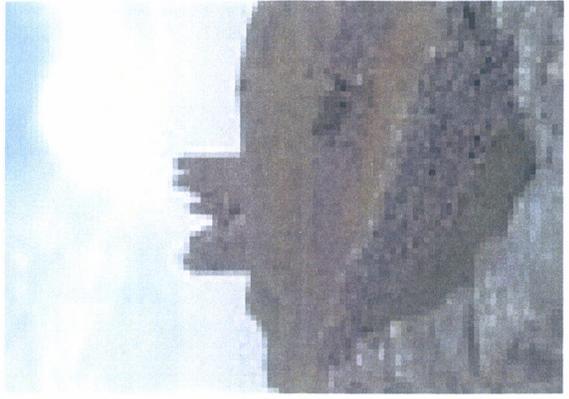
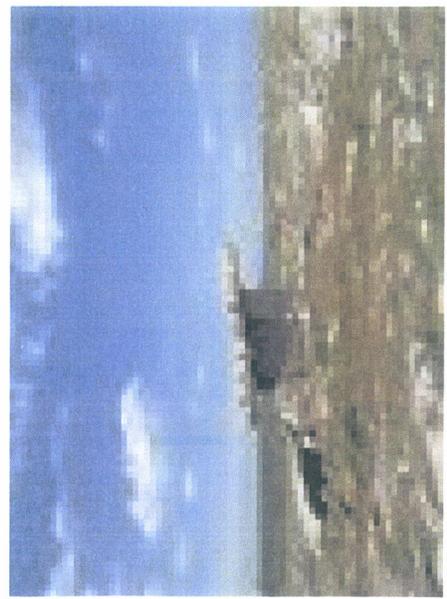


A LASTING LEGACY

IRELAND 1960'S

- Record Unemployment
- Staggering Social Problems



- Unskilled Workforce
- Uneducated Workforce
- Education Not Valued



A LASTING LEGACY

IRELAND EARLY 1970'S

- Ireland Invests in its Future Workforce
- Pours All Available Funds into Providing Higher Education for All Youth
- Promotes a Yearn to Learn Culture



A LASTING LEGACY



IRELAND 1990'S

- Total workforce 1.1 million
- Fledgling Bio-medical Industry

~**CELTIC TIGER IS BORN** ~

IRELAND 2005

- Total workforce nearly 2 million
- ~no effective unemployment~

➤ World Class Bio-medical Industry





A LASTING LEGACY

- Economic Vitality
- Unprecedented Growth
- World Class, 21st Century Competitor



IRELAND TODAY

- Snared in Same Real Estate Bubble
- Celtic Tiger Doubles Down:
~Reinvesting in Education~





THE VISION

Ever heard of the Celtic Tiger? In 1960's Ireland was basically where Montana is today:

- Long-Term Unemployment
- Highest Worker's Comp Claims in Nation
- At Bottom of U.S. States in Per Capita Earnings
- Poverty, Social Problems, Rising Incarceration Rates
- Unskilled, Uneducated Workforce

Ireland's national economy had stalled. Ireland stepped back, looked at what it had to offer and what the world needed. Then it set itself on a course for change. It took the long view and made education its key focus. Ireland's citizens sacrificed to deliver that education to its youth. 20 years later the world marveled at what was to become known as the "Celtic Tiger:" a world class competitor in bio-medical research & development.

Imagine tax revenue potential of a well-educated workforce with virtually no unemployment!

On 1/28/13, Public Broadcasting Channel, I learned Pentagon believes any future wars will undoubtedly include cyber-attack. Program noted America needs 30,000 cyber warriors to protect the U.S. from cyber attack both military and commercially. Our current supply of cyber-warriors is about 1,000.

And, what better place to support 'the Cloud' than Big Sky Country? Key demands are a redundant supply of power, a relatively cool climate, energy efficient facilities, workforce.

You can put 4½ Irelands (32,599 sq miles) into state of Montana (147,200 sq miles) with room to spare. If Montana climbs out of its box and sacrifices together, we can become a force to reckon with: Move over Celtic Tiger, it's the BIG SKY BENGAL: world class competitors in cyber security and cloud facility support.

Perhaps BIG SKY BILLY GOAT is a more appropriate moniker for our young and coming Cyber Warriors:

- Tough, Resilient, Tenacious, Steadfast
- Yet Nimble in a Rapidly Changing World Economy
- Autonomous, Clever, Self-Reliant
- Determined, Single-Minded
- Like Montana's Indomitable Mountain Goat, we can become an indomitable economic force

IF we educate our young Montanans and empower them with a Burnin' for Learnin'. IF we help them gain the skill sets and acquire the tools necessary to compete in a 21st century, globally competitive economy. We can do this, Montana. We must for all our children: Focus, Sacrifice, Unite, Together!



Tam Newha Hnewha a... not sure what...

It Helps to Understand the Problem

Real Solutions for Public School Reform

The solution to improving student achievement and education attainment isn't money.

The U.S. spends more in per student spending than any other nation in the world.

Yet, academically, American students rank at or near the bottom in the developed world.

Reasons Parents Want Charter or Student Centered Funding/Voucher Programs: A Measure of Control

- (1) Parents are drawn to charter schools for their small size & personalized learning environments.
- (2) Charter/voucher schools, like private schools, oblige higher levels of parental involvement.
- (3) Parents perceive charter schools offer better achievement. The research does not agree.

Still, parents invariably prefer neighborhood schools over commuter schools if their school can provide a quality educational experience. Better yet: parents are more inclined to participate in neighborhood school programs.

Parent Engagement = Student Engagement

Good teachers are important, but research has found that parental engagement is the greatest predictor of student achievement. The desire to learn is a natural human characteristic. From infancy on, the natural state of humankind is its drive to learn. In fact, if sufficiently motivated, individuals will seek out knowledge and, in many instances, self-teach. Youth, however, generally require external guidance to acquire the ability to delay gratification and learn self-discipline.

The achievement crisis is not as related to teacher competency or self-esteem issues as to a poor estimation of the value of education. At present, many of America's societal influences undercut kids' innate pursuit of knowledge. Conversely, the societal influences among Asian cultures build upon the "yearn to learn." The outcomes are easily measured in international education attainment data.

In an expansive, 10-year, longitudinal study, Steinberg, Brown & Dornbusch found student beliefs regarding the consequences of under-achievement were at the core of the achievement crisis in America. Commonly-held, cavalier, attitudes about education attainment are thwarting achievement. And, lack of parental engagement is a key contributing factor.

Valuing Education Attainment in the 21st Century

Montana should be developing strategies to promote parental involvement at school. Schools yield better achievement when a neighborhood school functions as a community hub. School governance needs to be more neighborhood-centric. Even better: volunteer and parent task forces can offer many services to reduce non-classified staffing expenses: From monitoring security to school maintenance. From recess duty to CHORES programs. (CHORES cultivate respect for school facilities.) From classroom support and tutoring to before/after school supervision.

"Don't Think the School Bell Tolls for Others; in Montana it Tolls for Thee."

The savings are exponential if every parent gave just 40-hours of volunteer time sometime during each school year. Grandparents and education advocates are equally important. **Between 1970 and 2007, there was a 1,151% increase in instructional aides compared with a mere 7% increase in student population!**

Ways to Promote Family Engagement & Improve Student Achievement Across Montana

- ♣ Re-tool MCS 20-6-326 to support creation of locally-controlled, neighborhood schools.
- ♣ For schools adopting neighborhood school programs: allocate savings in transportation budgets over five year period to sustainable facility improvements.
- ♣ Endorse implementation of parenting classes at local schools during off-school hours.
- ♣ Establish "teach the tutor" classes to help parents learn how to help kids with homework.
- ♣ Encourage a longer, more balance school calendar to support learning.
- ♣ Awards for outstanding citizen involvement programs and/or individual citizen efforts.

- ✎ Public service announcements (PSA) “re-teaching” the value of a 21st century education.
- ✎ PSA campaigns promoting 40-hour per school year volunteer commitment.
- ✎ Awards/incentives for businesses supporting the 40-hour parent volunteer initiative.
- ✎ Awards for schools implementing CHORES programs in local schools.
- ✎ Resources/incentives for volunteer-based, before/after school care programs in schools.
- ✎ Establish student competitions (like GO!) with high-prestige awards for student achievers.
- ✎ Incentives for senior volunteers (one model offered a combined lunch program).

Local Control in Defining Academic Programs

Over the past 70 years, school boards consolidated in an attempt to achieve new economies of scale. **In 1940, there were 117,000 school districts in the United States. By 2007, there were less than 14,000 districts.** While consolidation makes sense in facility operations and administrative redundancy, the ultimate impact of yielding local control was diminishing parental involvement and poor student achievement. Schools need to be free to align goals and values with the families they serve and to address unique concerns and issues present in their communities. One size does not fit all in public education. The neighborhood model gives parents and teachers’ ownership over their school’s program while implementing the latest technologies to deploy operational aspects from a single, centralized, “district” at the state level.

State Control in Deploying Administrative & Facility Operations

By realigning and reconfiguring local and state roles in public schools, Montana will save money, conserve resources, and improve equality! New synergies are available, using technology, to reduce expenses. Re-alignment is consistent with the blueprint Montana originally intended for its public school system. Return academic programming and instructional methodology to the neighborhood level. This means more, smaller school districts with locally-controlled programs.

But, from an operational standpoint, realignment also means shifting many current school district roles to the state level. These are the logistical and physical components of the school plant including cafeteria, transportation, payroll, purchasing and distribution. Reconfiguring the logistical functions at the state level means resources can be *equally* deployed. A substantial body of knowledge—and proven technology—already exist to support implementation the logistical aspects of school management and facility operations.

Improving Logistics Will Reduce Education Spending

Technology exists to streamline and standardize public school operations so Montana can re-direct money toward making higher education available to more Montanans. Nearly every aspect of public school administration and facility operations can be reconfigured and realigned to reduce bureaucracy and duplication. From centralization of payroll and budgeting to purchasing and delivery systems; from instructional materials to school supplies; from facility management to equipment repair and maintenance; from cafeteria to fleet management; from tracking and analysis of student achievement to teacher performance data.

Using logistical technology to track information saves time, money, and increases efficiency while improving consistency. Consider Wal-Mart’s awe-inspiring use of technology to streamline the requisition and distribution of goods and materials on a *global* level. The breadth of inventory Wal-Mart manages is multifaceted and complex. Surely Montana can achieve similar capabilities on a state-wide level for k-12 schools. Imagine the economies of scale that can be achieved.

There is little need to recreate the wheel. Large national restaurant chains, particularly those with a bias toward nutrient-dense, whole food or “slow food,” use logistical technology to deliver food service nationally, even globally. A state-based, fleet operation economizes transportation. Even better: the sustainable benefits of neighborhood schools means transportation requirements will be substantially reduced and creating opportunities to improve fitness means healthier kids!

A well-developed, core of information technology exists to help Montana consolidate school facility services at the state level. Nationally- and globally-based corporations administer facilities across diverse geographic areas with a relatively small staff. Montana should emulate these best practices in school facility maintenance, repair, renovation, and construction. Essential building services include electrical, plumbing, heating & ventilation, fixtures, equipment, landscaping, and structural elements. These services can be tracked and deployed from one centralized "district."

Centralization ensures all public schools have fair and equal facilities. Technology also exists to get schools "off-the-grid." Buying power, at the state level, makes LEED certification, sustainable re-engineering, and green building practices like fuel-cell cogeneration not only possible, but affordable! Students would observe sustainable, emerging technologies first-hand. Over time, these savings means more operational dollars can be re-directed to expand access to higher education.

RECONFIGURATION & REALIGNMENT STATE & SCHOOL DISTRICT ROLES

Current Federal Role

- Data gathering & analysis: design, coordination, implementation
- Standardized testing: design, coordination, implementation
- School lunch funding
- Head Start
- Title I/Chapter I (ESEA)
- No Child Left Behind?

NOTE: Federal government has no constitutional authority over public schools, as these powers are reserved to the people in their states. A federal-level, cabinet position for public education was not even created until 1980, when the Department of Education Organization Act (Public Law 96-88) was signed into law by President Jimmy Carter. Prior to 1980, the only role of federal government in public education was a clearinghouse for data gathering and analysis.

Realignment of State/District Role at State Level

- Teacher certification, standards & practices
- School budgeting; allocation of funds to schools
- Faculty & staff payroll and benefit administration
- Material & supply purchasing and distribution
- Cafeteria, dietary menus, purchasing, distribution and federal program coordination
- Textbook & instructional material re-deployment
- Fleet/Transportation operations management
- Funding and/or coordination of school building construction & renovation
- Implementing facility renovations for greater energy efficiency (get schools "off the grid")

Realignment of School Board Role at Neighborhood/Ward Level

- Increased number of school boards to function at "ward" or neighborhood level
- Co-vest parents & teachers with right to define academic programming based on community need
- Hiring of state-certified teachers
- Classroom material selection
- Instruction methodology
- Classroom activities

This is not intended to imply services at the state-level should be contracted to private business. Montana can ill afford profiteers viewing public school restructuring as an opportunity for financial windfall. Realignment must promote both fiscal and environmental conservation of resources to affordably, better-develop a well-educated, self-reliant, future work force.

The real solution means leveraging Montana's past investments in brick and mortar infrastructure to provide equal access to high-quality, neighborhood schools. Generations of tax-payers spent hard-earned money building public schools for *all* children. Rather than "privatizing" or dismantling our infrastructure, let's empower parents and teachers locally AND retool logistical operations so we can reinvest the savings to keep pace with the new trends in public education and fund higher education. After all, in the 21st century, a Bachelor's Degree is the new high school diploma!

Currently 5 states are experimenting with a longer school day. (Massachusetts, Connecticut, Colorado, Tennessee, New York). Better yet in Montana: let's rebalance the school year. It not only accommodates working parent families, it improves learning and retention. Experts estimate 6 to 8 weeks of re-teaching must occur each year, after summer break, before any new learning can begin. Adding just 6-weeks to the school year and rebalancing the vacation schedule promotes continuous learning.

Examples of Typical School Calendars Before & After Re-Balancing

38 WEEK TYPICAL SCHOOL CALENDAR YEAR Approximately 38 Weeks of Class Time or About 180 Days of School 14-15 Weeks of Vacation Time & 8 Shortened Weeks

Month	School Holiday/Break	Time out of School
September	Labor Day	3 day weekend
October	Teacher Conferences & Teacher Preparation	3-4 day weekend
November	Columbus Day Thanksgiving	3 day weekend 4 day weekend
December	Winter Break	2-3 weeks ↓
January	MLK Day	3 day weekend
February	Presidents' Day	3 day weekend
March	Spring Break	1 week ↓
April	Spring Break for some districts Teacher Conferences & Teacher Preparation	3-4 day weekend
May	Memorial Day	3 day weekend
June	School ends 1 st - 2 nd week of June	2-3 weeks ↓
July	Summer Vacation	4 weeks
August	Summer Vacation (school begins 3 rd - 4 th week for some districts)	3-4 weeks

Note: School Calendar Years Vary Slightly from District to District

44 WEEK PROPOSED SCHOOL CALENDAR YEAR Includes 44 Weeks of Class Time or About 208 Days of School 8 Weeks of Vacation Time & 7 Shortened Weeks

Month	School Holiday/Break	Time out of School
September	Labor Day	3 day weekend
October	Teacher Conferences / Teacher Preparation	4 day weekend
November	Thanksgiving	4 day weekend
December	Winter Break	3 weeks ↓
January	MLK Day	3 day weekend
February	Presidents' Day	3 day weekend
March	Spring Break	1 week
April	Teacher Conferences / Teacher Preparation	4 day weekend
May	Memorial Day	3 day weekend
June	(Memorial Day)	(3 day weekend)
July	Independence Day Summer Break Begins	3 weeks ↓
August	(Labor Day)	(3 day weekend)
		1 week anytime option

Born and raised in Montana, Tam Newby is an expert on achievement and education attainment. She has researched public schools and student achievement for over 20 years. Tam's deeply committed to inspiring Montana youth to "Learn More 2 Earn More" and academically prepare to compete in a global economy. To this end, Tam wrote *G.P.S.~G.A.T.E.way: Charting the Course for 21st Century Public School Reform* to help parents and families understand the real drivers of student achievement and how they can effect positive change within their local, public schools.

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