that the budget process included representation from all work groups of the organization as well as Executive Council representation. The budget that is being presented is reflective of that. The budget was also reviewed with respect to alignment with the organization’s goals and strategies, and Bellamy noted that he believes the budget is well aligned in that respect. Bellamy then responded to several questions from Board members. Ken DiPietro (RI) recommended that, in the future, explanations of significant changes be provided in the background material.

Don Young (HI) moved, and Bill Owings (VA) seconded, to adopt the preliminary estimate of the FY02 budget. The MOTION CARRIED (173-3). President Hay expressed thanks to both Bellamy and Ridgeway. Hay announced that Martha Bruckner (NE) and Richard Hanzelka (IA) would serve as the Executive Council liaisons to the Budget Committee for 2001-02. He then thanked Young for his service as a liaison.

8. **Governance Transition Advisory Committee question and answer panel.**
   President-Elect Musgrove introduced members of the Governance Transition Advisory Committee (GTAC): Linda Bigos (PA), Kolene Granger (UT), Roland Kay (Ontario), Doris Matthews (ID), Olga Moir (MI), Eduardo Rivas (FL), and Andrew Tolbert (AR). Musgrove noted that this discussion represented the Board’s opportunity for additional input. She then provided an overview of the GTAC’s work and of the information included in the constitutional kit, which Board members will soon receive.

Board members spent some time discussing the information and then developed additional questions. Musgrove and other GTAC members responded to several questions, and the written questions were collected by the GTAC members.

No action required.
Introduction to the Issues Committee Report.
President Hay introduced the Issues Committee chair, Ron Costello. Costello reviewed plans for the Open Space Technology activity scheduled for the afternoon.

President Hay adjourned the morning session at 11:45 a.m., and reconvened the meeting at 1:30 p.m.

9. Receive report of the Issues Committee and discuss issues on a preliminary basis.
Board members spent several hours discussing the proposed positions and developing additional positions beyond those proposed by the Issues Committee. They used an Open Space Technology process for this discussion, which is a strategy for organizing large meetings with a focus on active participation. The discussion was facilitated by consultant Buzz Blick. Current procedures for submitting additional positions, which require 30 Board signatures, were suspended.

No action required.

President Hay declared the meeting adjourned at 4:20 p.m.
ASCD ANNUAL BUSINESS MEETING
Monday, March 19, 2001
Sheraton Boston
Boston, Massachusetts

MINUTES

President LeRoy E. Hay convened ASCD's 56th Annual Business Meeting at 1:15 p.m. He introduced President-Elect Kay Awalt Musgrove, Executive Director Gene Carter, and Parliamentarian Stuart Rankin. (Immediate Past President Joanna Choi Kalbus joined the officers later in the meeting.)

President Hay called upon Gene Carter, who presented highlights of the Board of Directors actions and an overview of key Association issues, including the publication of the 2000 Executive Director's Annual Report and the sales of 80 book and 3 video translations (50 titles and 13 languages). Carter noted that ASCD affiliates continue to serve as key links to diverse locations, and that the student chapters program continues to be an important resource. The networks program continues to provide a forum to address a broad range of issues. Carter offered a special thanks to the ASCD Associates. He briefly reviewed ASCD's collaborations with the Learning First Alliance, AOL.com, the FamilyEducation Network, the Health in Education Initiative, and the First Amendment Center. He also mentioned ASCD's successful Conference on Teaching and Learning, the Classroom Leadership Conference, and the pilot program for new institutional members.

Carter shared highlights of the new governance structure, which will be phased in by March 2003, and he declared the Association "well-positioned financially."

Board members then viewed a short video clip from the Sesame Street Workshop, which illustrated ASCD's international focus on children.

Member comments and questions.
Thelma Spencer (MD) expressed concern about the scheduling of the annual business meeting and the Review Council meetings on a day that many people leave the Annual Conference (Monday). She suggested that ASCD rethink the schedule for the business portion of the governance so that we can be more visible to the membership in terms of the structure they support.

President Hay adjourned the meeting at 2:00 p.m.
ASCD BOARD OF DIRECTORS MEETING
Sheraton Boston
Boston, Massachusetts
Monday, March 19, 2001

MINUTES

CALL TO ORDER
President LeRoy E. Hay called the meeting to order at 2:20 p.m. He introduced ASCD officers Kay Awalt Musgrove (President-Elect), Joanna Choi Kalbus (Immediate Past President), Executive Director Gene Carter, and Parliamentarian Stuart Rankin.

President Hay mentioned significant changes to the Board meeting format based on feedback from Board members. He said that the agenda items today will set the direction for the Association.

1. **Update on the new Strategic Plan.**
   President Hay introduced Diane Berreth, Deputy Executive Director, Policy and Planning, who explained the activity the Board would use to provide information on educational trends relevant to ASCD's future. Berreth said that 25 percent of ASCD’s Board members replied to recent requests for information on educational trends. She noted that the update would focus on just the vision statement and goals.

   Berreth reviewed the timetable for key events through June 2001 and governance involvement in the Plan update.

   Board members then discussed education trends at their tables. The discussion culminated in two votes on current and future trends they believed will be critical to ASCD's success.

   In the first round, Board members ranked the education trends they felt were most relevant to ASCD today. The results were (1 being most relevant): 1-accountability, 2-research, 3-systemic school improvement, 4-professional development, 5-leadership, 6-home/family, community influence and involvement, 7-staffing, 8-alternative education delivery/formats, and 9-technology/information access.

   In the second vote, Board members ranked the education trends they felt would be most relevant to ASCD in the year 2006. The results were (1 being most relevant): 1-staffing, 2-alternative education delivery/formats, 3-research, 4-professional development, 5-technology/information access, 6-home/family, community influence and involvement, 7-leadership, 8-systemic school improvement, and 9-accountability.
2. **Adopt ASCD positions.**

President Hay introduced Ron Costello, chair of the Issues Committee, who briefly reviewed the Board's Open Space Technology activity on Friday, March 16. Costello said that the Issues Committee wanted to focus on (1) thinking about the issues process and (2) providing a summary of what has happened over the past two days. Copies of a summary report on the 2001 proposed positions and process were distributed to Board members. This report included information on positions that need to be developed further, positions that are important but do not need action, and positions that required action.

Each of the proposed positions was presented by a member of the Issues Committee, who responded to questions about the positions from Board members. The positions under consideration are accountability, achievement gap, building communities around student success, funding, and testing.

Members of the Board first voted on how important each proposed position was to the Association and then on the urgency to ASCD of each position. The two votes resulted in the following ranking of importance and urgency (highest to lowest): accountability, achievement gap, building communities around student success, testing, and funding. This information will be provided to the Executive Council to assist in the adoption of positions once the position language is put in final form.

President Hay adjourned the meeting at 2:00 p.m.

GRC/bdr

FROM: Marge Chow
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 2001-02 focused on four questions:

- How effective are current ASCD affiliation models in promoting collaboration with affiliates, ASCD, and other affiliates or organizations?
- How beneficial is each of the models in which you are involved in contributing to activities such as membership growth; increased additional revenue; and increasing terms of membership involvement with your affiliate, with ASCD, and with other partners/organizations?
- What can ASCD do to strengthen models of collaboration?
- What could affiliates do to strengthen models of collaboration?

The Council met by conference call on October 10, 2001, and then in Chicago on November 3-4, 2001, to review survey results, analyze data, and draft its report to the Board. The report, “Strengthening ASCD Communities Through Collaboration,” was mailed in conjunction with Executive Council and Board materials. The report includes three recommendations for the Board’s action:

- The topic of collaboration should be discussed at the Affiliate Leadership Conference and other ASCD events to enhance the effectiveness of collaborative projects between affiliates and ASCD, as well as other partnerships.
- ASCD should follow up on the subrecommendations in the Review Council report, submit the annual proposed action plan to the Executive Council for its approval, take those actions deemed appropriate by the Executive Council, and report progress on these actions to the Board of Directors.
- ASCD should recommend that the Review Council or Constituent Relations Committee conduct a study of the topic of collaboration, commencing in 2011, after the new governance structure has been established.
SUPPLEMENTARY INFORMATION:

RELATED DOCUMENTS: “Strengthening ASCD Communities Through Collaboration” sent under separate cover.

ACTION TAKEN:
ITEM: 5. 
Adopt FY01 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 FY01 auditors’ report.

RELATIONSHIP TO THE STRATEGIC PLAN: This activity supports Goal 4, committing resources wisely.

BACKGROUND INFORMATION:

SUPPLEMENTARY INFORMATION:


ACTION TAKEN:
ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT

Financial Statements and Additional Information for the Years Ended August 31, 2001 and 2000, and Independent Auditors' Report
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<td>Schedules of Functional Expenses</td>
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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, 2001 and 2000, 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, 2001 and 2000, 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.

As discussed in Note 8 to the financial statements, effective September 1, 2000, the Association adopted Statement of Financial Accounting Standards No. 133, “Accounting for Derivative Instruments and Hedging Activities,” as amended.

October 26, 2001

Deloitte & Touche LLP
ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT

STATEMENTS OF FINANCIAL POSITION
AUGUST 31, 2001 AND 2000

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<tr>
<th>ASSETS</th>
<th>2001</th>
<th>2000</th>
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<tr>
<td>Cash and cash equivalents</td>
<td>$10,162,372</td>
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<td>Investments</td>
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<td>Accounts receivable (less allowance for doubtful accounts of $68,000 and $100,000, respectively)</td>
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<td>Grants receivable</td>
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<td>Inventory</td>
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<td>Prepaid expenses and deferred charges</td>
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<td>1,504,527</td>
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<tr>
<td>Property and equipment, net</td>
<td>17,594,602</td>
<td>18,583,643</td>
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<tr>
<td>Other assets</td>
<td>36,000</td>
<td>41,000</td>
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<td><strong>TOTAL ASSETS</strong></td>
<td><strong>$40,885,808</strong></td>
<td><strong>$35,750,621</strong></td>
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<th>LIABILITIES AND NET ASSETS</th>
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<tr>
<td><strong>LIABILITIES:</strong></td>
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<tr>
<td>Accounts payable</td>
<td>$1,381,977</td>
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<td>Accrued salaries and related expenses</td>
<td>990,866</td>
<td>828,549</td>
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<td>Other accrued expenses</td>
<td>938,722</td>
<td>142,382</td>
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<td>Deferred revenue</td>
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<td>Notes payable</td>
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<td>Liability under interest rate swap agreements</td>
<td>1,008,612</td>
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<td><strong>Total liabilities</strong></td>
<td><strong>25,001,057</strong></td>
<td><strong>23,244,512</strong></td>
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<th><strong>NET ASSETS:</strong></th>
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<td>Unrestricted:</td>
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<tr>
<td>Undesignated</td>
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<td>Designated</td>
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<td><strong>Total unrestricted net assets</strong></td>
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<td><strong>11,552,964</strong></td>
</tr>
<tr>
<td>Temporarily restricted</td>
<td>653,098</td>
<td>953,145</td>
</tr>
<tr>
<td><strong>Total net assets</strong></td>
<td><strong>15,884,751</strong></td>
<td><strong>12,506,109</strong></td>
</tr>
</tbody>
</table>

**TOTAL LIABILITIES AND NET ASSETS** | **$40,885,808** | **$35,750,621**

See notes to financial statements.
ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT

STATEMENTS OF ACTIVITIES AND CHANGES IN NET ASSETS
YEARS ENDED AUGUST 31, 2001 AND 2000

<table>
<thead>
<tr>
<th>Operating Activities</th>
<th>2001</th>
<th>2000</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenues:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Membership dues and subscriptions</td>
<td>$12,939,213</td>
<td>$12,939,213</td>
</tr>
<tr>
<td>Publications and products</td>
<td>16,964,845</td>
<td>15,481,608</td>
</tr>
<tr>
<td>Annual conference</td>
<td>3,266,176</td>
<td>2,861,561</td>
</tr>
<tr>
<td>Professional development institutes</td>
<td>2,534,506</td>
<td>1,662,101</td>
</tr>
<tr>
<td>Advertising</td>
<td>1,233,951</td>
<td>782,931</td>
</tr>
<tr>
<td>Investments</td>
<td>457,234</td>
<td>467,796</td>
</tr>
<tr>
<td>Other revenue</td>
<td>9,019,720</td>
<td>894,551</td>
</tr>
<tr>
<td><strong>Total revenues</strong></td>
<td>40,860,692</td>
<td>34,541,198</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenses:</th>
<th>2001</th>
<th>2000</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program services:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Publications and products</td>
<td>9,800,892</td>
<td>8,216,598</td>
</tr>
<tr>
<td>Professional development</td>
<td>1,622,183</td>
<td>1,129,660</td>
</tr>
<tr>
<td>Annual conference</td>
<td>1,026,491</td>
<td>1,054,175</td>
</tr>
<tr>
<td>Design and production</td>
<td>603,764</td>
<td>475,740</td>
</tr>
<tr>
<td>Constituent relations</td>
<td>1,004,434</td>
<td>890,155</td>
</tr>
<tr>
<td><strong>Total program services</strong></td>
<td>14,512,813</td>
<td>12,035,817</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support Services:</th>
<th>2001</th>
<th>2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marketing</td>
<td>6,557,284</td>
<td>6,880,018</td>
</tr>
<tr>
<td>Customer service</td>
<td>2,925,184</td>
<td>1,441,348</td>
</tr>
<tr>
<td>Governance and executive</td>
<td>1,622,926</td>
<td>1,763,080</td>
</tr>
<tr>
<td>General and administrative</td>
<td>10,556,122</td>
<td>10,458,822</td>
</tr>
<tr>
<td><strong>Total support services</strong></td>
<td>21,661,516</td>
<td>20,543,268</td>
</tr>
</tbody>
</table>

| **Total operating expenses** | 36,174,329 | 32,579,085 |

<table>
<thead>
<tr>
<th>Changes in net assets from operations</th>
<th>2001</th>
<th>2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before nonoperating activity and cumulative effect of change in accounting principle</td>
<td>4,686,363</td>
<td>1,960,994</td>
</tr>
<tr>
<td><strong>Nonoperating Activity:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unrealized loss on interest rate swaps</td>
<td>(1,303,195)</td>
<td>(1,303,195)</td>
</tr>
<tr>
<td><strong>Changes in net assets before cumulative effect of change in accounting principle</strong></td>
<td>3,383,168</td>
<td>1,960,994</td>
</tr>
</tbody>
</table>

| **Cumulative effect of change in accounting principle** | 294,583 |      |

<table>
<thead>
<tr>
<th>Changes in net assets</th>
<th>2001</th>
<th>2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning of year</td>
<td>3,677,731</td>
<td>1,960,994</td>
</tr>
<tr>
<td><strong>Net assets, end of year</strong></td>
<td>11,409,162</td>
<td>11,469,162</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Net assets, end of year</th>
<th>2001</th>
<th>2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>$15,146,913</td>
<td>$11,532,964</td>
<td></td>
</tr>
</tbody>
</table>

See notes to financial statements.
ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT

STATEMENTS OF CASH FLOWS
YEARS ENDED AUGUST 31, 2001 AND 2000

<table>
<thead>
<tr>
<th></th>
<th>2001</th>
<th>2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>CASH FLOWS FROM OPERATING ACTIVITIES:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Changes in net assets</td>
<td>$3,378,642</td>
<td>$1,762,390</td>
</tr>
<tr>
<td>Adjustments to reconcile changes in net assets to net cash provided by operating activities:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cumulative effect of change in accounting principle</td>
<td>294,583</td>
<td></td>
</tr>
<tr>
<td>Unrealized loss on interest rate swaps</td>
<td>1,303,195</td>
<td></td>
</tr>
<tr>
<td>Gain on sale of investments, net</td>
<td>139,694</td>
<td>(18,084)</td>
</tr>
<tr>
<td>Unrealized loss on investments, net</td>
<td>260,432</td>
<td>11,865</td>
</tr>
<tr>
<td>Loss on sale of property and equipment, net</td>
<td>59,842</td>
<td></td>
</tr>
<tr>
<td>Depreciation and amortization</td>
<td>1,603,543</td>
<td>1,677,595</td>
</tr>
<tr>
<td>(Decrease) increase in allowance for bad debts</td>
<td>32,000</td>
<td>24,000</td>
</tr>
<tr>
<td>Change in assets and liabilities:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Increase) decrease in accounts receivable</td>
<td>1,088,065</td>
<td>236,581</td>
</tr>
<tr>
<td>Decrease in grants receivable</td>
<td>595,360</td>
<td>199,723</td>
</tr>
<tr>
<td>Increase in inventory</td>
<td>395,004</td>
<td>178,082</td>
</tr>
<tr>
<td>Increase in prepaid expenses and deferred charges</td>
<td>328,862</td>
<td>434,735</td>
</tr>
<tr>
<td>Decrease in other assets</td>
<td>5,000</td>
<td>11,298</td>
</tr>
<tr>
<td>Decrease in accounts payable</td>
<td>303,750</td>
<td>144,335</td>
</tr>
<tr>
<td>Increase in accrued salaries and related expenses</td>
<td>162,317</td>
<td>108,206</td>
</tr>
<tr>
<td>Increase (decrease) in other accrued expenses</td>
<td>796,340</td>
<td>(196,965)</td>
</tr>
<tr>
<td>Increase in deferred revenue</td>
<td>729,408</td>
<td>843,848</td>
</tr>
<tr>
<td>Net cash provided by operating activities</td>
<td>6,312,121</td>
<td>3,903,305</td>
</tr>
</tbody>
</table>

| CASH FLOWS FROM INVESTING ACTIVITIES: |            |            |
| Proceeds from sales of investments   | 839,097    | 1,280,323  |
| Purchases of investments             | (1,003,866)| (1,460,193)|
| Proceeds from sale of property and equipment | 8,792     |            |
| Purchases of property and equipment  | (683,136)  | (1,056,812)|
| Net cash used in investing activities | (839,113)  | (1,236,682)|

| CASH FLOWS FROM FINANCING ACTIVITIES: |            |            |
| Payment on notes payable             | (636,382)  | (812,834)  |
| Decrease in cash held by trustee     | 0          | 323,736    |
| Net cash used in financing activities | (636,382)  | (489,098)  |

NET INCREASE IN CASH AND CASH EQUIVALENTS | 4,836,626 | 2,177,525 |

CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR | 5,325,746 | 3,148,221 |

CASH AND CASH EQUIVALENTS, END OF YEAR | $10,162,372 | $5,325,746 |

SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION:
| Interest paid | $660,162 | $718,850 |

See notes to financial statements.
ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT

NOTES TO FINANCIAL STATEMENTS
YEARS ENDED AUGUST 31, 2001 AND 2000

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. For these short-term instruments, the carrying amount is a reasonable estimate of fair value.

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.

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.
Notes Payable - The Association reports its notes payable at carrying value which is a reasonable estimate of fair value.

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.

Derivatives - The Association enters into interest rate swap agreements to manage interest rate exposure. These interest rate swaps are accounted for under Statement of Financial Accounting Standards No. 133, “Accounting for Derivative Instruments and Hedging Activities.” As a not-for-profit organization, the Association is not allowed to use cash flow hedging. Therefore, its interest rate swaps are recorded in the statement of financial position at fair value. Related gains and losses are reflected in the statement of activities and changes in net assets.

Reclassifications - Certain reclassifications have been made in the 2000 financial statements to conform to the 2001 presentation.

2. INVESTMENTS

A summary of investments at August 31, 2001 and 2000, is as follows:

<table>
<thead>
<tr>
<th></th>
<th>2001</th>
<th>2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. government and agency securities</td>
<td>$1,312,577</td>
<td>$1,334,440</td>
</tr>
<tr>
<td>Equity securities</td>
<td>1,442,141</td>
<td>1,582,109</td>
</tr>
<tr>
<td>Money market</td>
<td>1,344,213</td>
<td>1,205,126</td>
</tr>
<tr>
<td>Corporate bonds</td>
<td>260,853</td>
<td>194,078</td>
</tr>
<tr>
<td></td>
<td><strong>$4,359,784</strong></td>
<td><strong>$4,315,753</strong></td>
</tr>
</tbody>
</table>

3. PROPERTY AND EQUIPMENT

Property and equipment as of August 31, 2001 and 2000, consists of the following:

<table>
<thead>
<tr>
<th></th>
<th>2001</th>
<th>2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Land</td>
<td>$1,173,000</td>
<td>$1,173,000</td>
</tr>
<tr>
<td>Building</td>
<td>14,640,479</td>
<td>14,637,492</td>
</tr>
<tr>
<td>Furniture and equipment</td>
<td>5,903,560</td>
<td>9,509,250</td>
</tr>
<tr>
<td></td>
<td><strong>21,717,039</strong></td>
<td><strong>25,319,742</strong></td>
</tr>
<tr>
<td>Less: Accumulated depreciation</td>
<td>(4,122,437)</td>
<td>(6,736,099)</td>
</tr>
<tr>
<td>Net property and equipment</td>
<td>$17,594,602</td>
<td>$18,583,643</td>
</tr>
</tbody>
</table>
4. **DEFERRED REVENUE**

Deferred revenue consists of the following as of August 31, 2001 and 2000:

<table>
<thead>
<tr>
<th></th>
<th>2001</th>
<th>2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dues</td>
<td>$6,581,117</td>
<td>$6,213,629</td>
</tr>
<tr>
<td>Subscriptions</td>
<td>1,019,866</td>
<td>1,028,624</td>
</tr>
<tr>
<td>Professional Development Institutes</td>
<td>501,586</td>
<td>559,468</td>
</tr>
<tr>
<td>Annual Conference</td>
<td>437,668</td>
<td>287,310</td>
</tr>
<tr>
<td>Other</td>
<td>361,126</td>
<td>82,924</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$8,901,363</strong></td>
<td><strong>$8,171,955</strong></td>
</tr>
</tbody>
</table>

5. **NOTES PAYABLE**

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. 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 (2.15% at August 31, 2001). Principal payments are due quarterly. The principal amount outstanding at August 31, 2001 and 2000, was $11,340,000 and $11,660,000, respectively. Interest expense for the years ended August 31, 2001 and 2000, was $606,186 and $627,317, 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% (5.64% at August 31, 2001). Interest expense for the years ended August 31, 2001 and 2000, was $46,496 and $84,250, respectively. The principal amounts outstanding at August 31, 2001 and 2000, were $439,517 and $755,899, respectively.
The following is a schedule of principal payments due as of August 31:

<table>
<thead>
<tr>
<th>Year Ending August 31,</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>$ 673,213</td>
</tr>
<tr>
<td>2003</td>
<td>436,304</td>
</tr>
<tr>
<td>2004</td>
<td>360,000</td>
</tr>
<tr>
<td>2005</td>
<td>370,000</td>
</tr>
<tr>
<td>2006</td>
<td>390,000</td>
</tr>
<tr>
<td>Thereafter</td>
<td>9,550,000</td>
</tr>
<tr>
<td></td>
<td>$11,779,517</td>
</tr>
</tbody>
</table>

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 schedule 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 schedule 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, 2001 and 2000, was $783,875 and $654,009, respectively.

7. TEMPORARILY RESTRICTED NET ASSETS

Temporarily restricted net assets at August 31, 2001 and 2000, were available for the following purposes:

<table>
<thead>
<tr>
<th></th>
<th>2001</th>
<th>2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partnership for Life - A Health and Education Network</td>
<td>$589,172</td>
<td>$953,145</td>
</tr>
<tr>
<td>First Amendment Schools: Educating for Citizenship in 21st Century America</td>
<td>63,926</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>$653,098</td>
<td>$953,145</td>
</tr>
</tbody>
</table>
Net assets were released from donor restrictions by incurring expenses satisfying the restricted purposes specified by donors during the years ended August 31, 2001 and 2000, as follows:

<table>
<thead>
<tr>
<th></th>
<th>2001</th>
<th>2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partnership for Life - A Health and Education Network</td>
<td>$363,973</td>
<td>$199,723</td>
</tr>
<tr>
<td>First Amendment Schools: Educating for Citizenship in 21st Century America</td>
<td>86,074</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total net assets released from restrictions</strong></td>
<td><strong>$450,047</strong></td>
<td><strong>$199,723</strong></td>
</tr>
</tbody>
</table>

8. **ACCOUNTING CHANGE**

Effective September 1, 2000, the Association implemented the provisions of Statement of Financial Accounting Standards No. 133, "Accounting for Derivative Instruments and Hedging Activities," as amended by Statement of Financial Accounting Standards No. 137, "Accounting for Derivative Instruments and Hedging Activities - Deferral of the Effective Date of FASB Statement No. 133" and Statement of Financial Accounting Standards No. 138, "Accounting for Certain Derivative Instruments and Certain Hedging Activities" (collectively, SFAS No. 133). SFAS No. 133 requires that derivative instruments be recorded in the statement of financial position at fair value. Prior to the adoption of SFAS No. 133, the Association was not required to record its derivatives in its financial statements. As a result of the change, the Association recorded a cumulative effect adjustment of $294,583 at September 1, 2000. The impact of the adoption of SFAS No. 133 for the year ended August 31, 2001 was an unrealized loss of $1,303,195.

* * * * *
## ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT

### SCHEDULE OF FUNCTIONAL EXPENSES

#### YEAR ENDED AUGUST 31, 2001

<table>
<thead>
<tr>
<th></th>
<th>Program Services</th>
<th>Support Services</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cost of goods sold</td>
<td>Marketing</td>
</tr>
<tr>
<td>Publications and Products</td>
<td>$1,781,416</td>
<td>$ -</td>
</tr>
<tr>
<td>Professional Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annual Conference</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design and Production</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Constituent Relations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants and Contracts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subtotal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Printing and production</td>
<td>4,429,296</td>
<td>133,989</td>
</tr>
<tr>
<td>Conference and meetings</td>
<td>74,843</td>
<td>853,151</td>
</tr>
<tr>
<td>Postage and shipping</td>
<td>1,025,524</td>
<td>25,775</td>
</tr>
<tr>
<td>Advertising</td>
<td>281,090</td>
<td>-</td>
</tr>
<tr>
<td>Professional and consulting fees</td>
<td>139,069</td>
<td>-</td>
</tr>
<tr>
<td>Equipment and computer</td>
<td>6,263</td>
<td>17,835</td>
</tr>
<tr>
<td>Depreciation and amortization</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Occupancy related expenses</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Personnel cost</td>
<td>2,013,929</td>
<td>527,282</td>
</tr>
<tr>
<td>Other</td>
<td>49,442</td>
<td>82,323</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$9,800,892</strong></td>
<td><strong>$1,622,185</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Marketing</th>
<th>Customer Service</th>
<th>Governance and Executive</th>
<th>General and Administrative</th>
<th>Subtotal</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Services</td>
<td>$6,557,284</td>
<td>$2,925,184</td>
<td>$1,622,926</td>
<td>$10,556,122</td>
<td>$21,661,516</td>
<td>$36,174,329</td>
</tr>
</tbody>
</table>

### SCHEDULE OF FUNCTIONAL EXPENSES

#### YEAR ENDED AUGUST 31, 2000

<table>
<thead>
<tr>
<th></th>
<th>Program Services</th>
<th>Support Services</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cost of goods sold</td>
<td>Marketing</td>
</tr>
<tr>
<td>Publications and Products</td>
<td>$1,499,360</td>
<td>$ -</td>
</tr>
<tr>
<td>Professional Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annual Conference</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design and Production</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Constituent Relations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants and Contracts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subtotal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Printing and production</td>
<td>3,352,403</td>
<td>226,129</td>
</tr>
<tr>
<td>Conference and meetings</td>
<td>108,264</td>
<td>545,304</td>
</tr>
<tr>
<td>Postage and shipping</td>
<td>856,516</td>
<td>4,018</td>
</tr>
<tr>
<td>Advertising</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Professional and consulting fees</td>
<td>175,315</td>
<td>1,973</td>
</tr>
<tr>
<td>Equipment and computer</td>
<td>1,220</td>
<td>3,175</td>
</tr>
<tr>
<td>Depreciation and amortization</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Occupancy related expenses</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Personnel cost</td>
<td>2,005,695</td>
<td>366,932</td>
</tr>
<tr>
<td>Other</td>
<td>36,992</td>
<td>31,029</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$8,216,598</strong></td>
<td><strong>$1,129,660</strong></td>
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<table>
<thead>
<tr>
<th></th>
<th>Marketing</th>
<th>Customer Service</th>
<th>Governance and Executive</th>
<th>General and Administrative</th>
<th>Subtotal</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Program Services</td>
<td>$6,880,018</td>
<td>$1,441,246</td>
<td>$1,763,080</td>
<td>$10,458,822</td>
<td>$20,453,268</td>
<td>$32,579,085</td>
</tr>
</tbody>
</table>

- 10 -
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 activity supports Goal 4, committing resources wisely.

BACKGROUND INFORMATION: Staff prepares a summarized statement of financial activities through the first quarter of the fiscal year for review at the March meeting of the Board of Directors.

SUPPLEMENTARY INFORMATION:


ACTION TAKEN:
Memorandum

To: Executive Council

From: Gene Carter
Executive Director

Eric Bellamy
Deputy Executive Director
Finance and Operations

Melody Ridgeway
Associate Executive Director
Finance and Operations

Date: January 11, 2002

Re: First Quarter FY 2002 Statement of Activities

Attached please find a summarized statement of activities for the period September 1, 2001 through November 30, 2001. Revenue in total for the period was right on target. Conferences occurring during this period fell short of revenue targets, largely due to their close proximity, timewise, to the tragic events of September. Fortunately, the shortage in revenue from the conferences was made up by increased publication and product sales. Advertising revenue—though in excess of budget—was down from the same period the previous year by 11%.

Expenses for the period fell short of budget by approximately 15%. The shortage in expenses in Professional Development is the upside of the shortage in Conference revenue—fewer attendees, fewer variable costs. The remaining difference resulted from the combination of a conscious cost-containment effort in response to the September events and timing differences between when certain expenditures were budgeted to occur, and their actual occurrence.

Overall, the first quarter of the fiscal year was a solid period for ASCD despite current economic conditions. The critical financial period for the year, however, begins with the Annual Conference and typically peaks in the fourth quarter of the fiscal year. The staff is poised to take the appropriate actions, including further belt tightening, should the organization experience or foresee a significant degradation in revenue streams.
### Association for Supervision and Curriculum Development

**Statement of Activities - Actual vs Budget**

**For the Period Ending November 30, 2001**

#### Unaudited

<table>
<thead>
<tr>
<th></th>
<th>YTD Actual</th>
<th>YTD Budget</th>
<th>Variance</th>
<th>YTD Prior Year Actual</th>
<th>YTD Annual Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>REVENUES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Membership, Dues, &amp; Subscriptions</td>
<td>$3,281,708</td>
<td>$3,615,894</td>
<td>$333,986</td>
<td>$3,136,287</td>
<td>$15,033,300</td>
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<tr>
<td>Publications &amp; Products</td>
<td>4,337,484</td>
<td>3,768,984</td>
<td>568,500</td>
<td>3,692,777</td>
<td>17,865,000</td>
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<tr>
<td>Annual Conference</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>48,750</td>
<td>3,052,000</td>
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<tr>
<td>Professional Development</td>
<td>536,993</td>
<td>917,501</td>
<td>(380,508)</td>
<td>773,166</td>
<td>2,630,000</td>
</tr>
<tr>
<td>Advertising</td>
<td>459,152</td>
<td>237,501</td>
<td>221,651</td>
<td>515,699</td>
<td>950,000</td>
</tr>
<tr>
<td>Investments</td>
<td>147,560</td>
<td>150,000</td>
<td>(2,440)</td>
<td>54,789</td>
<td>600,000</td>
</tr>
<tr>
<td>Other Revenue</td>
<td>127,372</td>
<td>184,272</td>
<td>(56,900)</td>
<td>98,430</td>
<td>1,310,391</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td>8,890,269</td>
<td>8,873,952</td>
<td>16,317</td>
<td>8,326,378</td>
<td>41,640,691</td>
</tr>
</tbody>
</table>

|                      |            |            |          |                       |                   |
| **EXPENSES**         |            |            |          |                       |                   |
| Program Services:    |            |            |          |                       |                   |
| Publications & Products | 2,369,427  | 2,311,212  | (58,215) | 2,075,631             | 10,319,388        |
| Annual Conference    | -          | -          | -        | -                     | 1,138,590         |
| Professional Development | 372,960    | 655,874    | 282,914  | 382,887               | 1,772,735         |
| Design and Production| 147,026    | 139,936    | (7,090)  | 106,758               | 649,087           |
| Constituent Relations| 193,812    | 286,952    | 93,340   | 222,907               | 1,308,847         |
| Other                | 48,658     | 28,126     | (19,532) | 23,728                | 170,440           |
| **Total Program Services** | 3,131,683  | 3,422,526  | 290,842  | 2,811,912             | 15,389,087        |

| Support Services:    |            |            |          |                       |                   |
| Marketing/Member Services | 2,146,567  | 2,793,972  | 648,405  | 2,275,580             | 7,843,188         |
| Customer Services    | 675,155    | 656,822    | (18,333) | 556,142               | 2,998,950         |
| Governance & Management | 317,231    | 520,300    | 203,069  | 336,801               | 2,197,581         |
| General & Administrative | 2,827,541  | 3,109,982  | 481,431  | 2,452,427             | 12,610,880        |
| **Total Support Services** | 5,785,494  | 7,080,456  | 1,314,962| 5,622,950             | 28,850,605        |
| **Total Expenses**   | 8,897,177  | 10,502,961 | 1,605,804| 8,434,862             | 41,009,672        |

|                      |            |            |          |                       |                   |
| **CHANGES IN NET ASSETS** | (6,907)    | (1,522,029)| 1,822,122| (108,484)             | 831,019           |
ITEM:
7.
Adopt preliminary estimate of FY03 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 FY03 budget.

RELATIONSHIP TO STRATEGIC PLAN: This activity supports Goal 4, committing resources wisely.

BACKGROUND INFORMATION: The March meeting of the Board of Directors is the only opportunity for the Board to ask questions and discuss the FY03 budget as a group. After this initial discussion, a second draft of the budget will be presented to the Executive Council in June 2002, after which the final budget will be presented to the Board of Directors in August 2002 for its final approval.

SUPPLEMENTARY INFORMATION:


ACTION TAKEN:
**Association for Supervision and Curriculum Development**
**Statement of Activities**
**FY 02 Approved Budget and FY 03 Proposed Budget**

<table>
<thead>
<tr>
<th></th>
<th>FY 02 Approved Budget</th>
<th>FY 03 Proposed Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>REVENUES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Membership, Dues, &amp; Subscriptions</td>
<td>$15,033,300</td>
<td>$14,934,000 1</td>
</tr>
<tr>
<td>Publications &amp; Products</td>
<td>$17,865,000</td>
<td>$19,773,334 2</td>
</tr>
<tr>
<td>Annual Conference</td>
<td>$3,052,000</td>
<td>$3,603,000 3</td>
</tr>
<tr>
<td>Professional Development</td>
<td>$2,830,000</td>
<td>$3,310,000 4</td>
</tr>
<tr>
<td>Advertising</td>
<td>$950,000</td>
<td>$1,100,000</td>
</tr>
<tr>
<td>Investments</td>
<td>$600,000</td>
<td>$865,300 6</td>
</tr>
<tr>
<td>Other Revenue</td>
<td>$1,310,391</td>
<td>$1,388,556</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td>$41,640,691</td>
<td>$44,975,190</td>
</tr>
</tbody>
</table>

|                          |                       |                        |
| **EXPENSES**             |                       |                        |
| Program Services:        |                       |                        |
| Publications & Products  | $10,316,388           | $11,190,272 6          |
| Annual Conference        | $1,138,590            | $1,320,093            |
| Professional Development | $1,772,735            | $2,046,816 7          |
| Design and Production    | $649,067              | $729,622             |
| Constituent Relations    | $1,308,847            | $1,336,172            |
| Other                    | $170,440              | $300,000             |
| **Total Program Services** | $15,359,067          | $16,922,975          |

|                          |                       |                        |
| Support Services:        |                       |                        |
| Marketing/Member Services| $7,843,188            | $7,959,986            |
| Customer Service         | $2,998,956            | $3,182,227            |
| Governance & Management  | $2,197,581            | $2,515,623 8          |
| General & Administrative | $12,610,880           | $13,157,312 9         |
| **Total Support Services** | $25,650,605          | $26,815,058          |
| **Total Expenses**       | $41,009,672           | $43,738,033           |

|                          | $631,019              | $1,237,157           |

**CHANGES IN NET ASSETS**

---

**Variance Notes:**

**Income**
1. Memberships: Decrease due to FY 03 projection based on FY 01 actuals in addition to change in mix of membership type (fewer basic; more comprehensive, premium, and institutional).
2. Publications & Products: Increase due to continuation of strong sales recorded in FY 01 and more new books released in FY 03 (30 new books in FY 03; 22 in FY 01).
3. Annual Conference: Increase due to popularity of site, San Francisco, CA as well as a small increase in exhibit booth rental rate.
4. Professional Development: Increase due to predicted rise in popularity of on-site development opportunities as a quality alternative to conferences (reduced travel by school districts).
5. Investments: Increase due to portfolio more efficiently managed and diversified.

**Expense**
6. Publications & Products: 1) The increase is related to the projected increase in publications & products sales, 2) Increase due to projected growth of co-marketed books. These books have a higher expense ratio than ASDC published books.
7. Professional Development: Increase due to projected rise in travel activity and travel related expenses.
8. Governance & Management: Increase due to money for new strategic initiatives and contingency fund.
9. General & Administrative: Increase largely due to staff increases, fewer vacancies, and rising healthcare costs.
## Association for Supervision and Curriculum Development
### Schedule of Income and Functional Expenses
#### Fiscal Year 2003 Proposed Budget

<table>
<thead>
<tr>
<th>REVENUES:</th>
<th>Program Services</th>
<th>Support Services</th>
<th>TOTAL</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Publications &amp; Products</td>
<td>Professional Development</td>
<td>Annual Conference</td>
</tr>
<tr>
<td>Memberships, Dues &amp; Subscriptions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Publications &amp; Products</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annual Conference</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advertising</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Investments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Revenue</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Total Revenues</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### EXPENSES:

- **Cost of Goods Sold**
  - $1,081,662
- **Other Operating Expenses**
  - Total Expenses
  - $11,195,272

### CHANGES IN NET ASSETS

1. General & Administrative includes the following departments: Financial Services, Human Resources, Facilities/Office Management, and Information Technology.
ITEM: 8. Elect nine members to the 2002-03 ASCD Nominations Committee

FROM: Diane G. Berreth
Deputy Executive Director, Policy and Planning

ACTION REQUESTED: Elect candidates by paper ballot.

RELATIONSHIP TO STRATEGIC PLAN: The Nominations Committee’s work supports Goal 4, committing resources wisely.

BACKGROUND INFORMATION: ASCD’s Nominations Committee is elected by the Board of Directors according to the following policy:

307.2 The Nominations Committee consists of 12 members. Nine members are elected annually by the Board of Directors at its first Annual Conference Meeting. A ballot of qualified nominees, not to exceed 18, is presented to the Board of Directors by the Executive Council, who ensure that the slate is diverse in geography, race, and ethnicity, gender and position. The Executive Council solicits nominees from the Board of Directors in advance.

The current President-Elect appoints three carry-over members to the Committee. After consulting with the Nomination Committee chair and staff liaisons, the President-Elect designates the Committee Chair and vice-chair from among the appointees.

The current President-Elect also appoints three alternates to the Nominations Committee, based on the number of votes received in the Board of Directors Nominations Committee election.

In keeping with the policy, the Board of Directors was asked to nominate individuals for the committee in advance of the Annual Conference. The Executive Council then reviewed the nominees and prepared a slate that met committee qualifications and was diverse in geography, race and ethnicity, gender, and position.

SUPPLEMENTARY INFORMATION:

RELATED DOCUMENTS: Nominations Committee Ballot (to be distributed at the Board of Directors meeting).

ACTION TAKEN:
ITEM: 9. Report from the Governance Transition Advisory Committee

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

ACTION REQUESTED: Receive report and engage in activity to provide feedback.

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, 2000.

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, recommendations for reappointment of the 2000 Nominations Committee, draft time lines for 2003 transition activities, a status memo to the Board of Directors, a list of qualities for Leadership Council members for affiliate review, and a framework for an affiliate constitutional revision kit.

The GTAC met again April 6-7, 2001, with the addition of President-Elect Peyton Williams Jr. to the committee. The April meeting focused on debriefing the March 2001 Board meeting; adopting a GTAC document on proposed qualities for the new Leadership Council, and reviewing a series of nominations and elections issues for action by the Executive Council, ASCD affiliates, or staff. The last two meetings, September 7-8, 2001, and February 1-2, 2002, have focused on legal opinions on constitutional language, transition policy development, and outlining final recommendations to governing bodies. President-Elect-Elect Ray McNulty joined the GTAC in February 2002. The Executive Council has adopted all GTAC recommendations and transition policies proposed in 2000 and 2001.

SUPPLEMENTARY INFORMATION:
RELATED DOCUMENTS: Attached Leadership Qualities and Attributes, Governance Principles, and Governance Transition Advisory Committee Roster.

ACTION TAKEN:
Opening Doors to Possibilities

Desirable Leadership Qualities and Attributes for Delegates to the Leadership Council

The Governance Transition Advisory Committee (GTAC) recommends the following list of attributes and qualities as being both worthy of consideration in determining delegates to the Leadership Council, and as vital to the purpose and charge of the new Leadership Council. The relationship among the attributes is one in which deep interest drives engagement, and participation style enables productive engagement.

Interests:

- Is attracted to a larger educational context beyond affiliate arena
- Displays a strong sense of educational purpose and commitment
- Represents effective, and current, educational thought
- Demonstrates deep involvement in education issues and influence
- Is conversant with educational issues, policy, and policy development

Engagement:

- Maintains effort and commitment to educational improvement over long term
- Demonstrates ability to connect, collaborate, and advocate for positive change
- Has experiences in leadership, networks, committees, etc.
- Is principle-centered, showing strong formal and informal leadership
- Provides effective leadership as facilitator and participant

Participation Style:

- Actively seeks collaborative and flexible resolutions to problems and issues
- Negotiates by finding common interests, processing alternatives, selecting resolutions, and identifying objective criteria for success
- Advocates for own ideas, yet inquires into, and incorporates, ideas of others
- Explains rationale behind statements, questions, and actions
- Is skilled at clear and persuasive written and verbal communication
Governance Principles

These governance principles were developed by ASCD's Governance Evaluation Commission with input from ASCD's Board of Directors. They are intended to guide governance decisions of the Association.

By collaborative, we mean individuals working together toward common goals in relationships that are mutually empowering, respectful, and responsive.

By communicative, we mean providing multiple avenues for individuals to provide input into and receive information on issues and decisions.

By democratic, we mean self-governance through representative involvement, sharing rights and responsibilities. Democratic governance is participatory and includes diverse voices.

By effective, we mean efficient and responsible governance that exemplifies wise stewardship of ASCD's resources. Effective governance is accountable and trustworthy.

By ethical, we mean reflecting integrity by operating from standards of conduct that support ASCD’s beliefs and mission.

By flexible, we mean the capacity to anticipate and adapt to change.

By inclusive, we mean providing opportunities for all to engage meaningfully in ASCD. Inclusive governance recognizes and values differences in individuals and cultures.

By learning-centered, we mean continuous improvement through proactive practice and reflection. Learning-centered governance recognizes the primacy of children in ASCD's programs, products, and services.

By representative, we mean that action is taken on behalf of ASCD, through the involvement of the diverse voices within our community.

July 1998
2002-2003 Governance Transition Advisory Committee (GTAC)

Linda Bigos
East Pennsboro Area SD
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Enola, PA 17025
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717/732-8927 (f)
717/534-2486 (h)
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435/673-3216 (f)
435/674-7075 (h)
email: kgranger@wash.k12.ut.us

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208/465-2798 (f)
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email: dorism@gte.net

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802/828-3140 (f)
802/223-6138 (Home)
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517/327-0771 (f)
734/996-5704 (h)
email: mascd@admin.melg.org

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Franklin Special SD
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615/794-6624 (w)
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305/995-1520 (f)  
305/235-8087 (h)  
email: Erivas@sbab.dade.k12.fl.us

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Project Coordinator  
Policy and Planning  
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870/226-6738 (w)  
870/226-8531 (f)  
870/226-4434 (h)  
email: tolberta@elvis.sesc.k12.ar.us

Dr. Gene R. Carter  
Executive Director, CEO  
703/575-5600  
gcarter@ascd.org

Peyton Williams, Jr.  
Georgia State Department of Education  
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Atlanta, GA 30334  
404/657-7410 (w)  
404/657-6978 (f)  
E-mail: pwilliam@doe.k12.ga.us

**ASCD Staff Liaisons**

ASCD  
1703 North Beauregard Street  
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800/933-2723  
703/575-5400 (F)

Diane G. Berreth  
Deputy Executive Director  
Policy and Planning  
703/575-5602  
dberreth@ascd.org

---

Updated 2/1/02 by Kathi Chapa
ITEM: 10. 
**Adopt** proposed positions

FROM: Ermile Hargrove
Chair, Issues Committee

**ACTION REQUESTED:** Adopt ASCD positions.

**RELATIONSHIP TO STRATEGIC PLAN:** This work supports Goal 3, policies and practices that support quality.

**BACKGROUND INFORMATION:** As ASCD makes the transition to the Leadership Council there is growing consensus that the ASCD issues process needs to be a year-round effort, drawing on the deliberative resources of ASCD members and leadership. Moreover, based on feedback from the 2001 Board of Directors meeting in Boston, it was decided that position adoption and issues deliberation should be separated. The 2002 Board meeting will address the adoption of the proposed positions at the Friday morning session, and use the afternoon session for a modified Open Space Technology (OST) session aimed at Board engagement in emerging issues. Information from the OST session will then go to the Issues Committee for consideration over the summer and fall.

**SUPPLEMENTARY INFORMATION:** The Issues Committee will present the proposed positions and engage the Board in deliberation and dialogue prior to the voting on the three proposed positions on Friday morning, March 8.

**RELATED DOCUMENTS:** ASCD Proposed Positions 2001-02 (attached).

**ACTION TAKEN:**
Low-Performing Schools

**Proposed Position**
Every student has the right to attend a high-performing school. School performance and resulting "high" or "low" designations must be determined by multiple indicators that extend beyond the use of tests. Identification and intervention strategies should focus on improving, not penalizing, schools. Interventions in "low-performing" schools should include coherent strategies that include understanding each school's unique context, strengths, and needs; ongoing professional development for staff; research-based practices; parent, student, and community involvement; and the necessary financial resources to support school transformations from low-performing to high-performing.

**Rationale**
The identification and labeling of schools as low-performing, now part of many state and federal accountability policies in the United States, pose serious challenges to educators and affected communities. Declaring a school to be low-performing creates tension among faculty, students, and other stakeholders. Responsive interventions are required in a school when many students are not succeeding. However, the inappropriate use of rewards and sanctions connected to single measures is likely to further the disagreement and controversy.

Teacher Quality amid Educator Shortages

**Proposed Position**
Every child has the right to be taught by quality, fully licensed and certified teachers. To maintain quality in the wake of teacher and educator shortages, pathways into the education professions must prepare future teachers with the knowledge and tools for successful practice in teaching disciplines. Prospective educators must demonstrate competency, including the ability to implement innovations in teaching and learning, and understanding of the role of schools in a democratic society.

**Rationale**
Attracting, retaining, and developing quality teachers is essential in the current era of high-stakes accountability. Recent research suggests that having a quality teacher is a central factor in student success. Against the backdrop of educator shortages, particularly shortages in certain geographic locations and subject areas, the attraction and retention of quality teachers and educators becomes more complex and difficult. While salaries and benefits are important, the professional and policy contexts in which educators work also influence the attraction and retention of teachers and educators.

Living with and Educating About Our Deepest Differences

**Proposed Position**
Schools must use education to bridge the divides caused by the deepest differences between groups of people. This requires serious attention to teaching about differences such as language, culture, and religion, as well as exploring areas of shared understanding. Schools must develop and foster civil cultures, democratic communities, and practices that respect diversity in all its forms.

**Rationale**
The events of September 11, 2001, remind us of the role of education in creating a future in which people reject prejudice and discrimination. We must respect and understand the range of world views, ideas, people, and places that are unfamiliar to us in hope of lessening the tensions that divide us. School curricula should be examined to ensure a pedagogy of understanding humanity's differences and commonalities.
ASCD MISSION STATEMENT

ASCD, a Diverse, International Community of Educators, Forging Covenants in Teaching and Learning for the Success of All Learners

ASCD’S VISION FOR 2005

ASCD is the world’s premier educational organization. We are a vital and diverse community organized for learning and complex problem solving. We influence practice and policy through our high-caliber services and uncompromising commitment to professional development. ASCD is the first place to turn for results-based, research-driven knowledge about teaching and learning. Working with our constituents, we improve the educational experiences of students around the globe.

ISSUES COMMITTEE

Chair: Ermile Hargrove, Hawaii
James Amick, Washington, DC
Harrriet Arnold, California
Terry Burik, New Jersey
Francis Duffy, Maryland
Roberta Glaser, Michigan
Michaelene Meyer, Ohio
William Owings, Virginia
Marceta Reilly, Kansas
Wayne Sweeney, Connecticut
Stan Thompson, Rhode Island
ITEM: 11. Discuss issues for future ASCD focus using modified Open Space Technology

FROM: Ermile Hargrove
Chair, Issues Committee
Diane G. Berreth
Deputy Executive Director
Policy and Planning
Don Ernst, Director
Government Relations

ACTION REQUESTED: Discuss issues for future ASCD focus.

RELATIONSHIP TO STRATEGIC PLAN: This work supports goal 3, policies and practices that support quality.

BACKGROUND INFORMATION: Members of the Board of Directors expressed appreciation for the opportunity to determine and shape positions of the Association through the application of Open Space Technology (OST) at the March 2001 Board of Directors Meeting (2001 Board of Directors Survey). Analysis of the Board feedback suggested that combining the processes of position adoption and deliberation was complicated and needed additional time. Based on that feedback and subsequent reflection on the total process, position adoption is being separated from issues deliberation at the 2002 Board meeting.

SUPPLEMENTARY INFORMATION: Building on last year’s application of Open Space Technology (OST), a participative and inclusive process enabling large groups to identify and focus on critical issues, another OST session will be conducted to generate topics and issues for subsequent attention by the Issues Committee. This effort also models a transition toward the new work of the Leadership Council for year-round engagement of critical educational issues.

RELATED DOCUMENTS: Open Space Technology description (attached).

ACTION TAKEN:
Open Space Technology – A Very Brief Overview

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.

ANNUAL REPORT ON CONSTITUENT RELATIONSHIPS IN 2001
AFFILIATES, NETWORKS, AND STUDENT CHAPTERS
March 2002

Constituent Relations extends and enhances the ASCD community through building relationships with affiliates, networks, student chapters, and others. Constituent Relations works with ASCD’s 68 affiliates, located in each state within the United States, as well as the District of Columbia; Alberta, British Columbia, Manitoba, Northwest Territories, and Ontario in Canada; Curaçao, Puerto Rico, St. Maarten, and Trinidad and Tobago in the Caribbean; United Kingdom and Germany in Europe; Israel in the Middle East; and Singapore, Hong Kong, and Japan in the Far East. Each affiliate has its own constitution, officers, dues, and programs. People may belong to ASCD, the affiliate, or both. Affiliates operate independently, with strong links to ASCD through governance responsibilities and compatible strategic and diversity plans.

ASCD also builds relationships through supporting the development of networks compatible with ASCD’s mission, beliefs, and goals. Networks may be short-term and are flexible, forming and disbanding based on participants’ needs. ASCD sponsors a Student Chapter Program, designed for graduate and undergraduate students who wish to organize student chapters on campus for their own professional development. Student Chapters and ASCD affiliates are encouraged to create links between each other and to collaborate in programs and activities.

This report is intended to update the Board of Directors on the status of ongoing and new initiatives for Constituent Relations and the Affiliate, Networks, and Student Chapter Programs. The appendix contains specific demographic information for affiliates and networks.

CONSTITUENT RELATIONS COMMITTEE

The charge of the Constituent Relations Committee (CRC) is to create links between groups—including member relations, strategic alliances, affiliates, networks, and student chapters—provide feedback on initiatives, and serve as a liaison to ASCD staff.

ASCD’s CRC met with Constituent Relations staff on November 2 – 4, 2001, in Alexandria, Va. The committee consists of affiliate, student chapter, and network leaders. The CRC developed a concept of “constituent relationships of the future” and suggested ways for revamping infrastructures (e.g., policies, structures, excellence indicators) to support the vision. Key considerations included making structures more fluid and flexible and developing strategies for generating more synergy and reciprocity between groups and with ASCD. Rather than envisioning ASCD as a center that has individual relationships with constituent groups, ASCD should provide the framework and values for collaborative work to advance its mission and
vision. The CRC's work is envisioned as the beginning of an inclusive process that engages constituents to increase the vitality and diversity of the ASCD community — a goal in ASCD's new strategic plan.

The Committee also provided advice on other topics that included: rethinking ASCD's issue and position taking process; strengthening the relationship between affiliates and student chapters; providing input to the Review Council's study of collaboration models; and suggesting ways to carry out ASCD's new strategic plan.

The CRC will meet again in March 2002 to continue providing input on issues to ASCD staff.

AFFILIATES

2001 Progress Report: Improving Communications

Web Sites
The pilot project to provide customized Web sites to affiliates proceeded smoothly. Tennessee ASCD, Virginia ASCD, and Wisconsin ASCD constructed prototype sites that have been active since April 2000. The help of these affiliates in helping us to iron out the bugs and the success of these sites has allowed ASCD to open the program to all affiliates. In 2001, Curacao ASCD, Iowa ASCD, Montana ASCD, and Ohio ASCD have come on board. These Web sites are template driven, which means that users can update them easily without learning difficult coding procedures. Valuing what we learned from work with affiliates, plans are underway to offer a similar service to network facilitators.

Expanding Electronic Mailing Lists
Electronic mailing lists continue to be important information interchange points. Currently, ASCD has electronic mailing lists for each region, affiliate executive directors/secretaries, affiliate presidents, and for the affiliate constitution contacts, network facilitators, and student chapters. Constituent Relations staff members subscribe new affiliate, network, and student chapter leaders to the appropriate list to increase the depth and breadth of the lists. All 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.

Affiliate Annual Status Report Online
Based on the positive feedback last year, affiliates were again offered the option to complete their Annual Status Report online. Use of the Affiliate Virtual Community Web site by affiliates to fill out and submit Annual Status Reports increased by 81% over last year. The same kind of growth is anticipated for Affiliate Leadership Conference (ALC) registration and other initiatives.
Affiliate Virtual Community
The Web site introduced at the 2000 Affiliate Leadership Conference (ALC) is functional and makes it easy for affiliate leaders to participate in and connect easily with the information needed to fulfill multiple roles within the ASCD community. Recent additions to the Affiliate Virtual Community include information about ASCD’s two new regional directors; an interactive version of the ASCD Affiliate Resource Handbook; updates to the online Constitution Change Kit; a letter/article that can be downloaded for Affiliate Newsletters or customized and distributed to members that explains the reasons for constitution change at the affiliate level; an online form to submit agenda items for each regional meeting; and the Affiliate Strategic Planning Model, a listing of possible elements that ASCD staff can use to work with affiliates to develop strategic plans at retreats or board meetings. Over the past several months, many affiliates used the helpful information and examples in the Constitution Change Kit to update their constitutions. Others use it to request the ASCD traveling exhibit, promotional materials, and membership labels. Constituent Relations staff members continue to expand the Affiliate Virtual Community located at http://www.ascd.org/affiliates.

The new strategic plan calls for focus on a new area of growth within the Affiliate Virtual Community Web site. Plans are being formulated to enable affiliates to share issues and advocacy work with ASCD and with each other more easily. It is anticipated that links among areas of the ASCD Web site, including the online Advocacy Kit, the expanded News and Issues area, and the Affiliate Virtual Community Web site will facilitate this important aspect of affiliate and ASCD work.

Communications Review
A related initiative to the above includes efforts underway to enhance the reciprocal flow of information between affiliates and ASCD. In August, Constituent Relations staff members began a comprehensive communications review to develop and implement a plan for improving communications from and to affiliate leaders. A survey of affiliate leaders about preferred and most useful methods of communication took place throughout the fall and results were discussed at Regional meetings. This input is invaluable as Constituent Relations proceeds with plans to reshape communication vehicles.

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 which were led by affiliates leaders invited by ASCD for their 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 solve problems that affiliates face.

Updated Affiliate Access
The Affiliate Access program has been improved to allow affiliates access to information anytime 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. This
opportunity is designed to support affiliates’ outreach efforts. In 2001 nearly half of all affiliates ordered membership information on-line. The volume of affiliate users is up over 40% compared to the year 2000 figure.

2001 Progress Report: Community Development

Restructuring for a More Unified Community
ASCD has three regional directors and five regions based in Canada and the United States. To better serve affiliates, increase teamwork, and equalize responsibilities among the regional directors some changes have been made. Affiliates are divided into regions to promote teaming, communications, and collaboration. A variety of formal mechanisms (e.g., electronic mailing lists), annual activities (e.g., regional meetings), and longstanding relationships among affiliate leaders facilitate the functioning of regions.

Co-directors will also support each region; teams of two regional directors who will both attend regional meetings and work together to stay informed about the needs and special interests of the regions they are serving. Each affiliate will still have a primary relationship with one of the two co-directors assigned to the region. Since regional directors will now be working in at least three regions, this new structure will support the goal of functioning as a more unified ASCD community. In particular, regional directors will have a greater understanding of affiliate capabilities and assets so they will be better able to promote information sharing across regions and help affiliates connect and partner with resources outside their region. The co-director approach will also strengthen the interdependencies of regional directors, which, combined with their broader perspective, will result in improved team functioning and, ultimately, a strengthened partnership between affiliates and ASCD.

A number of adjustments were made to accommodate the diverse needs of affiliates outside Canada and the United States. These affiliates now have a daylong meeting at the conclusion of Annual Conference and some of these affiliates are attending North American regional meetings.

Constitution Change
ASCD’s affiliates have always been intimately involved in ASCD governance and are again an integral part of ASCD’s new governance structure through the tenets set forth in the revised ASCD Constitution. Affiliates, therefore, must change their constitutions to align their governing documents with ASCD’s, especially in reference to their specific requirements for representation. Since affiliates had to change certain parts of their governing documents, affiliates were encouraged to, and supported in, doing a full constitutional review. A Constitution Change Kit (both a publication and an online version) provided a valuable resource. The response has been very positive. ASCD has so far received and reviewed 47 affiliate constitutions.

Capturing the Link Between Affiliates and ASCD Professional Development
ASCD Affiliates have expressed strong interest in including affiliates in ASCD Professional Development Institutes in their areas. This year, Program Development and Constituent
Relations cooperated in giving affiliates early notice both by letter and via e-mail about upcoming opportunities. Several affiliates, including California, Florida, Minnesota, and Missouri were able to capitalize on the opportunity. In addition, although ASCD affiliates have participated for many years in the opportunity to resell ASCD books at affiliate meetings, this year ASCD instituted electronic tracking of these book sales. The first report of affiliate book sales, covering only the last quarter of 2001, shows affiliates ordered over $11,000 in ASCD books for resale.

Administering Joint Dues
As mentioned in previous reports, ASCD’s joint dues administration was frustrating many affiliates due to systems problems and employee turnover. But for the past six months, the system has been operating relatively trouble-free. As one additional check on quality, Constituent Relations opted to bring the administration customer service contact for joint dues from the Service Center into the unit. This allows for immediate trouble shooting by a very knowledgeable source. Additionally, Constituent Relations staff members conduct a final review for accuracy in every joint dues report before the monthly joint dues checks are sent to affiliates.

Strategic Plan Model
ASCD has introduced a strategic planning model to affiliates. This is a helpful tool as affiliates revisit their strategic plan. The strategic planning model highlights elements and time required for group development. Specific elements include development of a mission statement, analysis of external environmental trends, analysis of internal organizational, belief statements, driving force analysis, matrix and vision statement development, and goal, strategy and action plan development.

Recognizing Excellence
Submissions for the Affiliate Excellence and Affiliate Recognition Awards Program were reviewed, with four affiliates recognized. The Affiliate Publications Awards Program submissions were also reviewed and eight affiliates were recognized through this program.

Affiliate Planning
Twenty-four affiliates engaged in “futures” planning with ASCD on-site staff assistance. Planning sessions ranged from strategic planning and board development to business planning and influence training. These planning activities helped to strengthen the relationship between affiliates and ASCD and support affiliate efforts to increase their vitality and impact. The feedback from affiliate leaders about the value added by ASCD staff and the progress of affiliate planning was positive.

2001 Progress Report: Advancing ASCD’s Influence Agenda

Critical Issues Responses from 2001-02 Regional Meetings
The regional meetings provided the opportunity for all affiliates to give feedback on current and future critical education issues. Particular efforts were made for issues discussions to be more integrated with the work of the Issues Committee, providing a forum for issues discussion as
well as important and valued input to the Issues Committee. For those affiliate regions unable to provide the input at a regional meeting, participants were surveyed electronically.

**Influence Planning**
An optional meeting to build affiliate advocacy efforts was held at the Central Regional Meeting. This half-day session held before the start of the formal meeting attracted 22 of the 27 Central Region participants (8 of the 9 affiliates attending the Central meeting.) The session was highly rated and the participants expressed enthusiastic support to continue this new structure. As a result, a similar full day option will be offered at all regional meetings in Fall 2002.

**Encouraging Innovation Through Grant Programs**
This is the second year Constituent Relations has administered a grant program to assist affiliates in influencing education policy. The following affiliates received these grants: Florida ASCD, Maine ASCD, Massachusetts ASCD, Missouri ASCD, Oregon ASCD, Virginia ASCD, and Wisconsin ASCD. All of the projects are varied in scope and meet all of the intended purposes of the grant; the proposed activities are innovative and will increase the impact an affiliate may have on educational issues. The proposals also included a mechanism for evaluation, and are linked with the *Indicators of Affiliate Excellence*.

**Learning First Alliance**
ASCD has played a facilitating role to encourage the formation of Learning First Alliance (LFA) state-based alliances, as this new structure provides a valuable means for affiliates to collaborate with other state based education groups to affect educational change. At national LFA meetings, ASCD is advocating to designate such “ASCD-led” alliances to be officially sanctioned by LFA. ASCD has also provided support for the three existing LFA state alliances in terms of providing a regional director to help facilitate meetings of Ohio LFA and Kansas LFA, and advocated for the inclusion of Illinois ASCD in the Illinois LFA alliance.

**Advocacy Kit**
For the first time, the ASCD Advocacy Kit was put online.

**Collaborations**
Many affiliates continue to collaborate on program and influence activities. Some examples include the following:

- Nebraska, Kansas, Iowa, and Missouri ASCD affiliates joined together to plan the Midwest Conference in Kansas City, Missouri.
- Continuing their tradition of excellent annual joint conferences, many of the Northeast Region affiliates (Connecticut, Massachusetts, Maine, New Hampshire, New York, Ontario, Rhode Island, and Vermont) worked together to present the Northeast Regional Conference in Boston, Massachusetts.
- Iowa ASCD is the lead organization in its state in creating coalitions on state education issues and formation of a possible new Learning First Alliance state group.
- Virginia ASCD plays a major role in the Virginia Education Coalition and their effort to become a Learning First Alliance state group.
• Several affiliates are teaming with student chapters. New Hampshire ASCD works closely with its newly formed Plymouth State College ASCD student chapter. Albany State ASCD student chapter members participated in Georgia ASCD’s (GASC) board meetings and supported GASC’s membership initiatives. New Jersey ASCD (NJASC) invited Georgian Court College ASCD’s student chapter president and advisor to its executive board meetings and continues to have steady communication with the student chapter. Georgian Court College ASCD members have assisted NJASC with its annual conference, and NJASC offered the student chapter members a special conference discount. California ASCD invited the University of the Pacific ASCD student chapter members to participate in its state conference. In addition, it offers the student members a special conference discount. Tennessee ASCD and Michigan ASCD have continued their strong tradition of involving student chapter members in a full range of affiliate activities.

• Arkansas ASCD collaborates with the Arkansas Department of Education, Arkansas Association of Curriculum and Instruction Administration and Arkansas Leadership Academy. Collaborations include: (1) planning with joint participation in annual conferences; and (2) representation on respective boards.

• Massachusetts ASCD works in collaboration with Massachusetts Department of Education in providing National Board Certified Teacher training and administrators’ training.

• Maryland ASCD collaborates with Maryland Association of Educators Using Computers (MAEUC) and Center for Leadership in Education at Towson University in co-sponsoring workshops and conferences. Maryland ASCD has initiated collaboration with Maryland Universities and Maryland School Districts to provide a professional development opportunity for educators in the state. The initiative will highlight the nine research-based strategies identified in Classroom Instruction That Works by Robert Marzano.

• Florida ASCD collaborates with educational organizations in Florida to explore the use of the FCAT assessment results. Organizations collaborating at the initial meeting were Florida Association of Math Supervisors, Florida Council Language Arts Supervisors, Florida Council Teachers of English, Florida Council Teacher of Math, Florida Geographic Alliance, Florida Organization of Instructional Leaders, Florida Education Association, Florida Music Educators Association, Florida Reading Supervisor Association, and the Heartland Educational Consortium.

Affiliate Membership Promotion

ASCD promotes membership in affiliates through provision of:

• An extensive joint dues solicitation program including an affiliate check-off on renewal forms.
• ASCD staff responses to telephone calls requesting information on affiliate membership.
• Three free sets of ASCD membership mailing labels for the affiliate area to each affiliate annually.
• Mailing labels of new ASCD members to affiliate presidents or executive directors/secretaries monthly.
• Free advertising of the affiliate program at the ASCD Annual Conference booth and in the Annual Conference program.
• Training on effective membership, program, communication, governance, and influence practices at regional meetings and at the Affiliate Leadership Conference.
• Affiliate publications: *Influencing the Education Agenda, Meeting Membership Challenges, Building Effective Affiliate Boards, Laying the Foundation: Affiliate Nominations & Elections, and Planning Effective Conferences.*
• Affiliate descriptions and contact information on ASCD’s Web site.
• Affiliate contact information included in the welcome letter to all new ASCD members.
• The most up-to-date access to membership information through the Affiliate Access Web site.

**Affiliate Meetings**

One hundred eighty affiliate leaders met in Chantilly, Virginia, in April 2001 to prepare for the 2001-02 year. The Affiliate Leadership Conference (ALC) helps incoming affiliate presidents begin to structure the foundation for their term in office. Additionally, other members of the affiliate leadership team can share and gain valuable information on a variety of topics. Participants ranked the ALC highly.

Four of the five regions conducted two-day meetings sponsored by ASCD. The core items covered at each regional meeting focused on cooperative ventures: (1) programmatic collaborations; (2) engagement in the ASCD issues and governance processes; (3) use of electronic communication tools; (4) affiliate constitution revisions to ensure alignment with ASCD’s recently adopted Constitution changes, vital affiliate governance structures, and strong, collaborative governing bodies for ASCD; (5) improvement of membership and retention systems; and (6) effective organizational stewardship. The regional meeting agendas were developed in collaboration with the affiliates who attended the meetings.

This year, a team of regional directors attended the regional meetings. Affiliate leaders responded positively to this change and all regional meetings received high ratings. The fifth and final regional meeting—the Caribbean and Mediterranean/European regions—will take place on March 12, 2002, following the closure of ASCD’s 2002 Annual Conference.

**Affiliate Services**

In addition, the following services were also provided to affiliates in 2001:

• 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.
• A monthly newsletter, *Affiliate Action*, distributed to affiliate leaders ten times a year.
• ASCD promotional materials.
• ASCD videotape preview program.
• Discounts on ASCD books.
• Technical assistance by phone and written responses.
• Annual awards for outstanding affiliate publications.
• Annual Affiliate Excellence and Affiliate Recognition Awards.
• Annual Affiliate Recognition Luncheon.
• Tax-exempt status under ASCD’s group exemption umbrella.
• Affiliate support fund.
• One free speaker annually (selected from ASCD’s Resource Directory).
• Facilitation of information sharing and training opportunities aimed at building affiliate capacity to influence education planning.
• Review of affiliate constitutions, strategic plans, and multiyear diversity plans.
• Co-marketing affiliate products and conferences in Educational Leadership.
• Complimentary ASCD memberships for affiliate libraries.
• ASCD traveling exhibit program.
• 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.

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 48 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?

<table>
<thead>
<tr>
<th>Year</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>57%</td>
<td>21%</td>
<td>11%</td>
<td>7%</td>
</tr>
<tr>
<td>2001</td>
<td>57%</td>
<td>31%</td>
<td>8%</td>
<td>4%</td>
</tr>
<tr>
<td>2002</td>
<td>46%</td>
<td>48%</td>
<td>6%</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Highly Satisfied</th>
<th>Satisfied</th>
<th>Neutral</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>43%</td>
<td>45%</td>
<td>8%</td>
<td>2%</td>
<td>5%</td>
</tr>
<tr>
<td>2001</td>
<td>55%</td>
<td>37%</td>
<td>8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2002</td>
<td>50%</td>
<td>44%</td>
<td>4%</td>
<td>2%</td>
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Please indicate your degree of satisfaction with the amount and quality of collaboration between ASCD and your affiliate.

<table>
<thead>
<tr>
<th>Year</th>
<th>Highly Satisfied</th>
<th>Satisfied</th>
<th>Neutral</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>36%</td>
<td>41%</td>
<td>15%</td>
<td>7%</td>
</tr>
<tr>
<td>2001</td>
<td>47%</td>
<td>41%</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td>2002</td>
<td>42%</td>
<td>48%</td>
<td>10%</td>
<td></td>
</tr>
</tbody>
</table>
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%
2002: Highly Satisfied 54%  Satisfied 44%  Neutral 2%

How would you rate your satisfaction with the amount of collaboration with other affiliates?

2000: Highly Satisfied 21%  Satisfied 38%  Neutral 35%  Poor 6%
2001: Highly Satisfied 22%  Satisfied 29%  Neutral 41%  Poor 8%
2002: Highly Satisfied 27%  Satisfied 23%  Neutral 46%  Poor 4%

In the comments sections, highly positive remarks reflected the value affiliates attach to the role and support of ASCD's regional directors and the excellence of the services (e.g., regional meetings, Affiliate Leadership Conference) ASCD provides to its affiliates. Affiliates expressed a strong appreciation of ASCD’s assistance and partnership. Communication between ASCD and affiliate leaders provided a broad range of benefits to its constituents and there was high support for the significant improvements to electronic communication and Web access to services. However, affiliates are looking for a greater reduction in the amount of paperwork and mailings. The responses indicate that affiliates continue to appreciate a balance between high tech and high touch.

Affiliates are looking for ways to improve their relationship with ASCD and are seeking a more mature, reciprocal relationship that recognizes affiliate diversity. Generally, affiliates feel there is progress in this area and encourage continuation along this path. Regarding collaboration, affiliates believe both ASCD and affiliates can be more proactive in initiating such opportunities that would increase membership and contribute to the growth of both organizations.

Plans for 2002

In 2002, Constituent Relations plans to accomplish the following tasks:

• Revise constituent group policies and protocols to reflect a collaborative vision and initiate process with constituents to develop rubrics.

• Support affiliate efforts to revise constitutions to be aligned with ASCD’s new Constitution.

• Support constituent involvement in achieving ASCD’s new Strategic Plan.

• Conduct meetings at the 2002 Annual Conference, including but not limited to the Constituent Relations Committee meeting, Affiliate Recognition Luncheon, network facilitators meeting, student chapter faculty advisors meeting, and student chapter members meeting.

• Conduct the 2002 Affiliate Leadership Conference.
• Increase support available to affiliates that focus on increasing influence activities.

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

• Enhance the Affiliate Virtual Community Web site to encourage multidirectional communication and collaboration. Expand on-line advocacy resources.

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

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

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

• Examine ways of customizing affiliate partnerships to address their needs and strengths, including programmatic collaborations between ASCD and affiliates.

• Implement plan that will assist those affiliates in greatest need.

• Strengthen the connection between Board of Directors’-approved positions and coordinated affiliate/ASCD action.

NETWORKS

2001 Progress Report

In addition to providing the services mentioned above, Constituent Relations staff accomplished the following in 2001:

• During the past year, ASCD has added three new networks. All three networks are in areas that represent organizational development priorities. Networks provide members with an opportunity to feel more connected with like-minded colleagues. The new networks are: Overseas and International Schools, Environmental Education, and the Hispanic Critical Issues Network.

• Communicated extensively with network facilitators about the proposed action agenda for the future of the networks program created by an ad hoc group which met in 2000.

• Revised Network Facilitator's Handbook.

• Planned for network facilitators meeting scheduled in conjunction with ASCD’s Annual Conference.

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

• Revised methods for evaluating network forums at Annual Conference.

• Continued the Network Publications Awards program.
Continued electronic interactive network forums on ASCD’s Web site.
Created electronic Web boards to enhance network communication.

Network Proposal Process

- The deadline for network proposals is July 1 each year.
- Networks are selected for sponsorship based on the following criteria: adherence to ASCD policies, educational relevance, the commitment of participants, and willingness to provide ASCD with ideas, expertise, and products.
- The number of proposals received, as well as the total number of networks ultimately sponsored has remained stable since 1994.
- For 2001-02, ASCD provided financial support ranging from $250 to $1,500 to twenty-seven networks.

Network Membership Promotions

- Educational Leadership and Education Update feature networks related to topics/articles published.
- The December 2001 Education Update included a directory of all networks and facilitators, with an accompanying small article about ASCD’s Networks Program.
- The Fall 2001 issue of Associate News featured a front-page article on networks titled, “Create Educational Communities with ASCD Networks.”
- A networks contact listing is included in ASCD materials distributed at all Professional Development Institutes. This listing is also forwarded with other information in response to each inquiry about the networks program.
- Each month, a promotional summary of two networks is mailed to more than 500 affiliate leaders for inclusion in affiliate newsletters and once a year, a roster with contact information is sent to affiliates.
- Articles highlighting network achievements and information are featured in Affiliate Action throughout the year.
- Appropriate networks are referenced in books and articles published by ASCD.
- Descriptions of networks (purpose, activities, and contact person) are available on ASCD’s Web site.

Network Meetings

- As of 2001, networks are not required to conduct a network forum at ASCD’s Annual Conference.
- Network facilitators meet at Annual Conference.
- Some networks hold additional meetings during the year as their memberships desire.
Several networks have made presentations or conduct Action Labs at Annual Conference.

Network Services

In addition to the services listed previously, the following services were also provided to networks in 2001:

- ASCD Professional Development Institute registration – Each network facilitator receives one complimentary registration for an institute related to the network's topic.
- Newsletter – ASCD Network News (quarterly) for network facilitators.
- Meeting space and publicity – ASCD provides network meeting space at Annual Conference and publicizes network forums in the Annual Conference Program.
- Networks Special Project Grant funding – ASCD provides networks with small grants for special projects. For the 2000-01 year one grant was awarded to the Integrating Technology in the Middle School Network.

Plans for 2002

In 2002, Constituent Relations plans to accomplish the following tasks:

- Implement an improvement plan for network program.
- Continue to obtain feedback on network service.
- Solicit selected network facilitators as possible resource speakers for affiliates.
- Update Network Facilitator's Handbook, as needed.
- Maintain network information on ASCD's Web site.
- Continue Network Publications Awards program.
- Plan for increased growth of program and variety, and flexibility of network structures.
- Encourage the creation of new networks addressing a broader spectrum of education topics.
- Offer Web server space and templates for networks to create Web sites.
- Create more avenues for networks to easily contribute expertise to the organization.
STUDENT CHAPTERS

Student chapters connect ASCD to the preservice teacher, novice teacher, graduate student, and future school leadership communities. This connection affords ASCD the opportunity to tailor its activities, products, and services to the student chapter community, thus expanding its own market and influence. The program also works to ensure future ASCD membership in its teacher and leadership communities. By exposing students to ASCD’s quality products, services, and Annual Conference, ASCD is building name recognition and loyalty in these populations. Therefore, the program is both an outreach effort to an important community of educators and an investment in future membership.

Purposes and Goals of the Program

As the ASCD Student Chapter Program has grown and matured, two purposes have emerged as the primary foci of the program:

Purpose 1
To help prepare educators for classroom and school leadership positions by engaging them in professional opportunities that bridge preparation and practice.
- 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.

Purpose 2
To develop members who are committed to ASCD and who participate as members during their professional careers.
- Supports and encourages the learning community through local, national, and international networking activities.
- Introduces the preservice, novice, and graduate level educator to the benefits of professional development provided by ASCD.

The program continues to provide resources to student chapters that include forums to communicate ideas and share information.

Student Chapter/Affiliate Opportunity
ASCD provided an opportunity for affiliates to strengthen their relationship with the local student chapters. Scholarship funds are available specifically for use to attend the 2002 ASCD Annual Conference. ASCD will match scholarship funds that an affiliate makes to a student chapter up to $250 per chapter.
Affiliate Relationships
Throughout the year student chapters and affiliates interact on various levels. The relationships that develop are reciprocal in nature. Many affiliates have student representation in their membership, communications, programs, and governance structures. Affiliates have included students in their state-level conferences and have provided speakers for conferences sponsored by student chapters.

Affiliates work diligently within their membership to promote the student chapter program. Over the years, several student chapters have come to fruition via the efforts of affiliate members. Two new chapters were developed as a result of affiliate involvement: Lesley University ASCD (Massachusetts ASCD) and Plymouth State College ASCD (New Hampshire ASCD).

Annual Conference
Every year, student chapter members have the opportunity to participate in a reception and meeting with students from the U.S. and the West Indies so they can get to know each other and exchange ideas. Thirty students representing more than twelve student chapters participated in activities available to them at the 2001 Annual Conference in Boston, Massachusetts. As a result, ASCD gained valuable insight into the needs and goals of the students, which will better enable ASCD to improve on its relationships with student chapters.

Classroom Leadership
In an effort to provide opportunities for student chapter members to publish original articles, students are sent an open invitation via an electronic mailing list, to submit to the newsletter. Throughout the year, students will have several opportunities to submit articles.

Electronic Communication
This year, Constituent Relations created a Web board specifically for student chapter members that can be accessed through the ASCD Web site at http://www.ascd.org. Each visitor to the board is required to have a login and password in order to be an active participant on the board. This Web board features a new topic each month that is similar to the themes of two ASCD top publications, Educational Leadership and Classroom Leadership. Students are provided with background information and questions that provoke thought about the issue. ASCD anticipates that this mode of communication will promote two-way communication between student chapter members and ASCD and between chapters.

Student chapter members are kept abreast of issues related to the program, updates, and announcements through an electronic mailing list created specifically for student chapters. Students and faculty advisors subscribe to the list on a volunteer basis.

Membership Publications
Student chapter members are ASCD members and enjoy many benefits including to Educational Leadership, Education Update, and Curriculum Update.

A new benefit to students includes Classroom Leadership Online where students access password protected areas of the site that offer opportunities to view archived articles and explore
links to other sites that are embedded in the articles. Classroom Leadership is written by and for
teachers and is a practical resource for soon-to-be teachers to utilize for research and information
purposes.

The inaugural Student Chapter Yearbook has been published this spring. The yearbook
chronicles the past year for those student chapters that submitted annual reports of their
activities. The yearbooks are distributed to all chapters, affiliates, key ASCD staff and other
interested individuals.

List of ASCD Student Chapters
The student chapter program celebrates its 46 chapters with an average membership of 60
students per chapter. The student chapter program welcomed Point Park College ASCD,
Plymouth State College ASCD, Lesley University ASCD, the State University of New York at
Oneonta ASCD (SUNY-Oneonta ASCD), Nazareth College ASCD and Fordham University
ASCD into the program this fall. SUNY-Oneonta ASCD, with its more than 400 student chapter
members, promises to give the student chapter program a boost.

As the program evolves, student chapters become more and more innovative in their approach to
using the benefits of ASCD membership and the student chapter program to help them build
individual and collective professional development. The SUNY-Oneonta ASCD’s approach for
using Educational Leadership as required reading for a popular education course bridges the
benefits of membership with the learning process. Annual student conferences, workshops,
meetings, and cross-chapter programming continue to add to the diversity of the program.

Below is the list of ASCD student chapters.

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<th>Chapter</th>
<th>Location</th>
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<tr>
<td>Albany State</td>
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<td>Grand Rapids, MI</td>
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<tr>
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<td>Charleston, SC</td>
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<td>Johnson City, TN</td>
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<tr>
<td>Elmhurst College</td>
<td>Elmhurst, IL</td>
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<tr>
<td>Fairleigh Dickinson University</td>
<td>Madison, NJ</td>
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<tr>
<td>Fordham University</td>
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</tr>
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<td>Furman University</td>
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<td>Georgian Court College</td>
<td>Lakewood, NJ</td>
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<tr>
<td>Hope College</td>
<td>Holland, MI</td>
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<tr>
<td>Indiana University Northwest</td>
<td>Gary, IN</td>
</tr>
<tr>
<td>Kean College (University)</td>
<td>Union, NJ</td>
</tr>
<tr>
<td>Le Moyne College</td>
<td>Syracuse, NY</td>
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<tr>
<td>Lesley University</td>
<td>Cambridge, MA</td>
</tr>
<tr>
<td>Manhattan College</td>
<td>Riverdale, NY</td>
</tr>
<tr>
<td>Middle Tennessee State University</td>
<td>Murfreesboro, TN</td>
</tr>
</tbody>
</table>
Missouri Baptist College (St. Louis)  St. Louis, MO
Missouri Baptist College (Moscow Mills)  St. Louis, MO
Molloy College  Rockville Center, NY
Nazareth College  Rochester, NY
Ohio Northern University  Ada, OH
Pace University  New York, NY
Plymouth State College  Plymouth, NH
Point Park College  Pittsburgh, PA
Russell Sage College  Troy, NY
Saint Leo College  Saint Leo, FL
Saint Mary College  Leavenworth, KS
SUNY Oneonta  Oneonta, NY
St. Gregory's University  Shawnee, OK
Temple University  Philadelphia, PA
Trevecca Nazarene University  Nashville, TN
University of Bridgeport  Bridgeport, CT
University of Central Oklahoma  Edmond, OK
University of Scranton  Scranton, PA
University of the Pacific  Stockton, CA
University of the West Indies-Cave Hill  Bridgetown, Barbados
University of the West Indies-Mona  Jamaica, WI
University of Wyoming  Laramie, WY
Washington State University  Vancouver, WA
Winona State University  Rochester, MN

APPENDIX

Affiliate Demographic Information
• As of January 1, 2002, the affiliate membership count was 46,493. This represents an increase of 2,699 members since last year. Individual 2001 affiliate membership totals ranged from 11 (United Kingdom) to 2,620 (New Jersey), with the typical affiliate having 750 members.

• Of ASCD’s 68 affiliates, 48 have Executive Secretaries or Executive Directors, a decrease of four over last year due to vacancies.

• Affiliate dues range from $10.00 (Delaware, North Dakota, St. Maarten, and West Virginia) to $90.00 (Texas), with an average of $27.61, a decrease of $0.10 over last year.

• Affiliate annual operating budgets range from $1,000 (North Dakota) to $627,000 (Texas). The typical affiliate had a budget of $78,530.

• Affiliate boards met 0 (North Dakota and United Kingdom) to 29 (Curaçao) times per year, with an average of five meetings per year.
• For the affiliates reporting data on affiliate chapters, 19 have regional ASCD groups within their affiliates, ranging from 1 (Utah) to 16 (Georgia) groups per affiliate.

• Thirty-four 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.

• 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.

Network Demographic Information

• ASCD sponsors 48 networks for 2002-03. The three new networks are the Overseas and International Schools Network, the Hispanic Critical Issues Network, and the Environmental Education Network. Two networks were disbanded this year: the Curriculum Teachers Network and the Developing Giftedness and Talent Network.

• Thirty-four networks reported membership data. The total network membership for these 34 was 7255. It should also be noted that the membership data is rapidly changing as more and more networks appear as electronic forums. For example, Technology in the Middle School Network reports 52,000 hits to its site.

• Networks range in size from 15 members (Language Varieties) to 1,441 members (Language, Literacy and Literature). The average network size is 213 members.

• Network facilitators (those who manage the networks) reside in 29 U.S. states, 2 Canadian provinces, and Switzerland.
<table>
<thead>
<tr>
<th>Affiliate</th>
<th>Annual Dues</th>
<th>Annual Operating Budget</th>
<th>Board Meetings</th>
<th>Number of Chapters</th>
<th>Has Journal Editor</th>
<th>Has Newsletter Editor</th>
<th>Number of Issues</th>
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* As of 12/31/00  ** As of 12/31/99

A blank indicates the affiliate did not respond.
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<th>Number of Chapters</th>
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* As of 12/31/00
** As of 12/31/99

A blank indicates the affiliate did not respond.
Table II  Constituent Relations Report Appendix  January 2002
Affiliate Membership

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<tr>
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</table>

Totals          | 139,507                          | 46,493                               |
Average         | 2,146                            | 750                                  |

* As of 12/31/00
** As of 12/31/99

A blank indicates the affiliate did not respond.
<table>
<thead>
<tr>
<th>Affiliate</th>
<th>% in Prof.</th>
<th>% in Membr.</th>
<th>% in Gov.</th>
<th>% in State/Province/Country</th>
<th>% in Affiliate Membership</th>
<th>% in Affiliate Governance</th>
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<td>20</td>
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<td>50</td>
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<td>55</td>
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<td>68</td>
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* As of 12/31/00 % in profession in state/province/country
** As of 12/31/99 % in affiliate membership
% in governance

A blank indicates the affiliate did not respond.
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<thead>
<tr>
<th>Affiliate</th>
<th>By Age</th>
<th>By Geography</th>
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</tr>
<tr>
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</tr>
<tr>
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</tr>
<tr>
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</tr>
<tr>
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</tr>
<tr>
<td>Ontario</td>
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* As of 12/31/00  % in profession in state/province/country
** As of 12/31/99  % in affiliate membership
% in governance
A blank indicates the affiliate did not respond.
### Table IV

#### Constituent Relations Report Appendix

**Composition of Affiliates**

January 2002

<table>
<thead>
<tr>
<th>Affiliate</th>
<th>BY GENDER</th>
<th>% in Prof.</th>
<th>% in Memb.</th>
<th>% in Gov.</th>
<th>% in State/Province/Country</th>
<th>% in Affiliate Membership</th>
<th>% in Affiliate Governance</th>
</tr>
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<tr>
<td>Colorado</td>
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<td></td>
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<tr>
<td>Curacao**</td>
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<td>75</td>
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<tr>
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<td>64</td>
<td>25</td>
<td>75</td>
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<tr>
<td>Maine</td>
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<td>32</td>
<td>68</td>
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<td>30</td>
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<tr>
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<td>Mississippi</td>
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</tr>
</tbody>
</table>

*As of 12/31/00, % in profession in state/province/country
**As of 12/31/99, % in affiliate membership

A=Asian, B=Black, C=Caucasian, H=Hispanic, NA=Native American, PI=Pacific Islander, O=Other/Unknown
A blank indicates the affiliate did not respond.
<table>
<thead>
<tr>
<th>Affiliate</th>
<th>% in Prof</th>
<th>% in Gov</th>
<th>% in Membr</th>
<th>% in State/Province/Country</th>
<th>% in Affiliate Membership</th>
<th>% in Affiliate Governance</th>
</tr>
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<tbody>
<tr>
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<td>1 89 10</td>
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<tr>
<td>St. Maarten</td>
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<td></td>
<td>90 10</td>
</tr>
<tr>
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</tr>
<tr>
<td>U. K.</td>
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<td>Vermont***</td>
<td>18 82</td>
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<td>33 67</td>
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</tr>
</tbody>
</table>

* As of 12/31/00
** As of 12/31/99

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

A blank indicates the affiliate did not respond.
Report on First Amendment Schools
March 2002

The Freedom Forum has awarded funding to ASCD to support a multiyear collaboration between the Forum’s First Amendment Center and ASCD. The First Amendment Schools project was launched at a press conference in Boston, Massachusetts, on March 15, 2001. The overarching goal of this initiative is to transform how schools model, apply, and teach the five freedoms protected by the First Amendment, giving renewed emphasis to the civic mission of education. The framework of the First Amendment provides the focus for this effort to renew and reinvigorate education for democratic citizenship in the 21st century.

Since June 2001, project staff members have:

- convened a panel of school reform experts
- published and disseminated a vision statement brochure and project poster
- announced a grant award program
- launched a project Web site (http://www.firstamendmentschools.org)
- conducted public programs and conference presentations
- selected a project advisory committee
- identified an external program evaluator
- established relationships with others organizations engaged in civic education

The grant award program was announced in September 2001. The deadline for receipt of applications is March 15, 2002. In recent months considerable interest has been expressed by school and central office personnel from all regions of the country. Project schools will be selected by the Advisory Committee in April and announced on Law Day, May 1, 2002. The first meeting of project school teams will convene in mid-July.

At the Annual Conference the project will host a Special Feature session on March 9, with remarks delivered by Charles Haynes, senior scholar, First Amendment Center. Project staff members Mike Wildasin, ASCD project director, and Sam Chaltain, First Amendment Center project coordinator, will present a session on March 11.

Attachments: Vision Statement
Roster of Members, First Amendment Schools Advisory Committee
First Amendment Schools Advisory Committee

Daniel Baron, Chairperson
5011 North Limberlost Lane
Bloomington, IN 47408
812.339-5008 (H)
812.322-3384 (Cell)
dbaron@bloomington.in.us

Mabel McKinney-Browning
American Bar Association
Division for Public Education
541 North Fairbanks Court, 15.3
Chicago, IL 60611-3314
312.988-5731 (O)
mckinneyb@abanet.org

Robert O'Neil
The Thomas Jefferson Center for the Protection of Free Expression
400 Peter Jefferson Place
Charlottesville, VA 22911
rmo@virginia.edu

Kim Plummer
P. O. Box 420055
San Diego, CA 92142
619.644-2667 (O)
619.895-5732 (Cell)
Kimberly_plummer@hotmail.com

Jamin Raskin
Marshall-Brennan Fellowship Program
Washington College of Law
American University
4801 Massachusetts Avenue
Washington, D.C. 20016-8181
202.274-4011 (O)

Sophie Sa
Panasonic Foundation
One Panasonic Way, 1F-5
Secaucus, NJ 07094
201.392-4131
## ASCD Membership
### Executive Director's Summary
#### As of: December 28, 2001

<table>
<thead>
<tr>
<th>Category</th>
<th>Basic Members</th>
<th>Regular Members</th>
<th>Comprehensive Members</th>
<th>Premium Members</th>
<th>Institutional Members*</th>
<th>Total Members</th>
<th>BL Subscribers</th>
<th>Total Circulation</th>
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<td>13.36%</td>
<td>10.85%</td>
<td>376.52%</td>
<td>-1.86%</td>
<td>-5.20%</td>
<td>-2.07%</td>
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* The Institutional Membership category is currently a pilot.
** Includes APO addresses.
COUNT OF 2001-02 PROPORTIONAL REPRESENTATIVES
(Proportional representatives take office on July 1;
this count determines the number of representatives at the 2003 Annual Conference)
2,700 paid members = one proportional representative

<table>
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<tr>
<th>AFFILIATE</th>
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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. Design and Production Services, Marketing, Multimedia, New Programs and Products, Professional Development, and Publishing reside in Program Development.

The Association relies on revenue from an array of programs, products, and services to subsidize member benefits and to underwrite many of its activities. Slightly less than three-quarters (73%) of ASCD's revenue in 2001 was generated by the sale of programs, products, and services to individuals and institutions. Slightly more than one-quarter (27%) of ASCD's revenue was generated by membership. For every dollar ASCD received in membership dues in 2001, the Association provided nearly $1.28 in benefits and services.

In addition to creating tangible member benefits and products, Program Development engages in a range of activities in service to the profession. In 2001, staff resources were devoted to organizational initiatives including revising the National Council for the Accreditation of Teacher Education (NCATE) Educational Leadership standards, and working with the Learning First Alliance (LFA), the Freedom Forum, Environmental Education, the Gates Foundation, and Fordham University. Staff began work, in partnership with the North Central Regional Education Lab (NCREL), on the John E. Porter Professional Development Technical Assistance Center. Work group staff led one consortium, the ASCD Consortium on Performance Assessment, and two cadres of trainers: Understanding by Design and Differentiated Instruction.

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, services, and marketing. The appendix contains specific information on programs and products released in 2001 and scheduled for release in 2002.

MEMBERSHIP

ASCD's Membership
While membership revenue increased 3.8% over 2000, the overall membership count remained constant at about 160,000 individuals. There was a shift in the numbers of members in each of
the membership categories, due primarily to a change in recruitment strategies. ASCD’s highest individual membership categories showed strong increases in paid counts (comprehensive +13.36%, premium +10.85%), revenue (comprehensive +4%, premium +14%), and retention rates (comprehensive 74%, premium 82%). Basic membership decreased in counts (-15/15%), revenue (-3%), and retention (58%). Regular membership had a significant decline in numbers (-24.21%) and revenue (-17%), but showed a retention rate of 79%.

Membership Demographics
The individual member demographic profile changed slightly in 2001. The average length of membership in ASCD increased to 6.4 years, compared with 5.0 years in 2000. The percentage of principals and assistant or associate principals increased (up 1 percentage point to 34% in 2001). Twenty-three 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 increased slightly to 49 years of age.

Individual Member Benefits
All ASCD members receive Educational Leadership, Education Update, Curriculum Update, access to the 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 PD 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 2001, individual membership benefits on the ASCD Web site were enhanced. Members were able to access their membership records, check the status of their memberships, change their address information, and renew their memberships online. They also had access to expanded versions of Education Update and Curriculum Update and to a Web site developed jointly by Pearson Education’s Merrill Publishing and ASCD.

Membership Retention
The ASCD Membership Retention Plan, the result of a year and a half of work by a cross-work group staff team, was implemented in September 2001. The plan features 35 short-term and long-term activities supporting five goals. The goals are

- to improve procedures and operations related to membership processing, communication, and fulfillment of benefits and services;
- to enhance response to membership renewal efforts through testing and analysis;
- to increase customer satisfaction by strengthening service to clients;
- to integrate personalization and customization into communications with members; and
- to develop methods of recognizing members for their professional accomplishments.

In addition, ASCD staff members have engaged in activities to reinforce staff awareness of the
importance of membership retention and their individual roles in retaining members. The plan will be evaluated and updated annually.

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 the summer of 2000, the institutional membership pilot reflects ASCD's commitment to building learning communities and to positioning ASCD as a valuable resource for teachers. By the end of 2001, ASCD had 600 institutional members—well above the goal of 350. Based on the results of the first year and a review of current data, we project continued growth in this category, to 2,500 institutional members within the next few years. The retention rate of this category will be closely monitored.

An Institutional Membership Advisory Panel was formed in late 2001. The seven-member panel—made up of representatives from ASCD’s affiliates, governance, and institutional members—will present recommendations to the Board early in 2003.

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 2001, ASCD focused promotional efforts in Australia, New Zealand, Canada, Hong Kong, and to international schools staff. A variety of print and online banner advertisements were placed in regional publications and Web sites. ASCD also partnered with several nonprofit and for-profit organizations to disseminate ASCD membership information to local educators. These activities included copublishing projects; conference exhibits; and distributor, translation, and Web site agreements.

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, were nearly $26 million in 2001.

Evidence of the impact of ASCD’s resources includes external research and endorsements from authoritative groups. In 2001, a study by LeHigh University professors found that ASCD’s *Educational Leadership* was identified as the “best” and most frequently read educational publication by public school superintendents. Another study, focusing on how 120 principals and administrators in Australia and the United States use research data in their practice, found that nearly 50 percent of U.S. principals cited *Educational Leadership* as their source. The
National Science Foundation (NSF), hoping to encourage the use of Understanding by Design in its funded projects, convened project staff for a two-day workshop. In February 2002, principal investigators will reconvene for individual time with lead author Grant Wiggins. On a global note, Intel’s Teach to the Future program, translated for use by 400,000 teachers in 27 countries, includes excerpts from Understanding by Design.

Awards

*Educational Leadership* received a Distinguished Achievement Award from the Association of Educational Publishers. The winning feature article, “Sticks and Stones” by Stephen L. Wessler, addressed the necessity for intervening when you overhear derogatory language and name calling. "Chaos in the Classroom" by Steven C. Schlozman and Vivien R. Schlozman was a finalist in the Learned Article category. In the Instructional Materials category, ASCD's Understanding by Design was a finalist. The *Understanding by Design* Web site (http://www.ubdexchange.org), the “Understanding by Design” Study Guide, the *Understanding by Design* CD-ROM and the 3 Understanding by Design videos were finalists for the Distinguished Achievement Award for curriculum/instructional materials for adults from the Association of Educational Publishers. The November 2000 *Educational Leadership* received an APEX award for publication excellence in the Magazines and Journals category.

Ongoing Activity in Publishing

In 2001, 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* 2000-2001; 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 25 issues of the online newsletter *ASCD Education Bulletin*. We revised the best-selling Topic Packs and added three new topics: “Preventing School Violence,” “Block Scheduling/Year-Round Schooling,” and “Character Education/Service Learning.” The Topic Pack series now includes 20 titles.

Ongoing Activity in Professional Development

The work group produced eight videotape programs (25 tapes) and more than 160 audiotapes. A new product line made its debut in 2001 with *Analytic Processes for School Leaders: An ASCD Action Tool*. This new line of Action Tools provides hands-on, practical help for educators in a variety of areas. These tools may include print, video, or Web-based material. Two more Action Tools will be released in 2002.

More than 15,000 participants attended ASCD’s 2001 Annual Conference and Exhibit Show in Boston. Another 7,000 attended one of 49 institutes, pre-conference sessions, or academies. ASCD’s fifth Teaching & Learning Conference drew more than 1500 educators, while the Classroom Leadership Conference attracted fewer than 650 teachers. ASCD decided to abandon this teacher-focused conference, redirecting resources to other activities designed for teachers.
ASCD’s Beginning School Mathematics initiative, done in partnership with New Zealand’s Learning Media, continues to make slow progress. A new correlation with the Third International Math and Science Study research should spur additional interest in this effective program.

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 members to receive their benefits electronically and alleviates mailing delays. Professional Development Institutes and Annual Conference attracted participants from more than 40 countries and all Canadian provinces. An institute on multiple intelligences was conducted in Hong Kong in May of 2001, attracting 75 participants. Based on the success of this institute, an institute on translating brain research into classroom practice has been scheduled for April 2002 in Sydney, Australia.

At the conclusion of 2001, ASCD had 94 books in translation, covering 55 titles, 16 languages, and 21 countries as diverse as Argentina, Brazil, Slovenia, Indonesia, Thailand, Cyprus, and Denmark. Although we have only six videos in translation, they provided the bulk of our translations revenue. Educators throughout the world continued to be interested in multiple intelligences, differentiated instruction, mentoring and teacher professional development, and, as always, classroom management. The Journal of Curriculum and Supervision also featured articles on topics of broad interest and included authors from Canada, England, Finland, Hong Kong, the Netherlands, Scotland, and the United States.

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: Enhancements to Existing Programs, Products, and Services
ASCD continued to extend the use of its resources, using existing video and audio clips in Professional Development Online courses and putting video clips in the ASCD Online Store. Audio clips became available online in 2001. Inquiries about licensing ASCD material, particularly videos for use on the Web, increased in 2001. ASCD is developing procedures and fee structures to protect ASCD’s intellectual property while maximizing potential revenue. In 2001, ASCD issued site licenses for the Curriculum Handbook Web site to the University of Virginia and the Conewago Valley School District in New Oxford, Pa.

Enhancements were made to both online and print resources. The delivery of the ASCD Education Bulletin newsletter to its more than 11,000 subscribers changed from an e-mail newsletter to an e-mail notice with a live link to the newly posted issue. This change enhanced the appearance of the newsletter and allowed more flexibility in its length.

ASCD Business Confidential
Educational Leadership redesigned its pages in 2001, introducing new headline typefaces and adding more color in the magazine. It also launched a new column, called “The Shrink in the Classroom,” written by Dr. Steven Schlozman, a clinical instructor in psychiatry at Harvard Medical School. The magazine continued to provide an electronic study guide, called EL EXTRA, designed to foster discussions around themes and articles in Educational Leadership.

By the end of 2001, full-chapter excerpts from more than 159 ASCD books were available for browsing on ASCD’s Web site. The display format was altered this year to improve readability. The Association continued to sell electronic versions of about 50 ASCD books on netLibrary.com. A collection of full-text electronic books available 24 hours a day, 7 days a week, netLibrary markets its services to university libraries and library consortia. Although income from this effort totaled less than $3,000, netLibrary allowed electronic versions of ASCD books to be immediately available to more preservice teachers and professors of education.

In 2001, increased demand for training in differentiated instruction led to the expansion of the ASCD cadre of trainers in this area. In 2002, ASCD will support a third cadre: Schools That Work, based on Bob Marzano’s research on high-performing schools.

The UBD Exchange became ever more popular in 2001. This interactive addition to the Understanding by Design offerings allows teachers to write units, have the units critiqued by peers and experts, and have access to hundreds of quality units written by other teachers using the UBD model.

ASCD regularly selects a few resources from other organizations to comarket. Marketing a select number of non-ASCD resources allows us to meet educators’ needs for niche products without investing in the development of those resources. Comarketing sales for books rose 8.6 percent over 2000. Books on literacy and teaching reading continued to generate the highest interest.

New Online Resources
New electronic publishing initiatives included ASCD Articles on Demand, a Web-based service providing electronic versions of selected ASCD articles and how-to books to nonmembers for a fee. In the Reading Room of the ASCD Web site, the full text of four ASCD books was made available free of charge to give readers a chance to try out an online book. Nonmembers could view selected articles from Educational Leadership each month, while members continued to have electronic access to all articles. In addition, Educational Leadership published “Your Turn—A Survey for Readers” online and in print to gather feedback about each issue. Education Update and Curriculum Update made additional articles available only online in the Members Only area.

As a pilot this year, one video facilitator’s guide was made available only online. In 2002, two more guides will be placed online. This format provides expanded content, saves on printing and storage costs, and allows handouts to be customized. In late 2002, a decision will be made about the viability of continuing to deliver video support material only online.
In 2001, ASCD introduced a free online planning tool for professional development. This self-assessment helps educators identify professional development needs and directs them to valuable resources to meet those needs. The planning template is part of a redesign of the professional development area of ASCD’s Web site. In 2002, the redesign should provide easier access to more resources.

Long a provider of professional development services to schools and districts, ASCD made this service more accessible in 2001 by making ASCD Faculty information available online. Now those with professional development responsibilities can locate specific consultants with the right expertise easily. The number of ASCD Professional Development Online courses increased, and we began to see purchases of blocks of “keys” by both state departments of education and school districts. Mandates for professional development make the online courses an effective way to engage large numbers of professionals in similar work.

In 2001, ASCD produced its first Webcast of an Annual Conference General Session. The Webcast of Bertice Berry was followed by a question and answer session with ASCD president LeRoy Hay. The Webcast remained on the ASCD site for several weeks. A more extensive virtual conference, featuring former Surgeon General Dr. M. Joycelyn Elders, is planned as a companion to the 2002 Annual Conference.

Protecting ASCD’s Intellectual Property
The year 2001 saw a marked increase in the awareness of ASCD staff, and our members and readers, of the importance of abiding by copyright and trademark laws. A publishing consultant conducted a workshop for staff on the finer points of copyright and permissions, and ASCD’s legal counsel undertook a thorough review of our publishing agreements. Authors of all of our publications will see some changes in the coming year. Copyright and fair use were also discussed in Educational Leadership in the December/January issue on “Understanding the Law.”

New Initiatives in Programs, Products, and Services
ASCD entered into a partnership with Fordham University to introduce new teacher leaders and administrators to the value of participating in professional organizations. ASCD will work with Fordham to design institutes and retreats for aspiring leaders. Fordham instructors will use ASCD material in their courses and establish a student chapter on campus. Fordham doctoral students will be encouraged to work with ASCD in identifying research areas, and the results of the research will assist ASCD in developing new programs, products, and services for members.

Late in 2000, ASCD and Merrill Publishing formalized a partnership for the cobranding of a series of supplemental texts for the higher-education market and the joint development of a Web site for higher-education faculty and students. The Web site, released in late 2001, is pin-protected for Merrill users. ASCD members have free access through the Members Only area of the ASCD Website. The partnership expanded in 2001, with ASCD comarketing several Merrill/Prentice Hall publications to ASCD members and customers.
ASCD joined with the North Central Regional Educational Laboratory to develop a center that will offer comprehensive professional development services to schools, districts, and states. With initial funding from the U.S. Congress, the John E. Porter Professional Development Technical Assistance Center will offer complete professional development services from analysis of data through planning, implementation, and evaluation. The center will specialize in multi-year contracts to ensure educators experience quality, sustained, effective professional development. The center should be operational late in 2002.

MARKETING

Marketing and Sales Expenses
The marketing budget includes market research, member and product marketing, and membership billing and renewal. In fiscal year 2001, direct expenses for ASCD's marketing and sales represented 16 percent of overall Association operating costs, well within the range of 15 to 25 percent recommended by the Review Council in 2000.

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

In 2001, ASCD used several 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 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)
- Membership Focus Groups
- Annual Demographic Survey
- Administrator Segmentation Study
- Tagline Study
- Mentoring/Induction Survey
- ASCD Web site evaluation and surveys

Planned research efforts for 2002 include gathering feedback from Classroom Leadership newsletter bulk subscribers to identify opportunities for improving the subscription and retaining subscribers, conducting research for the Institutional Membership Advisory Panel, and informing the design of new ASCD products for principals and other administrators.
E-Commerce Activities
Online sales as a percentage of overall revenue grew by 52 percent in the past year. Promotional emphasis was placed on encouraging members and customers to log in using their ASCD passwords. Using ASCD passwords ensured fast service and appropriate discounts for the customer and allowed ASCD to process orders directly through the Association’s computer system. Two months—January and June—of free shipping for online sales were offered to recruit more online shoppers. While the resulting online traffic was gratifying, it did not translate into permanent Web/log-in use.

ASCD continued to diversify its e-marketing efforts through increased use of broadcast e-mail, especially in HTML-based formats that support graphics. The ASCDe-Specials electronic newsletter subscription base grew to more than 2,400 customers and experimented with HTML-based versions to enhance readability. ASCD’s newest online newsletter, ASCD SmartBrief, continued to grow and regularly featured information about institutional membership, conferences, and Professional Development Online. ASCD also placed a continuing banner ad in a similar e-newsletter based in New Zealand called The School Daily.

Membership Marketing—New Initiatives
Although members have had the opportunity to join and renew memberships online in the past, this functionality became an automated process in the ASCD data management system in 2001. This improvement increased the timeliness and accuracy of the processing of these online transactions.

The New Member eNews debuted as a promising retention activity. This highly personalized e-mail message encouraged new members to explore the wealth of online benefits and services available to them as ASCD members. As more e-mail addresses are collected through enrollments, this program should become even more effective.

Product Marketing—New Initiatives
Testing continued in a variety of traditional—direct mail, advertising, exhibits—and more non-traditional—broadcast e-mail and fax, cooperative polybagging—formats. Capitalizing on the postal experiment with ride-along fares, the polybagged Fall Mini-Catalog brought new product information to all members. The successful Fall 2000 Mini-Catalog inspired a Fall 2001 and a Spring 2002 version (the former mailed with the September 2001 issue of Educational Leadership, and the latter will mail with the April 2002 issue). ASCD’s Computer Services department partnered with marketing to create a process that will eventually eliminate reliance on an outside vendor and increase the freshness and targeted capabilities of direct mailings.

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 2001
National Council of Teachers of Mathematics April 2001
Australian Council for Educational Administration April 2001

ASCD Business Confidential
American Educational Research Association
International Reading Association
ASCD Classroom Leadership Conference
Texas Association of School Boards/Texas Association of School Administrators
ASCD Teaching & Learning Conference
European Council of International Schools—Fall
National Staff Development Council

April 2001
May 2001
July 2001
September 2001
October 2001
November 2001
December 2001

Adverting and Exhibit Sales
At the close of 2001, the exhibit hall for the 2002 Exhibit Show in San Antonio was 63 percent sold (558 booths). This followed a successful Exhibit Show in Boston, a nearly sold-out hall that delivered 19 percent more revenue than the 2000 show. The 2001 Teaching & Learning Conference in Atlanta, Georgia, in October had 53 booths, a slight decrease from the 2000 show.

ASCD’s successful partnership with Atwood Publishing for advertising sales for Educational Leadership and the ASCD Conference News added new markets and advertising sources. The ASCD Conference News, inaugurated in 1999, is completely funded by advertising and proves 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 relies on a consultative approach, matching ASCD products and services to the needs of constituents through face-to-face meetings and other contacts. In addition to regional director outreach, in 2001 a full-time sales consultant was hired to focus on selected states in the southeast. Recruitment continues for the sales director position.

Associates Program
ASCD’s Associates Program capitalizes on the dedication and commitment of members who have been with the Association for four or more consecutive years. Associates receive free copies of selected ASCD newsletters and enrollment materials to distribute among their colleagues and staff.

In 2001, associates took part in a variety of membership outreach efforts for ASCD. The first was traditional membership recruitment, where associates were asked to distribute membership applications in their schools and districts. The second effort used online messages to associates with e-mail addresses in the system and asked associates to electronically recommend membership to 10 of their colleagues. Data are still being collected on both campaigns.

Associates participated in several surveys and polls on proposed and existing ASCD products and services. The Fall 2001 issue of the Associate News included an invitation for Associates to review ASCD products and services and to advise ASCD on new trends and issues in education.

Distributor Program

ASCD Business Confidential
ASCD’s distributor program permits companies to purchase, advertise, and resell ASCD products. Organizations participating 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. Annual sales from the 108 companies participating in the distributor program in 2001 were $793,000, primarily from sales of ASCD books. 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.

APPENDIX

ASCD ACTION TOOLS
Produced in 2001:
Analytic Processes for School Leaders

Scheduled for 2001:
Change developed by Jody Westbrook
Guide for Instructional Leaders

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 2001:
Annual Conference (122 tapes)
Standards Conference (20 tapes)

Planned for 2002:
Annual Conference (140 tapes)
Standards Conference (35 tapes)
Presentation Digest (3-6 tapes)

BOOKS
Educators purchased more ASCD books than ever before; sales for 2001 totaled approximately $12,962,000 (including sales of comarketed books from other publishers). The top 10 bestsellers are shown below.

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<td>1. Classroom Instruction That Works by Robert J. Marzano et al.</td>
<td>83,700 copies</td>
</tr>
<tr>
<td>2. Enhancing Professional Practice by Charlotte Danielson</td>
<td>58,700 copies</td>
</tr>
<tr>
<td>3. The Differentiated Classroom by Carol Ann Tomlinson</td>
<td>48,900 copies</td>
</tr>
</tbody>
</table>

ASCD Business Confidential
4. Understanding by Design by Grant Wiggins and Jay McTighe
5. How to Differentiate Instruction in Mixed-Ability Classrooms, 2nd ed. by Carol Ann Tomlinson
6. Teaching with the Brain in Mind by Eric Jensen
7. Results: The Key to Continuous School Improvement, 2nd ed. by Mike Schmoker
8. Every Child Reading by the Learning First Alliance
9. Mapping the Big Picture by Heidi Hayes Jacobs
10. Teaching Reading in the Content Areas by Rachel Billmeyer and Mary Lee Barton

Listed below are the ASCD member and nonmember books published in 2001, along with a list of books currently in development and scheduled for publication in 2002 (titles, status, and publication dates of books in production are tentative until each title is off press). In 2001, ASCD's editors, designers, and production staff also worked with the Learning First Alliance to produce the publication Every Child Learning: Safe and Supportive Schools and the executive summary of that document.

Books Published in 2001 as Member Benefits
1. January 2001 (mailed to premium and comprehensive members)
Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement
Robert J. Marzano, Debra J. Pickering, and Jane E. Pollock
8" x 10", 178 pp. · ISBN: 0-87120-504-1 · Product no. 101010 · Prices: $20.95 member/$24.95 nonmember

2. February 2001 (mailed to premium members)
A Teacher's Guide to Working with Paraeducators and Other Classroom Aides
7" x 9", 102 pp. · ISBN: 0-87120-505-X · Product no. 100236 · Prices: 15.95 member/$18.95 nonmember

3. April 2000 (mailed to premium, comprehensive, and regular members)
Succeeding with Standards: Linking Curriculum, Assessment, and Action Planning
Judy Carr and Doug Harris
7" x 9", 204 pp. · ISBN: 0-87120-509-2 · Product no. 101005 · $20.95 member/$24.95 nonmember

4. May 2000 (mailed to premium members)
Arts with the Brain in Mind
Eric Jensen
7" x 9", 139 pp. · ISBN: 0-87120-514-9 · Product no. 101011 · $18.95 member/$22.95 nonmember

5. July 2000 (mailed to premium and comprehensive members)

ASCD Business Confidential
Brain Matters: Translating Research into Classroom Practice
Patricia Wolfe
7" x 9", 207 pp. · ISBN: 0-87120-517-3 · Product no. 101004 · $21.95 member/$25.95 nonmember

6. August 2000 (mailed to premium members)
Teaching What Matters Most: Standards and Strategies for Raising Student Achievement
Richard W. Strong, Harvey F. Silver, and Matthew J. Perini
8" x 10", 137 pp. · ISBN: 0-87120-518-1 · Product no. 100057 · $18.95 member/$22.95 nonmember

7. September 2000 (mailed to premium, comprehensive, and regular members)
The Results Fieldbook: Practical Strategies from Dramatically Improved Schools
Mike Schmoker
8 1/2" x 11", 150 pp. · ISBN: 0-87120-521-1 · Product no. 101001 · $20.95 member/$24.95 nonmember

8. November 2000 (mailed to premium and comprehensive members)
The Truth About Testing: An Educator's Call to Action
W. James Popham
6" x 9", 167 pp. · ISBN: 0-87120-523-8 · Product no. 101030 · $19.95 member/$23.95 nonmember

9. December 2000 (mailed to premium members)
Building Shared Responsibility for Student Learning
Jan O'Neill and Anne Konzemiusing
7 7/8" x 9 7/8", 146 pp. · ISBN: 0-87120-597-1 · Product no. 101039 · $19.95 member/$23.95 nonmember

Nonmember Books Published in 2001
1. January 2001
More Strategies for Educating Everybody's Children
Bob Cole, editor
8 1/2" x 11", 151 pp. · ISBN: 0-87120-501-7 · Product no. 100229 · $21.95 member/$25.95 nonmember

2. March 2001
The Unfinished Revolution: Learning, Human Behavior, Community, and Political Paradox
John Abbott and Terry Ryan
6" x 9", 213 pp. · ISBN: 0-87120-513-0 · Product no. 101062 · $21.95 member/$25.95 nonmember

3. April 2001
Energizing Teacher Education and Professional Development with Problem-Based Learning
Barbara Levin, editor
4. April 2001
*How to Differentiate Instruction in Mixed-Ability Classrooms, 2nd edition*
Carol Ann Tomlinson
8" x 10", 117 pp. · ISBN: 0-87120-512-2 · Product no. 101043 · $16.95 member/$20.95 nonmember

5. May 2001
*Preventing Early Learning Failure*
Edited by Bob Somson
6" x 9", 193 pp. · ISBN: 0-87120-510-6 · Product no. 101003 · $19.95 member/$23.95 nonmember

6. May 2001
*Using the Internet to Strengthen Curriculum*
Larry Lewin
7" x 9", 137 pp. · ISBN: 0-87120-511-4 · Product no. 100042 · $18.95 member/$22.95 nonmember

7. July 2001
*Analytic Processes for School Leaders*
Cynthia T. Richetti and Benjamin B. Tregoe
8" x 10", 137 pp. · ISBN: 0-87120-516-5 · Product no. 101017 · $18.95 member/$22.95 nonmember

8. October 2001
*Designing Personalized Learning for Every Student*
Dianne Ferguson et al.
8 1/2" x 11"128 pp. · ISBN: 0-87120-520-3 · Product no. 101007 · $18.95 member/$22.95 nonmember

9. October 2001
*Lessons from Exceptional School Leaders*
Mark Goldberg
6" x 9", 131 pp. · ISBN: -87120-524-6 · Product no. 101229 · $18.95 member/$22.95 nonmember

10. November 2001
*A Handbook for Classroom Instruction That Works*
Robert J. Marzano, Jennifer S. Norford, Diane E. Paynter, Debra J. Pickering, Barbara B. Gaddy
8 1/2" x 11", 388 pp. · ISBN: 0-87120-522-X · Product no. 101041 · $26.95 member/$31.95 nonmember

11. December 2001

*ASCD Business Confidential*
Connecting with Students
Allen N. Mendler
5 1/2" x 8 7/16", 95 pp. · ISBN: 0-87120-573-4 · Product no. 101236 · $11.95 member/$13.95 nonmember

12. December 2001
Developing Minds: A Resource Book for Teaching Thinking, 3rd edition
Edited by Arthur L. Costa
8 1/2" x 11", 592 pp. · ISBN: 0-87120-379-0 · Product no. 101063 · $32.95 member/$39.95 nonmember

13. December 2001
Essential Ingredients: Recipes for Teaching Writing
Sandra Worsham
7" x 9", 188 pp. · ISBN: 0-87120-594-7 · Product no. 101241 · $19.95 member/$23.95 nonmember

Books in Development for Publication in 2002
1. January 2002 (premium members)
Leadership for Learning: How to Help Teachers Succeed
Carl D. Glickman

2. January 2002
Problems as Possibilities: Problem-Based Learning for K-16 Education, 2nd ed.
Linda Torp & Sara Sage

3. February 2002 (premium members)
Visual Literacy: Learn to See, See to Learn
Lynell Burmark

4. March 2002
Teaching Every Student in the Digital Age: Universal Design for Learning
David Rose & Anne Meyer

5. April 2002 (premium, comprehensive, and regular members)
The New Basics: Education and the Future of Work in the Telematic Age
David Thornburg

6. April 2002
Teaching Conflict Resolution with the Rainbow Kids Program
Barbara Porro

7. May 2002 (premium members)
Teaching to the Brain's Natural Learning Systems
Barbara Given
8. July 2002
"Project-Based Learning Supported by Multimedia"
Michael Simkins et al.

9. July 2002 (premium and comprehensive members)
"From Research to the Classroom: How Effective Teachers Get Results"
James Stronge

10. August 2002 (premium members)
"The Sound of Wonder: The Teacher at Work"
Jacqueline Grennon Brooks

11. August 2002
"Nurturing Social and Emotional Learning and Character Education in Your School: A Guide for School Leadership"
Elias, Kress, and Novick

12. September 2002 (premium, comprehensive, and regular members)
"The Instructional Role of Educational Assessment"
W. James Popham

13. October 2002
"Student Achievement Through Staff Development," 3rd edition
Bruce Joyce and Beverly Showers

14. November 2002 (mailed to premium and comprehensive members)
"Enhancing Student Achievement: A Framework for School Improvement"
Charlotte Danielson

15. Fall 2002
"What Makes a Good Leader?"
Jeffrey Glanz

16."Schools That Work"
Robert J. Marzano

CLASSROOM LEADERSHIP NEWSLETTER
Classroom Leadership is linked thematically to Educational Leadership, so the eight theme issues published in 2001 mirrored those of EL. A special summer issue of CL was published in August 2001. CL also has a companion online publication, CL Online, which includes different content.
COMARKETED PRODUCTS
50 Literacy Strategies: Step by Step by Gail E. Tompkins (Merrill/Prentice Hall)

Fifty Strategies for Teaching English Language Learners by Adrienne L. Herrell
(Merrill/Prentice Hall)

Power Struggles: Successful Techniques for Educators by Allen N. Mendler (Discipline
Associates)

Teaching Reading in Mathematics (a supplement to Teaching Reading in the Content Areas) by
Mary Lee Barton and Clare Heidema (McREL)

Teaching Reading in Middle School by Laura Robb (Scholastic)

Teaching Reading in Science (a supplement to Teaching Reading in the Content Areas) by Mary
Lee Barton and Deborah L. Jordan (McREL)

Teaching Tips: 105 Ways to Increase Motivation & Learning by Spence Rogers and the Peak
Learning Systems Team (Peak Learning Systems)

When Death Impacts Your School (The Dougy Center)

CURRICULUM HANDBOOK CHAPTERS
Produced in 2001
Spring Language Arts
By Carol Jago

Summer Family and Consumer Sciences
By Janet Laster and Julie Johnson

Fall Planning and Organizing for Curriculum Renewal (revised ed.)
By Allan Glatthorn, Douglas Harris, and Judy Carr

Winter Curriculum Renewal: Curriculum Mapping
By Rebecca Crawford Burns

CURRICULUM TECHNOLOGY QUARTERLY
Produced in 2001
Spring Tech for Graphic Arts, Music, Theatre, Dance
Focus On: The Visual and Performing Arts

Summer Web Technology for K-12 Mathematics
Focus On: Mathematics

Fall Using Technology in Social Studies Classrooms

ASCD Business Confidential
Focus On: Social Studies

Winter Career and Technical Education
Focus On: Career and Technical Education

CURRICULUM UPDATE NEWSLETTER
Produced in 2001

Winter Recovering History: Giving Students a Sense of the Past
Spring Cultivating Kindergarten: The Reach for Academic Heights Raises Challenges
Summer English Teachers Fight Back: Connecting to Literature in an Image-Driven World
Fall Technology and Learning: How Can Schools Map Routes to Technology's Promised Land?

EDUCATIONAL LEADERSHIP
Theme Issues Published in 2001

February “Evaluating Educators”
March “Helping All Students Achieve”
April “Beyond Class Time”
May “Who Is Teaching Our Children?”
September “Making Standards Work”
October “What Should We Teach?”
November “Understanding Learning Differences”
Dec./Jan. “Understanding the Law”

Theme Issues Scheduled for Publication in 2002

February “Class Size, School Size”
March “Redesigning Professional Development”
April “Customizing Our Schools”
May “The Instructional Leader”
September “Do Students Care About Learning?”
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<tr>
<td>October</td>
<td>“The World in the Classroom”</td>
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<td>November</td>
<td>“Reading and Writing in the Content Areas”</td>
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<td>Dec./Jan.</td>
<td>“Equity &amp; Opportunity”</td>
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**EDUCATION UPDATE NEWSLETTER**  
*Produced in 2001*

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<td>January</td>
<td>Report on the ASCD Conference on Teaching and Learning</td>
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<td>March</td>
<td>“The Diverse Challenges of Multiculturalism”; “Having Faith: Teaching About Religion in Public Schools”; “A Persistent Intolerance: Acceptance Is Elusive for Homosexual Youth”; Column by LeRoy Hay; Proposed ASCD positions</td>
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<td>May</td>
<td>“Trying Too Hard? How Accountability and Testing Are Affecting Constructivist Teaching”; “Accept No Intolerance: Helping Students Respect, Embrace Differences”; Profile of Kay Awaht Musgrove; Column by Gene Carter</td>
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<td>June</td>
<td>Annual Conference report</td>
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<td>September</td>
<td>ASCD Election issue; “Mentoring Taps Talents”; “Beyond Bullying: Knowing to Step In—and When Not To”</td>
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<td>November</td>
<td>“Passages to Learning: Schools Find Ways to Help Students Make Transitions”; “Succeeding with Substitute Teachers”; Column by Kay Awaht Musgrove; ASCD Names 2002 Annual Conference Speakers; ASCD Book Authors Wanted</td>
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<tr>
<td>December</td>
<td>“Classroom Life After Terrorism: Where Do We Go from Here?”; “Teaching from Tragedy”; Column by Gene Carter; Chart of ASCD Networks</td>
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</table>

**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 2001 four issues were produced: Winter, Spring, Summer, and Fall.

**PROFESSIONAL INQUIRY KITS**  
*Produced in 2001:*

None

**Scheduled for 2002:**
*Grading and Reporting Student Learning*, developed by Bob Marzano and Tom Guskey

**PROFESSIONAL DEVELOPMENT ONLINE COURSES**  
*Produced in 2001:*
Early Childhood Mathematics
Classroom Management: Building Relationships for Better Learning
How To Take a PD Online Course
Multiple Intelligences (updated)
Memory and Learning Strategies
Conflict Resolution
Embracing Diversity, Respecting Others

Scheduled for 2002:
Surviving and Thriving in Your First Year of Teaching
Designing Performance Assessment
Student Portfolios: Getting Started in Your Classroom
Dimensions of Learning
Teaching Behaviors That Lead to Good Assessment
Curriculum Development and Understanding the Learning Process

TOPIC PACKS
During 2001, ASCD offered 20 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 20 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; race, class, and gender; preventing schools violence; block scheduling/year-round schooling; character education/service learning.

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

VIDEO PROGRAMS
Produced in 2001:
January, 2001—How To Series #4
Tape 10: “How to Make Homework More Meaningful by Involving Parents”
Tape 11: “How to Prepare Students for Standardized Tests”
Tape 12: “How to Prepare Secondary Students for High Stakes Tests”

February, 2001—The Teacher Series (Tapes 1-3)
Tape 1: “Teacher as Intellectual Guide”
Tape 2: “Teacher as Instructional Leader”
Tape 3: “Teacher as Community Builder”

March, 2001—The Brain and Mathematics
Tape 1: “Making Number Sense”
Tape 2: “Classroom Applications”

ASCD Business Confidential
May, 2001—The Lesson Collection--Mathematics
Tape 17: “Measuring Area (Primary Grades)”
Tape 18: “Introducing Fractions (Primary Grades)”
Tape 19: “Area and Perimeter (Intermediate Grades)”
Tape 20: “Probability and Statistics (Intermediate Grades)”
Tape 21: “Pre-Algebra--Patterns and Formulas (Middle School)”
Tape 22: “Algebra I--Comparing Data (Middle School)”
Tape 23: “Algebra II--Series and Sequences (High School)”
Tape 24: “Geometry--Surface Area and Volume (High School)”

June, 2001—At Work in the Differentiated Classroom
Tape 1: “Planning Curriculum and Instruction”
Tape 2: “Managing the Classroom”
Tape 3: “Refining Unit Designs”

September, 2001—The Results Video Series
Tape 1: “How to Produce Results”
Tape 2: “A Data-Driven System”
Online Facilitator’s Guide – pilot for a series of three online guides

October, 2001—The Teacher Series (Tapes 4-6)
Tape 4: “Teacher as Peer Coach”
Tape 5: “Teacher as Staff Developer”
Tape 6: “Teacher as Reflective Learner”

December, 2001—A Visit to a Differentiated Classroom
One tape and an Online Facilitator’s Guide

Scheduled for 2002:
Examining Student Work (4 tapes and 1 guide)
How To Series (3 tapes, no guide)
Reading in the Content Areas (3 tapes, 1 online guide)
Lesson Collection (series of 8 tapes, no guide)
Learning Disabilities (2 tapes, 1 guide)
Using Classroom Assessment to Guide Daily Instruction (2 - 4 tapes)
Observing Classroom Instruction (multiple tapes)
# Professional Development Institutes 2001

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<tr>
<th>Date(s)</th>
<th>Title</th>
<th>Presenter</th>
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<td>1/17-19</td>
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<td>Nashville</td>
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<td>Standards-Based and Data-Driven School Improvement Planning</td>
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<td>Differentiated Strategies for a Standards-Based Classroom</td>
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<td>Philadelphia</td>
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<td>Brain Compatible Assessment Strategies to Increase Student Success</td>
<td>Gayle Gregory</td>
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<td>Teaching and Learning Through Multiple Intelligences</td>
<td>Bruce Campbell</td>
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<td><strong>Exercising Students’ Work: Protocols for Professional Collaboration</strong></td>
<td>Nancy Letts</td>
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<td>Effective Leadership for Increased Academic Achievement</td>
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<td>Conflict Resolution Through Peer Mediation</td>
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<td>3/14-16</td>
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<td>Boston</td>
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<td>Application of Brain Research to Classroom Practice</td>
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<td>Understanding by Design: Teaching and Assessing for In-Depth, Engaging, and Effective Learning</td>
<td>Grant Wiggins &amp; Jay McTighe</td>
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<td>Differentiating Instruction for Academic Diversity</td>
<td>Carol Tomlinson</td>
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<td>Language Across the Curriculum:</td>
<td>Heidi Hayes Jacobs</td>
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<td>Albuquerque</td>
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<td>Learning and Memory: Strategies to Create Brain-Compatible Classrooms</td>
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<td>Orlando</td>
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<td>Chicago</td>
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<td>Atlanta</td>
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<td>Understanding by Design: Structures and Policies that Practice What We Preach</td>
<td>Grant Wiggins</td>
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<td>10/18-20</td>
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<td>Dimensions of Learning</td>
<td>Guy Blackburn</td>
<td>New Orleans</td>
<td>Cancelled</td>
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<td>Carol O'Connor</td>
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<td>Mentoring: Keys to Success</td>
<td>Pam Robbins</td>
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<td>Grant Wiggins &amp; Janie Ray Smith</td>
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<td>Mary Lee Barton</td>
<td>Barton</td>
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2001 Member Survey

SUMMARY REPORT
PURPOSE

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

Through the use of a mail survey representing members of ASCD, the primary purpose of this research project was to provide the association with an updated demographic profile of its members.

It was also intended to provide a trend analysis of the changes in ASCD membership over time. Results for common questions throughout the study’s history are documented in the “Trended Results” section of this report and include:

- the length and type of ASCD memberships
- the nature of members' jobs
- personal demographic information
- awareness/value of ASCD’s member benefits

Other areas of inquiry added to this year's survey included member’s professional development activities and their extended periods of leave.
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.
METHOD

To conduct this year's survey, a sample of 1,000 was selected in systematic, stratified fashion by ASCD and Readex from members within each of four membership categories: Basic, Regular, Comprehensive, and Premium. Institutional members were not included in the survey sample.

This 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 5 to November 20, 2001. The survey was closed for tabulation with 626 usable responses—a 63% 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 626 usable responses is ±3.9% at the 95% confidence level.

(Please refer to the Appendix in the Complete Report for more details of the methodology.)
Professional Profile

Of all the types of possible work communities, central cities of metropolitan areas have been and currently are the least common among ASCD members. Those that are currently employed are more likely to be working in suburbs, smaller cities/towns, and rural areas than inner cities.

Type of Work Community

![Type of Work Community Chart]

- Central city of metro area: 14% (2000), 10% (2001)
- Suburb of metro area: 21% (2000), 16% (2001)
- City/town: 23% (2000), 21% (2001)
- Small town/rural area: 23% (2000), 21% (2001)

Base: employed ASCD members
Personal Profile

Geographically, the profile of the ASCD membership has changed very little since the first study. Nearly all reside in the United States (currently, 97%), with proportions in each of the nine U.S. Census regions nearly mirroring the proportions cited in the 2000 Census data.

Very few ASCD members are Canadian, and fewer than 0.5% are from other foreign countries.

Geographic Distribution

[Bar chart showing percentage of members by region and other foreign countries.]

base: 626 ASCD members
source for U.S. Census data: www.census.gov
Professional Profile

In general, the occupations of ASCD members have not changed since last year (or prior years). ASCD still attracts more principals and classroom teachers than other industry professionals, with each covering about a quarter of the membership.

Occupation

![Occupation Chart]

base: ASCD members
Professional Profile

Consistent with past results, ASCD members are still more likely to work with one or more undergraduate grade levels than a college or university.

Slightly more of those who are employed work with elementary or middle/junior high grade levels than did last year. However, this year's results are more in line with the profile of ASCD members reported in study years prior to 2000.

Grade Levels

![Bar Chart]

- 4-year college/university
- 2-year college
- Secondary/senior high
- Middle/junior high
- Elementary
- Preschool-K

% of employed members who work with each

base: employed ASCD members (multiple answers)
Professional Profile

Consistently, the profile of the ASCD membership has been that of a veteran industry professional.

With an influx of young, new members in 2000, the average industry tenure had dropped slightly in that year compared to most prior years. But that data was not indicative of a trend. This year, the average number of years in the education profession is back up—to 22.2 from 20.2.

Industry Tenure
Professional Profile

ASCD's provision of professional development resources is one of the main reasons for continued membership. When asked to explain the primary reason for renewing their ASCD membership, members most often mentioned the education opportunities it provides—through its publications, conferences, research, etc. (See the Appendix in the Complete Report for a complete listing of verbatim responses to this question.)

Only 10% of current members have not yet had a chance to renew their memberships, having been with the association less than 1 year so far. This new member proportion is down significantly from the 21% reported last year. As a result, the average ASCD membership tenure has increased from 5.0 to 6.4 years over the last 12 months.

Membership Tenure
(in ASCD)

![Membership Tenure Chart]

- 15+ years
- 10 - 14 years
- 5 - 9 years
- 3 - 4 years
- 1 - 2 years
- <1 year

base: ASCD members

mean
2000: 5.0 years
2001: 6.4 years
ANNUAL BUSINESS MEETING
Rivercenter Hotel, Salons C-E
San Antonio, Texas
Monday, March 11, 2002

AGENDA

1:15 p.m.  Highlights of the Board of Directors Actions
           Kay Awalt Musgrove
           President

           Key Association Opportunities, Challenges,
           and Issues

           Gene R. Carter
           Executive Director

           Member Comments and Questions
           All

2:15 p.m.  Adjourn
BOARD OF DIRECTORS MEETING
Rivercenter Hotel, Salons C-E
San Antonio, Texas
Monday, March 11, 2002

AGENDA

2:15 - 4:15 p.m.
1. Update on the new Strategic Plan

2. Report from the Governance Transition Advisory Committee on the results of Friday’s Board activity

4:15 p.m.
Adjourn
ITEM: 1. Update on the new Strategic Plan

FROM: Gene R. Carter
Executive Director

Diane G. Berreth
Deputy Executive Director, Policy and Planning

ACTION REQUESTED: Receive information and provide feedback on potential affiliate activities.

RELATIONSHIP TO STRATEGIC PLAN: This work frames all goals: 1) educators' capacity to address complex problems; 2) a vital and diverse community worldwide; 3) policies and practices that support quality; 4) committing resources wisely.

BACKGROUND INFORMATION: The Association has now completed an update of the Strategic Plan for 2002-05. It includes a new vision, goals, strategies, and action plan. The plan frames and integrates the Association's work, and provides direction for the Executive Director's goals, budgeting, programs, products, and services development, and measures of the Association's success. The success of the plan is dependent on members, governance and staff working together to realize the Association's new vision:

ASCD is the world's premier educational organization. We are a vital and diverse community organized for learning and complex problem solving. We influence practice and policy through our high-caliber services and uncompromising commitment to professional development. ASCD is the first place to turn for results-based, research-driven knowledge about teaching and learning. Working with our constituents, we improve the educational experiences of students around the globe.

SUPPLEMENTARY INFORMATION:
1992-97
The Executive Council initially adopted the beliefs, mission, goals, and vision for our Strategic Plan in 1993-94. These elements of the plan had been developed over six days in 1992 and 1993 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 as a result of external and internal environmental changes--and in keeping with 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 team made up of staff from across workgroups that was expanded to include Executive Council members. 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
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. Accomplishments since that time have included information collection from advisory committees, affiliates, and other constituents; completion of a January 2001 Executive Council working meeting on trends; completion of external trends analysis; completion of education trends analysis based on Board input; final identification of key trends; review of mission statement; development and Council adoption of a new vision statement and goals; staff review of Executive Council input on strategies, strategy development for each goal. The strategies and action plans have been approved by the Executive Director.

RELATED DOCUMENTS: ASCD Strategic Plan – in pocket of your notebook; Trends summaries (attached); and “Highlights of Action Plans” document (attached).

ACTION TAKEN:
Final Trends Summaries for Strategic Plan 2001 Update

Changing Conditions Trend Statement

Changing conditions will require new work models.

The world has a new look in the 21st century. Shifting populations and changing demographics are creating a society that must not only honor human differences but also seek to celebrate what everyone has in common. This increasingly diverse population, along with the impact of technology and demands for new kinds of knowledge, calls for new approaches to teaching and learning. At the same time, changing workplace requirements, an aging workforce, and competitive pressures will place new demands on employees and employers. In response to these challenges, organizations in both the for-profit and not-for-profit sectors will need to create new work models – for both internal and external processes – to ensure optimal effectiveness.

ASCD will need to continually develop work models to sustain and expand both our influence activities and our support for the education profession's commitment to student success. These work models will need to both anticipate and respond quickly to educators' increasing demands for personalized, up-to-date professional resources. ASCD will also need to meet the needs of its members and constituents through organizational structures and processes that are fast, fluid, and flexible, and new models that attract, train, and retain a talented workforce. This workforce will enable the organization to remain competitive and influential in ensuring success for all learners.

Diversity Trend Statement

Increased diversity of staff and student populations will exert great pressure on school systems during the next five years.

During that time, a number of conflicting factors will change the shape of education and the needs of educators. A record number of classroom teachers and administrators will be retiring, and that will result in the hiring of less experienced and younger replacements. The student population will continue to grow and become increasingly diverse. Society will continue to demand increased student performance and high-quality schools. These three competing factors will cause school systems to seek help in establishing work cultures that stress collaboration, knowledge creation, and respect for diversity.

ASCD has the opportunity to provide the professional development that will be needed to meet the challenges caused by the shifts. In addition, ASCD's leadership and governance will face the same challenges of diversity, a retiring membership, and increased expectations. ASCD will need to provide leadership in this area by developing and supporting delivery mechanisms, content, and governance structures that are customized to meet the new generation of educators.
Knowledge Trend Statement

Knowledge is a commodity, and education is a growth market.

The basis of growth in the economy will shift from the manufacture and sale of products such as cars and refrigerators to the brokering of knowledge and services. Knowledge, the result of a process of gathering, analyzing, and synthesizing information into meaningful products, will become power in more than an abstract or political sense. It will become a commodity in itself. Power will also reside in the education marketplace. Educators will be inundated with information. They will value a credible source that can organize and synthesize information to produce knowledge that provides solutions to educators' immediate needs.

ASCD will need to exploit emerging technologies -- faster, cheaper, more accessible -- to develop knowledge-based strategies that reflect research and best practice. ASCD's reputation as a quality resource will give us a short-term advantage in this area, but for-profit and nonprofit competitors, with deeper pockets or less commitment to quality, pose significant threats.

Research-Based Practice and Breakthrough Thinking
Trend Statement

Advances in education research, the integration of knowledge, and the development of new, faster technologies will lead to breakthrough thinking.

Our society is experiencing a movement from information to knowledge, and from knowledge to wisdom. Wisdom develops when knowledge is viewed through the lenses of keen judgment, insight, interwoven relationships, and wide experiences. The growth of wisdom will shape new directions in society and in education, and create "intellectual entrepreneurs." The rate of change in our society will continue to increase, intellectual and social capital will be more highly valued, and people will create a new generation of alternative solutions to societal problems. Education will increasingly focus on research-based results, intellectual leadership, integrated curricula, and new collaborations.

These directions play to ASCD's strengths. ASCD will need to focus on these directions and screen current programs and products against them while helping our members create wise solutions to complex problems. ASCD has the opportunity to lead the field in research-based practice and breakthrough thinking if we demonstrate it ourselves.

Some information in the above trend statements was adapted from:


HIGHLIGHTS OF ASCD'S NEW STRATEGIC PLAN
2001-2005

Mission Statement

ASCD, a diverse, international community of educators, forging covenants in teaching and learning for the success of all learners.

ASCD Vision Statement

ASCD is the world’s premier educational organization. We are a vital and diverse community organized for learning and complex problem solving. We influence practice and policy through our high-caliber services and uncompromising commitment to professional development. ASCD is the first place to turn for results-based, research-driven knowledge about teaching and learning. Working with our constituents, we improve the educational experiences of students around the globe.

GOAL 1: ASCD will develop educators’ capacity to address complex problems.

Strategy 1: Create programs, products, and services that strengthen educators’ ability to solve complex problems.

- Identify complex problems and potential solutions.
  - Establish a regular schedule for web surveys (bi-monthly) to obtain information from practitioners about complex problems.

- Develop and implement plans to build local capacity for solving complex problems
  - Develop tools to assist with problem solving (could include expansion of Advocacy Kit with tools to building legislative support for solving complex problems).
  - Partner with three Educational Service Centers or large urban settings in providing both technical and product support for solving complex problems.

GOAL 2: ASCD will build a more vital and diverse community that shapes teaching and learning worldwide.

Strategy 1: Develop structures, initiatives, and collaborations to extend ASCD’s worldwide community.

- Develop new and expanded initiatives with a focus on Australia, New Zealand, Hong Kong, Singapore, and International Schools.

- Institutionalize processes to identify and nurture relationships with non-North American individuals and organizations.
Strategy 2: Engage underrepresented constituencies in building a more diverse and effective ASCD community.

- ASCD implementation of approved comprehensive plan to increase and engage diverse members, leaders, affiliates, and constituents in the ASCD community.

Strategy 3: Build a vital community characterized by active participation and mutual commitment.

- Re-design constituent group structures to strengthen the linkages among groups.
- Develop a responsive organizational communication system that promotes community and innovation.

GOAL 3: ASCD will influence policies and practices that support quality teaching, learning, and leadership.

Strategy 1: Collaborate with organizations and individuals that share our commitment to quality teaching, learning, and leadership to influence education policies and practices.

- Institutionalize processes to identify and nurture a few (3-5) significant relationships that advance ASCD’s vision and plan.

Strategy 2: Build local-level capacity to effectively influence education issues.

- Create action-oriented advocacy tools and materials to support constituent influence efforts.
- Provide annual ASCD-sponsored training events for affiliates to enhance their role in influencing education policy at the state/province/country level

Strategy 3: Influence policies and practices by providing authoritative knowledge about teaching, learning, and leadership.

- Expand ASCD’s outreach to media, policymakers, and other constituencies through policy-oriented initiatives such as forums, research papers, and statements that support effective teaching, learning, and leadership.
- Redesign, refocus, expand the News and Issues area of the ASCD Web site to add visibility to ASCD’s influence/outreach activities and improve the accessibility of selected ASCD content/expertise for journalists and policymakers.
GOAL 4: ASCD will commit its resources wisely for maximum value to members and the profession.

Strategy 1: Design financial and management systems that are flexible and responsive.

- Identify key ASCD operations and develop analysis & benchmarks to be used for measurement.

Strategy 2: Continuously improve practices and products based on comprehensive analysis of their effectiveness and value.

- Measure customer perceived value of programs, products, and services.

- Develop appropriate measurement and analysis tools and gather data to evaluate practices, programs, products, and services.
ITEM: 2.
Report from the Governance Transition Advisory Committee on the results of Friday’s Board activity

FROM: Kay Awalt Musgrove, President
Governance Transition Advisory Committee, Chair

ACTION REQUESTED: Receive report.

RELATIONSHIP TO STRATEGIC PLAN: This work supports all goals.

BACKGROUND INFORMATION: The Board of Directors engaged in an activity at its March 8 meeting on future scenarios for the Leadership Council. The GTAC reviewed the results of the Board’s activity and will provide a summary report.

SUPPLEMENTARY INFORMATION:

RELATED DOCUMENTS:

ACTION TAKEN: