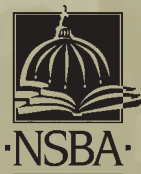




Council of Urban Boards of Education

**PERSPECTIVES ON URBAN
SCHOOL BOARD LEADERSHIP
2002-2003**







Dear Urban School Board Leaders:

Education leaders across the country have faced a number of challenges over the past year, from governance issues to spending constraints, from heightened interest in school safety to new layers of state and federal accountability. Nowhere are these issues more apparent than in our urban districts which often fall under the microscope of public and political scrutiny.

The Council of Urban Boards of Education (CUBE) continues to search for new ways to assist board members in their ever-expanding roles as school and community leaders. CUBE presents you with the latest information on urban education trends and keeps you up to date on what's happening with your counterparts across the country.

In this perspective, we recap CUBE's accomplishments and share the ways in which we believe we have positively and substantively improved and enhanced your urban school board experience. This perspective on the previous year also highlights significant urban education-related research findings, federal legislative successes, and ways the CUBE Steering Committee and Task Forces are working to directly benefit you and your school district.

We hope you find this report useful to you and to the key staff in your district. The CUBE staff works to serve as a valuable resource for cutting-edge urban education data and as a resource for the further development of those key skills urban school board members need.

As we enter our 36th year, CUBE thanks you for your commitment to urban education. Our ultimate goal is to ensure that your CUBE membership is a productive investment for your district. We look forward to working with you to increase the awareness of urban education issues and will continue to provide you with the tools critical for your success as an urban school board member.

Sincerely,

Linda Lopez
CUBE Chair
Sunnyside Unified School District
Tucson, AZ

Don E. Blom
Associate Executive Director
Constituent Services, Publications and Marketing Section
NSBA

Year In Review

In today's world of high-stakes accountability, public schools face more scrutiny than ever. And nowhere is that more apparent than in the nation's largest urban school districts.

That's one reason the mission of the Council of Urban Boards of Education is so timely and relevant. For more than three decades, CUBE has worked to address the key issues and unique challenges that urban school board members face.

Over the past year, CUBE's advocacy efforts, publications, and surveys have addressed takeovers, desegregation, superintendent turnover, special education, and the No Child Left Behind Act. Through programming at several meetings and targeted issues forums, CUBE has addressed ways to improve school governance and student achievement for its 103 member districts.

Here is a look back at CUBE's work over the past year:

TAKEOVERS AND GOVERNANCE

After two decades of focusing on school- and classroom-based reforms, increased attention has been placed on the governance role in public education. In many of the nation's urban centers, questions have been raised about the effectiveness and the need for school boards.

In July 2002, New York City's mayor took direct control of the nation's largest school system. Seven months earlier, Philadelphia's school district — the eighth largest in the country — was taken over by the state of Pennsylvania.

These two high-profile takeovers are the continuation of a trend that has seen mayors in a number of large cities — including Boston, Chicago, Cleveland, and Detroit — win greater authority over their school systems.

CUBE strongly opposes takeovers of local schools and school districts. In a statement issued in June 2002, the CUBE Steering Committee pointed to a lack of evidence linking a school district's governance structure to student achievement and said any intervention by a state or local government should not come without proper funding, technical assistance, and plans to return the governance of the district to the local school board.

Through its training and programming, using NSBA's Key Work of School Boards as a framework, CUBE provides resources for improving school governance in urban districts.

"It's easy to lose sight of the fact that what you do is key to America's future," author Juan Williams told CUBE members during the NSBA Annual Conference in April. "You don't have the luxury of sitting on the sidelines and watching our cultural demographic change and thinking it doesn't impact on you."

Working with a grant from the Wallace Reader's Digest Fund, CUBE's Training and Programming Task Force and the National School Boards Foundation (NSBF) are developing case studies on high-performing urban school boards. The case studies will be used in the development of the Urban School Board Leadership Institute, which will provide urban school leaders with an intensive training program to help them meet the daunting challenges confronting urban education.

As Williams said, "When it comes to making education work, you are the people who have got to stand up. You must take a stand in your community."



IMPROVING STUDENT ACHIEVEMENT

Despite concerns about student performance in our nation's urban centers, a number of large districts have made significant strides in achievement. CUBE's Urban Student Achievement Task Force works exclusively to equip members with critical data and solutions.

School board members and administrators from Charlotte, San Diego, and San Francisco have shared their successful models and reforms with fellow CUBE members. Site visits to New Orleans, during the NSBA Annual Conference, and to Seattle, in advance of CUBE's Annual Meeting in October, expanded members' views of successful urban initiatives. CUBE's 2002 Issues Seminar, held in New York City, was framed around high-achieving schools in urban centers.

Quality teachers and adequate funding are keys to improving student performance and closing the racial achievement gap that plagues many urban school systems, said Kati Haycock, director of the Education Trust. But closing the gap is not an insurmountable task, Haycock told CUBE members during the NSBA Annual Conference, and plenty of evidence suggests that disadvantaged students can be academically successful if expectations are high.

Dispelling the Myth Revisited, a new report published by the Education Trust, identified 4,500 high-poverty or high-minority schools that score in the top one-third of all schools in their states. If all high-minority schools (minority enrollment of 50 percent or more) are included, an additional 1,500 schools also score in the top one-third in state test scores.

The problem, Haycock said, is that many of the nation's high-minority schools fall way behind in terms of certified and experienced teachers. And in 42 states, school systems serving large numbers of disadvantaged students receive less local and state funding than more affluent school systems.

"Basically, what we do in this country, is take the kids most dependent on their teachers for academic learning, and we systematically assign those kids the teachers with the weakest academic base," Haycock said.



A number of CUBE districts are beating those obstacles, and two urban school districts — Atlanta Public Schools and Boston Public Schools — were named as finalists for the inaugural Broad Prize for Urban Education. Houston Independent School District was selected as the winner of this prestigious award. Along with California's Garden Grove and Long Beach school districts, these urban school districts were cited as demonstrating the greatest overall improvement in student achievement while reducing the achievement gap across ethnic groups and high-and low-income students.

DESEGREGATION AND DIVERSITY

Racial integration is crucial to improve public education and prepare children to live in a diverse culture, but a series of recent court rulings have eroded race-based student assignment laws.

The Civil Rights Project at Harvard University, in a report published in August 2002, found that America's public schools are becoming increasingly divided by race, even as minority populations increase nationwide. In all but a handful of the nation's largest school districts, integration between whites and blacks has decreased or remained steady over the last 14 years.

This is particularly troubling for CUBE member districts, which have a 65.7 percent minority population. But a new publication is helping board members and school districts navigate the complex and still-evolving legal issues surrounding the use of race in student assignments.

From Desegregation to Diversity: A School District's Self-Assessment Guide, was developed under the sponsorship of the CUBE Racial Isolation Task Force and published in April 2002. Co-authored by Edwin Darden, NSBA Senior Staff Attorney and the Task Force's staff liaison, the guide offers advice on how to make student-assignment policy decisions that best serve a district's educational goals while minimizing the legal risks.

"A lot of school districts are asking questions about how to achieve racial diversity and still be within the law," Darden said. "The circuit courts are all over the place in their rulings."

The guide warns school leaders that providing exact answers to their questions is difficult because a variety of factors can determine whether a district can successfully defend a race-based student assignment policy. In the guide, school leaders are asked to consider a number of questions as they examine their assignment policies.

"When school leaders start asking questions in good faith about what to do," the guide states, "the answer is often: 'It depends.'"

WORKING WITH SUPERINTENDENTS

A CUBE-sponsored survey of the nation's largest urban districts debunks the widely reported belief that urban superintendents stay on the job only 2.5 years. In fact, urban superintendents stay in their positions longer than is generally reported in the media.

NSBA researcher Anne Wright surveyed 77 CUBE member districts and 50 of the 53 largest cities in America. The survey reports the actual average time of service for the most recent superintendent is 5.0 years in CUBE districts and 4.6 years in the 50 largest cities reporting.

"After years of using anecdotal evidence to describe the length of the superintendency, CUBE has completed a well-documented research study on the issue," said Anne L. Bryant, NSBA Executive Director. "This is good news because it shows that the actual experience of superintendents is much more stable than is commonly reported."

"The stability of the superintendency has a direct impact on the success of any school district. High turnover among top administrators can undermine reform efforts, as each succeeding superintendent attempts to put his or her own stamp on the district."

Katrina Kelley, CUBE Program Director, served on the nominating committee for the American Association of School Administrators' two-year study of 11 successful urban superintendents. The case study will show how the superintendents make decisions, plan strategies, and perform their work.

COMMUNITY ENGAGEMENT

Serving as the conduit between the school district and the community is a fundamental role for school board members. In urban settings, however, the definition of "community" creates a real challenge that board members must work with to best serve the needs of all students.

The CUBE Communications Task Force is charged with helping board members learn how to work with these diverse groups of politically savvy and active parents, public advocates, powerful unions, and local, state, and federal officials who influence school operations. The Task Force also is working to help board members understand the role the media plays in reporting on the public education debate.

At the CUBE Annual Conference, the Task Force unveiled plans for the development of a new resource center that will gather and compile CUBE district success stories for use with the membership and the media.

"The nation views the public education debate through the eyes of the media, and urban school districts and school boards are under scrutiny from well-funded outlets that constantly question their effectiveness and ability to educate children," said Don E. Blom, NSBA Associate Executive Director. "The Communications Task Force has the challenge of providing our members with the resources they need to share their successes."

THE FEDERAL ROLE

With more than one-fourth of the nation's students attending schools in urban centers, CUBE member districts have the potential for great power and influence over funding and legislative initiatives.

But how do you leverage that power? Steve Carroll, a lobbyist for the St. Louis Board of Education, told CUBE members at the NSBA Annual Conference that urban boards must work hand-in-hand with their state legislators to improve public schools. By showing legislators specifically what schools need for students to succeed, Carroll said board members can have a greater impact than they thought possible.

The same is true on Capitol Hill, said Reginald Felton, NSBA Director of Federal Programs. At the February 2002 CUBE

Issues Forum, held in conjunction with the 29th Annual Federal Relations Network (FRN) Conference in Washington, D.C., Felton said urban school leaders must take their messages themselves to local members of Congress.

"If we're going to be effective, your representatives in Washington need to hear from you," Felton said.

This ongoing advocacy work is especially needed at a time when the federal government is increasing its role in public education, the administration and the Supreme Court are supporting vouchers, and school privatization is looming for some districts.

With the signing of the No Child Left Behind Act, urban school systems are confronting a host of new financial, legal, and regulatory changes. State tests will take on new meaning for urban school boards, because districts that fail to make adequate yearly progress will now be subject to a range of corrective actions. The law mandates that all new teachers hired to work in Title I-funded programs must be fully certified or licensed, and requires all students to meet academic proficiency standards within 12 years.

Felton said if urban school leaders stay silent, they could see lawmakers being persuaded to support bad ideas. Instead, to be truly effective, school board members need to develop a 'personal presence' with lawmakers, making sure they know where you stand on issues and that they can count on you to serve as a resource.

In February 2003, CUBE Steering Committee members will meet with key urban representatives on Capitol Hill to gather and exchange ideas about the federal legislative concerns that affect urban schools. Also at the 2003 FRN Conference, CUBE attendees will take part in a roundtable session that will provide a legislative perspective on the new Congress, with a special focus on urban issues.

PERSPECTIVE FOR 2003

As 2003 approaches, CUBE marks its 36th year as the only organization that solely serves urban school board members. But like the districts it serves, CUBE has no time to rest on its laurels and accomplishments. Instead, CUBE and its Task Forces are looking for better ways to serve the membership while continuing to focus on the key issues that face urban educators.

Sessions at the 2002 CUBE Annual Conference in Seattle centered on urban school finance and the adequacy debate, as well as ways that urban schools can address gender and sexual orientation issues. At the conference, members also looked ahead to one of the largest issues that districts will confront



in 2003: Congress' reauthorization of the Individuals with Disabilities Education Act (IDEA).

As the IDEA debate begins, CUBE's Racial Isolation and Urban Student Achievement Task Forces have embarked on a survey of special education programs and policies in member districts. This joint project is especially important in light of recent reports that minority students are more likely than whites to be classified as disabled.

The survey findings will provide useful information about the extent of the problem in urban schools — and identify local initiatives that are making progress in ending racial disparities.

Through its advocacy efforts, CUBE and NSBA will continue to encourage Congress to approve sensible changes to IDEA that will make it easier for urban school boards to help educate special education children.

Next spring, CUBE also will publish results of a survey on public education in the nation's urban school districts. The survey will provide a snapshot of the urban school board member's experience and will include sections on board qualifications and training, school district finance, superintendent tenure, school facilities, and recruiting and retaining qualified teachers and administrators. Next summer, the 2003 Issues Seminar in Chicago will center on school funding issues.

With active Task Forces working on targeted issues, a strong advocacy effort in Washington, research projects, networking opportunities, and conferences, CUBE continues to play a vital role in serving the needs of the nation's urban school board members and public schoolchildren.

CUBE Task Forces

In 2000, CUBE launched four issue-based Task Forces for membership input and participation. These Task Forces consider and discuss key issues faced by urban school board members today — Communications, Racial Isolation, Urban Student Achievement, and Training & Programming.

The goal of each Task Force is to study and research issues, identify workable solutions and strategies, and produce materials and outcomes to assist all CUBE members. Especially important, the Task Forces help direct CUBE on ways to strengthen service to its members.

COMMUNICATIONS

The Communications Task Force is committed to helping board members better communicate with their constituents by developing strategies to build a more positive school image and garner support in the community.

Co-chairs: Marlene Davis, St. Louis, MO, and Arthur Griffin, Charlotte, NC

Members: Denise Brodsky, Clark County, NV; Jim Fahrenholtz, New Orleans, LA; Noel Hammatt, Baton Rouge, LA; Paulette McKinney, St. Louis, MO; Paul Thomas, Tulsa, OK; and Jim Ward, Wichita, KS

NSBA staff liaison: Glenn Cook, NSBA Managing Editor, Publications

RACIAL ISOLATION

The Racial Isolation Task Force examines the education and policy ramifications surrounding issues of race in urban schools, including the minority achievement gap, desegregation, the disproportionate number of minorities assigned to special education classes, and the disproportionate percentage of minority students disciplined. The goal is to equip urban school board members with the latest research and suggested approaches to prevent student isolation based on race.

Co-chairs: Florence Johnson, Buffalo, NY, and Jill Wynns, San Francisco, CA

Members: Tariq Butt, Chicago, IL; Dot Kearns, Guilford County, NC; Vilma Leake, Charlotte, NC; Bill Moss, Columbus, OH; and Christene Moss, Fort Worth, TX

NSBA staff liaison: Edwin Darden, NSBA Senior Staff Attorney

TRAINING & PROGRAMMING

The Training & Programming Task Force identifies and develops training programs to support urban school board governance and strengthen CUBE programming through membership feedback and input. This Task Force also is working closely with the National School Boards Foundation to launch the Urban Institute for School Board Leadership.

Co-Chairs: Linda Lopez, Tucson, AZ, and Steve Corona, Fort Wayne, IN

Members: Toni Carter, St. Paul, MN; Elizabeth Daniels, Portsmouth, VA; Ruth Johnson, Clark County, NV; and Clayton Luckie, Dayton, OH

NSBA staff liaison: Barbara Allen, NSBA Director, Caucus and Urban Development

URBAN STUDENT ACHIEVEMENT

The Urban Student Achievement Task Force studies the achievement gap between urban and non-urban students, explores programs that are helping to improve student achievement, and brings attention to successful urban schools.

Co-chairs: David Thomas, Mobile, AL, and Al Oertwig, St. Paul, MN

Members: Lock Beachum, Youngstown, OH; Larry Booth, Hayward, CA; Carol Cohen, Fort Wayne, IN; Warren C. Hayman, Baltimore County, MD; Sandra Jensen, Omaha, NE; Jimmie Johnson, Duval County, FL; Cheryl Mills, New Orleans, LA; Brian Perkins, New Haven, CT; and Dwight Singleton, Washington, DC

NSBA staff liaison: Katrina Kelley, NSBA Director, Council of Urban Boards of Education

CUBE Meetings

Urban school board members must be well-versed instructional leaders who are serious about breaking the barriers and overcoming the challenges to improve the educational experiences and lifelong learning for our nation's urban schoolchildren.

To help urban school districts reach this goal, the Council of Urban Boards of Education offers networking and professional development opportunities through urban-focused issues seminars, forums, site visits, and the CUBE Annual Conference. Urban school leaders share ideas on best practices and policies and learn strategies to meet the challenges they face in their districts.

2003-2004 Meeting Schedule:

CUBE Issues Forum – NSBA Federal Relations Conference

February 1, 2003
Washington, D.C.

CUBE Issues Seminar

June 26-29, 2003
Chicago, Illinois

CUBE Site Visit — NSBA Pre-Conference and Conference Programming

April 3-7, 2003
San Francisco, California

CUBE 35th Annual Conference

October 2-5, 2003
Charlotte, North Carolina

CUBE Issues Forum — NSBA Federal Relations Conference

January 31, 2004
Washington, D.C.

CUBE Issues Seminar

June 2004
Location TBD

CUBE Site Visit — NSBA Pre-Conference and Conference Programming

March 25-30, 2004
Orlando, Florida



CUBE Steering Committee

The CUBE Steering Committee, composed of urban school board members from across the United States, provides representation and leadership at the national level for CUBE members.

Under the committee's leadership and direction, CUBE districts have the opportunity to gather information, develop recommendations, and take appropriate action to improve the quality and equality of education for all urban schoolchildren.

The Steering Committee, which meets quarterly, has 12 members and an Immediate Past Chair. The President and the Executive Director of the National School Boards Association serve as the committee's ex-officio members.

CUBE Steering Committee members are elected by the CUBE membership to a three-year term. The Steering Committee elects the CUBE Chair and Vice Chair. The CUBE Chair serves on the NSBA Board of Directors as an ex-officio voting member.

The CUBE Chair appoints a Nominating Committee to oversee the compilation of a slate of nominees from CUBE members in good standing. The Nominating Committee strives to maintain a regional balance and assure nondiscrimination on the basis of gender, religion, and race.

CUBE STEERING COMMITTEE MEMBERS SERVE AS:

- **Ambassadors** for the Council of Urban Boards of Education
- **Leaders** for urban school board members
- **Advocates** for public education
- **Supporters** of NSBA's urban vision, mission, and goals
- **Promoters** of the purposes of CUBE

THE CUBE STEERING COMMITTEE MEMBERS FOR 2002-2003

Linda Lopez, Chair, Tucson, AZ
David L. Thomas, Jr., Vice Chair, Mobile, AL
Florence Johnson, Immediate Past Chair, Buffalo, NY
Steve Corona, Fort Wayne, IN
Marlene Davis, St. Louis, MO
Harry Garewal, Phoenix, AZ
Arthur Griffin, Jr., Charlotte, NC
Warren C. Hayman, Baltimore County, MD
Betsy H. Kaplan, Miami - Dade County, FL
Christene C. Moss, Fort Worth, TX
Al Oertwig, St. Paul, MN
Jill Wynns, San Francisco, CA
Mossi W. White, NSBA President, Ex-Officio Member
Sandra J. Jensen, NSBA Director, Ex-Officio Member
Anne L. Bryant, NSBA Executive Director, Ex-Officio Member

NSBA STAFF

Joseph S. Villani
NSBA Deputy Executive Director

Don E. Blom
NSBA Associate Executive Director, Constituent Services

Katrina A. Kelley
NSBA Director, CUBE Program

Barbara Allen
NSBA Director, Caucus and Urban Development

Jessica Bonaiuto
NSBA Senior Manager, CUBE Program

Judy Tucker
NSBA Coordinator, CUBE Program



CUBE Districts

Anchorage School District, Anchorage, Alaska
Birmingham Public School System, Birmingham, Ala.
Mobile County Public Schools, Mobile, Ala.
Montgomery Public Schools, Montgomery, Ala.
Little Rock School District, Little Rock, Ark.
Cartwright School District #83, Phoenix, Ariz.
Madison School District #38, Phoenix, Ariz.
Phoenix Elementary Schools, Phoenix, Ariz.
Phoenix Union High School District, Phoenix, Ariz.
Roosevelt School District #66, Phoenix, Ariz.
Sunnyside Unified School District, Tucson, Ariz.
Tucson Unified School District, Tucson, Ariz.
Chula Vista Elementary School District, Chula Vista, Calif.
Fullerton Joint UHSD, Fullerton, Calif.
Hayward Unified School District, Hayward, Calif.
Los Angeles Unified School District, Los Angeles, Calif.
Oakland Unified School District, Oakland, Calif.
West Contra Costa Unified School District, Richmond, Calif.
Riverside Unified School District, Riverside, Calif.
San Diego Unified School District, San Diego, Calif.
San Francisco Unified School District, San Francisco, Calif.
Aurora Public Schools, Aurora, Colo.
Bridgeport Public School District, Bridgeport, Conn.
New Haven Public School District, New Haven, Conn.
District of Columbia Board of Education, Washington, DC
Broward County School District, Ft. Lauderdale, Fla.
Duval County School Board, Jacksonville, Fla.
Miami-Dade County Public Schools, Miami, Fla.
Hillsborough County School District, Tampa, Fla.
Atlanta Public Schools, Atlanta, Ga.
Hawaii State Board of Education, Honolulu, Hawaii
Chicago School Reform Board of Ed., Chicago, Ill.
Rockford School District, Rockford, Ill.
Fort Wayne Community Schools, Fort Wayne, Ind.
Gary Community Schools, Gary, Ind.

About NSBA's National Affiliate Program

The National School Boards Association's National Affiliate Program is a partnership that includes more than 2,550 local districts, the NSBA Federation of state school boards associations, and the NSBA professional staff working together to provide a unified national voice promoting improved student achievement and supporting local governance of public education. The Council of Urban Boards of Education is the urban component of the National Affiliate Program.

NSBA provides its National Affiliates a variety of resources that support their decision making processes and help them be effective advocates for public education in their own communities, in their state capitals, and in the national arena. Through the support of its National Affiliates, NSBA advocates on behalf of public schools on Capitol Hill, at the White House, and before federal agencies and the courts.

National Affiliate districts have access to a wide variety of publications and services which offer unique approaches and timely commentary on the challenging topics facing school boards nationwide. Benefits include:

School Board News — this bi-monthly newspaper written exclusively for school board members provides expert commentary on key education issues from Capitol Hill, the U.S. Department of Education, the federal courts, and local school districts. *School Board News* keeps NA member districts informed on what school districts across the nation are doing to meet the challenges of public education and how federal issues and judicial actions are affecting public schools.

Grant Winner — this resource to federal funding and corporate and foundation grants provides details on awards, deadlines, eligibility requirements, and contact information. Each issue contains specifics on millions of dollars in funding support.

Updating School Board Policies — this vital bi-monthly newsletter (6 issues a year) identifies the latest policy trends and helps every member of your board understand how these trends apply to your district's needs. NSBA provides proven sample policies with every issue. Plus, superintendents receive *The Administrative Angle*, a quarterly tip sheet featuring practical ideas for researching, drafting, and coding policies.

Policy Research Brief — this publication provides school leaders with research and commentary on key educational issues, informing decisions at the district level and in the broader public interest.

Policy Information Clearinghouse — a policy research service at your fingertips, NSBA's on-call library houses thousands of sample policies from school districts. NSBA's policy service complements state policy services by providing local school districts with a unique, national perspective. Policy research requests via mail, telephone, or e-mail are responded to within 24 hours.

District Profiles and Reports — National Affiliate districts receive a variety of publications offering an abundance of practical ideas and firsthand advice from thousands of school board members nationwide. Each National Affiliate district receives two complimentary copies of each new report.

Inside School Law — this series of preventive school law publications is intended to assist school board members and other school leaders in understanding the legal ramifications of their policy decisions and administrative actions.

About the Council of Urban Boards of Education

For more than three decades, the Council of Urban Boards of Education (CUBE) has been at the forefront in helping urban school districts strive for excellence. CUBE's mission is to create opportunities for urban school board leaders to gain the knowledge and skills necessary to be effective policy makers and advocates for excellence and equity in public education.

Established in 1967 by the National School Boards Association's Board of Directors, CUBE helps address the unique local needs of school board members who serve the largest cities in the United States. There are 103 school districts that are members of CUBE, including the 10 largest in the United States. Together, the districts serve 8.3 million students and spend a combined total of \$62.5 billion to educate its students.

CUBE is the urban component of the NSBA National Affiliate Program. Individual school boards are eligible to participate if they are a member of their state school boards association, serve a community with a core city population of at least 100,000, or are urban in character. Board members and superintendents in CUBE districts receive a full array of National Affiliate services plus the specialized services delivered by NSBA's urban staff.

These specialized services include national representation by the CUBE Steering Committee, urban focused issues seminars, workshops, conferences, site visits, legislative advocacy, research projects, networking opportunities, publications such as the *Urban Advocate* and the CUBE Directory, and local policy governance assistance.

CUBE helps urban school leaders find solutions and alternatives to challenges at the local level and seeks to improve their policy-making effectiveness.



·NSBA·

*National
Affiliate.*

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Serving America's Urban Public School Students