

# THE Leader

  
American Federation of  
School Administrators  
AFSA, AFL-CIO

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## History Made: AFSA Member Elected to Congress

For the first time in history, a member of the American Federation of School Administrators has been elected to Congress.

Jamaal Bowman, a former middle school principal at Cornerstone Academy for Social Action, a school he helped create in New York City, and member of Council of School Supervisors & Administrators (CSA), AFSA Local 1 was elected to represent New York state's 16th congressional district in the House of Representatives. In his first attempt at office, Bowman won the election with 87% of the vote.

"CSA believed in me and I'm blessed and proud that CSA

endorsed us very early on," said Bowman. "It was a big deal because unions generally side with the incumbent. I also won endorsements from the New York Nurses Association and the UAW. But CSA's endorsement was a huge, huge confidence booster."

Bowman was born and raised in New York City. He spent his early years

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## Supporting Grieving Students During the COVID-19 Pandemic

By David J Schonfeld and Marcia Quackenbush

Grieving children are part of every school community. This was true even before the COVID-19 pandemic. By age 16, 5% of students will experience the death of a parent. By the time they finish high school, 90% will experience the death of a family member or close friend.

Grieving students frequently experience difficulties in learning. They may struggle in both their emotional and

social lives. They often are unsure where to turn for guidance. And it is likely school leaders will be working with students (and staff) who have lost family members to the COVID-19 pandemic.

Educators and schools can provide powerful support to grieving students—support that is distinct from what is available within their families. Schools also can take steps to educate all students about death and grief, so

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### Denver School Principals Unionize

*Denver school principals and assistant principals organized a union this summer and created the Denver School Leaders Association (DSLAs), AFSA Local 136, with close to 60% of potential members joining at the start.*

*See page 15*

### Boston Gets New Contract

*The Boston Association of School Administrators and Supervisors (BASAS), AFSA Local 6 has reached an agreement with the city that calls for an 8% retroactive raise and leaves seniority rights completely intact for members.*

*See page 18*

### The Biden Education Agenda

*Passing a COVID-19 pandemic relief/recovery bill through Congress to provide states and schools with billions of dollars for personal protective equipment, professional development and remote learning will be a top priority for the incoming Biden administration.*

*See page 12*

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## AFSA President Ernest Logan



# New Beginnings

One November weekend, the television show “60 Minutes” looked into how about one quarter-million American students went missing this year during the pandemic.

This was no surprise to me, a veteran school principal, or my wife, a veteran school counselor, and I don’t think it came as a surprise to any of you who were watching. But it probably hit us educators even harder than it did other people, because we know exactly what it means.

These missing children aren’t all from poverty, but most of them are, and while so many Americans think they know what poverty is, most really don’t have a clue. However, we educators do.

We’ve been in the homes of the urban and rural poor following family tragedies and natural disasters. We’ve seen the apartment where a young mother lives, mostly on the floor, with her four little children, no beds, maybe two folding chairs, an onion in the refrigerator. Or in the converted horse trailer on the outskirts of some city, where a grandpa is raising his three grandkids, sleeping in tattered sleeping bags, eating reheated Spaghetti-Os out of a tin can.

“60 Minutes” focused on Hillsborough County in Tampa, Florida, where 7,000 children were missing even though schools remained “open.” Just like in so many school districts from coast to coast, the fear of COVID-19 kept a lot of families from sending their kids back to in-person learning, and many of those kids were too poor to have a laptop or, sometimes, even a regular roof over their heads.

Laura Tucker, one of the school social workers interviewed, said, “Every principal is looking. Every assistant principal is looking. All the social workers are looking. The teachers are looking.” And Laura was looking to find those kids and return them to their schools.

She introduced us to a lot of children. But right now I remember a high school girl who lived in one motel room with her mother, stepfather and sister. There was no study space and no internet connection. She had moved eight or nine times in the last year.

Even those of you who don’t see this kind of poverty in your districts have heard about students falling into clinical depression during the pandemic—lonely, frightened and unmotivated. Some of their formerly well-to-do parents have been furloughed or fired; some are struggling to work at home to be near the kids. Some of these children also lose interest in learning at a distance and drop out. Nothing makes any sense to them.

This “60 Minutes” segment reminded us that we can’t overestimate the impact [of] this COVID-19 thing on our children, their families and our school communities.

Where do we go from here? When the COVID era is behind us, maybe in six months, maybe a year, how do we leaders deal with the overwhelming challenge of totally reopening our schools and throwing our arms around the thousands of children who, hopefully, flock back to us in varying states of disarray and need?

How do we do all this, after coping with the deadliest pandemic in more than 100 years; riding a wave of social justice protests; and surviving four divisive years of government by taunt and tweet? Here we stand plotting out how to get on with our work as leaders of schools. Some of us have lost loved ones and staff to COVID-19. Some of us know people who have been arrested in peaceful demonstrations. And some of us have had relationships go up in smoke over political disagreements. We are exhausted by everything that has happened.

And yet almost everyone is on our side. Public education has never been so appreciated. Recognition of the importance of public schools in our society is at an all-time high. According to a Pew poll, school principals already were the most respected professionals in America. Imagine now? And so of course we're going to make good on that recognition.

A lot of big-picture educational theory is coming our way—"Reinvent, Reimagine, Redesign." "Future-focused." "Seize this historic opportunity!" Are you kidding? Most of us probably just want to take a nap after struggling to keep the majority of our children learning in the classroom or at home or both, following nearly a year of COVID-19. Most of us haven't had a vacation since 2019.

Let's start with three clear-cut things we have to get done, though we know we'll have to accomplish a lot more. "A lot more" includes closing the digital divide, but that huge subject can wait for another day, when a Biden administration attempts to push a new round of broadband funding through a hostile Congress.

For now: First, we will have to reopen our schools safely enough to convince everybody that it's OK to come back, at least part time. Chances are, blended learning will turn out to be part of the new normal. Second, we will have to determine where each of our students is in terms of lost learning, and find their individual learning path. Third, we will have to reeducate ourselves and our

teachers to determine how to carry on with instruction in a post-COVID world.

Once a vaccine is a reality, we are going to need to deal with this bottom line: It is going to be up to you and your leadership teams to assure everyone that your buildings and school buses are being thoroughly sanitized. Develop a plan. In it, address every aspect of your school, including food services, and be sure your fellow administrators, teachers, support staff and families have bought into it. Still, some physical distancing might have to be maintained, and for that reason, too, most learning programs probably will continue to be blended. Well, that will also leave us better prepared for future pandemics or natural disasters.

high school. You are going to have to figure out where students like her, and unlike her, are in terms of their learning, as well as their social and emotional needs. Some will have fallen behind by as much as a year. By and large, it will be [students from] the poor and the working poor [families]. Some from the middle class and upper middle class might be right on target, or even beyond, after learning at home in a pod of close friends, with a teacher hired by their parents.

You're going to find yourselves in environments where educational inequality has skyrocketed because of the pandemic. Right now it looks like there will be an unparalleled wave of evictions, when a federal order that outlaws

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## **This is our truth:** **Our public schools, no matter what shape they take as we move on, are still going to be the centers of our communities, of our society and the gateway to the American Dream.**

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Your school will never be the same.

"We understand the desire to create the same structures and environments that we had in place prior, and the wish to return to what we knew was normal," says Bill Daggett, founder of the International Center for Leadership in Education. "But that world no longer exists."

Smaller classes will be part of the new order, to foster health and safety and, by the way, also instruction and better teacher/student relationships.

After "60 Minutes" introduced us to the girl in the motel, she said she was glad they found her and brought her up to speed, so now she can be the first person in her family to graduate

evictions expires at the end of the year. More of your students will be homeless. Low-stakes normative assessments will help us determine each child's current and future needs, help us speak to them, and then move them as quickly as we can along their individual learning paths through differentiated instruction.

In this very different post-pandemic world, both school leaders and teachers will require a quantity of professional development that surpasses past expectations. It will include immersion in educational technology, diagnostic testing and differentiated instruction. It also will address the tremendous need for social emotional learning to respond to students, and even staff, who are

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returning to school suffering, as Daggett says, “from acute forms of trauma.”

Will the dollars be available for PD, or will they be the first to be sacrificed? They are included under President-elect Biden’s COVID-19 pandemic relief and recovery bill, which will face a steep uphill climb on Republican-dominated Capitol Hill. It will be in all of our best interests to support it, no matter whom we voted for.

All these thoughts bring me back to that November night when I turned on

“60 Minutes” and found myself rooting for Laura Tucker and her Hillsborough colleagues who were looking for 7,000 missing kids. At that point, they had found all but about 700, and they were still searching. Meanwhile, “60 Minutes” compiled enrollment data from 78 of the largest school districts in the country. They found that when school started in September, districts reported that at least 240,000 students were unaccounted for. And school leaders and teachers have been looking everywhere for children to bring home to the safety of their

public schools, where they can learn, count on a square meal and find an adult who will listen.

This is our truth: Our public schools, no matter what shape they take as we move on, are still going to be the centers of our communities, of our society and the gateway to the American Dream. It is also our truth that most of this rests in our hands, and it has been every bit as difficult as we remember, and it will be every bit as difficult going forward—and no one can do it but us. ■

## HISTORY MADE: AFSA MEMBER ELECTED TO CONGRESS

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in public housing and later in rent-controlled apartments. He didn’t have much growing up, but his mother provided him all that he needed: love, a stable family and a sense of community.

When talking about our industry, Bowman states “public education is the backbone of democracy. Yet, for decades, our government has failed to provide every child with an excellent public education.”

As his campaign platform noted, majority-minority school districts receive \$23 billion less in funding than majority-white districts in the United States. The children who are getting left behind are overwhelmingly African American, Latinx, immigrant, and poor and working-class children of all races.

“As an educator and principal for two decades, I have witnessed firsthand how the denial of basic resources corrodes children’s curiosity, self-worth, intelligence and dignity,” said Bowman. “The federal government must stop shirking its responsibilities to our students and communities, and finally fulfill its promises on public education.”

### EDUCATORS IN CONGRESS

While educators have been elected to Congress since the founding of the nation, it is hard to get an exact number of how many principals have served through the years. Even today, a quick search of the internet finds very little information. The best available information comes from the Congressional Research Service, which reports that as of Oct. 5, 2020, the 116th Congress (2019–2021) has 95 members who have worked in education, including teachers, professors, instructors, school fundraisers, counselors, administrators or coaches (75 in the House, including two delegates, and 20 in the Senate).

During AFSA’s 15th Triennial Constitutional Convention in 2018, delegates passed a resolution urging members to run for public office. “When working people have a seat at the table, we have a voice in the agenda,” states the AFSA resolution.

“I am so very proud to see Jamaal pick up the torch and run for office to make change,” said AFSA President Ernest Logan. “We need more school leaders to use their talents and run at the local, state and federal level.”

“Our experience prepares us perfectly for elective office,” Bowman told CSA news. “I hope that this race and our victory inspires other principals, APs, teachers and district office personnel to run for office. I want this to be an inspiration to students. As educators, we do miracles every day with limited resources. It’s time for us to uplift our kids and our profession.” ■





# Julie Garcia

By Becky Wolfson

Julie Garcia loves technology and embraced its use as a middle school math teacher for 20 years.

"Technology changed the way my students learned," Garcia said. "I've always been passionate about how technology helped meet the needs of all my students." Before stepping into her current role as the program manager of instructional technology for the San Diego Unified School District (SDUSD), she served as a resource teacher at several schools to support a 1:1 technology model where each student had their own device, which they "carried around like a textbook."

"I'm supportive of the one-to-one model, where students have [a device] ready to go and it's part of the daily routine," she explained. "It extends the classroom activities into the homework and outside of school activities—with technology there's fluid access to learning whatever was started in class."

With COVID-19's impact on the nature of schooling, Garcia's role and responsibilities have grown rapidly and vastly. "We've been working to get SDUSD online, collaborating with IT to provide the space for students and families to engage in schoolwork while at home," she said. Garcia's work has been crucial to the success of the 200+ schools and almost 6,000 teachers and classified staff within SDUSD.

Back in March, Garcia was focused on getting resources and materials collected and supporting families, so when students eventually went home, they could easily access lessons and enrichment materials. She and her team also were ahead of the curve in preparing teachers to familiarize themselves with available technology.

"My proudest moment is how my team came together to respond to COVID-19 and provided teachers with the information and classes they needed before they were expected to teach online; we were super proactive," she said. "Those teachers had the opportunity to take classes before they were expected to teach online—not after the fact."

In order to do that, Garcia and her team gave up their spring break and worked 15-hour days to prepare and provide trainings. "We felt so supported from the outpouring of love we got from teachers who liked our classes and found them super informational," she said.

Garcia and her team focus on three questions when working to support teachers:

- What will make a teacher's life easier?
- What is getting in the way of a teacher being successful in implementing a new tool or strategy?
- How can technology be built into classroom lessons and improve accessibility?

"We support universal design for learning, encouraging teachers to find different ways of presenting information—providing visuals or simulations," Garcia said.

Over the spring and summer, Garcia and her team continued offering classes and preparing for students to come back to school. The first week of school had teachers involved in professional training, so Garcia and her team facilitated learning menus, 40 hours of instruction and self-paced lessons for students to use asynchronously during this time. Simultaneously, they also worked to create a parent learning menu, curating information on how to support children doing at-home learning.



*"My proudest moment is how my team came together to respond to COVID-19 and provided teachers with the information and classes they needed before they were expected to teach online; we were super proactive."*

Through the early days of this school year, she focused on providing immediate teacher response and support, especially via Zoom calls. Garcia also is supporting the family helpline, a hot line for families to call when they need help getting Wi-Fi and hotspots for their students.

Garcia leads a team that supports research and development on technology integration in the classroom.

"How do we redefine the way teachers teach, and students learn? We rarely do any planning in isolation," Garcia said. "I work with so many great people—my department, IT, etc. I think everybody works so hard in a positive direction, [and] that has helped make my work easier as well." ■

# Will COVID-19 Claim This School Year, Too?

Most schools are providing either wholly or partially remote instruction currently, according to a new report by the nonprofit RAND Corp. However, only 10% of principals indicated their schools were providing students with tutoring or supplemental courses.

These findings come from early October 2020 surveys of RAND's American Educator Panels (AEP) of teachers and principals. It is important to note these findings may not necessarily reflect spikes in COVID-19 being seen around the nation.

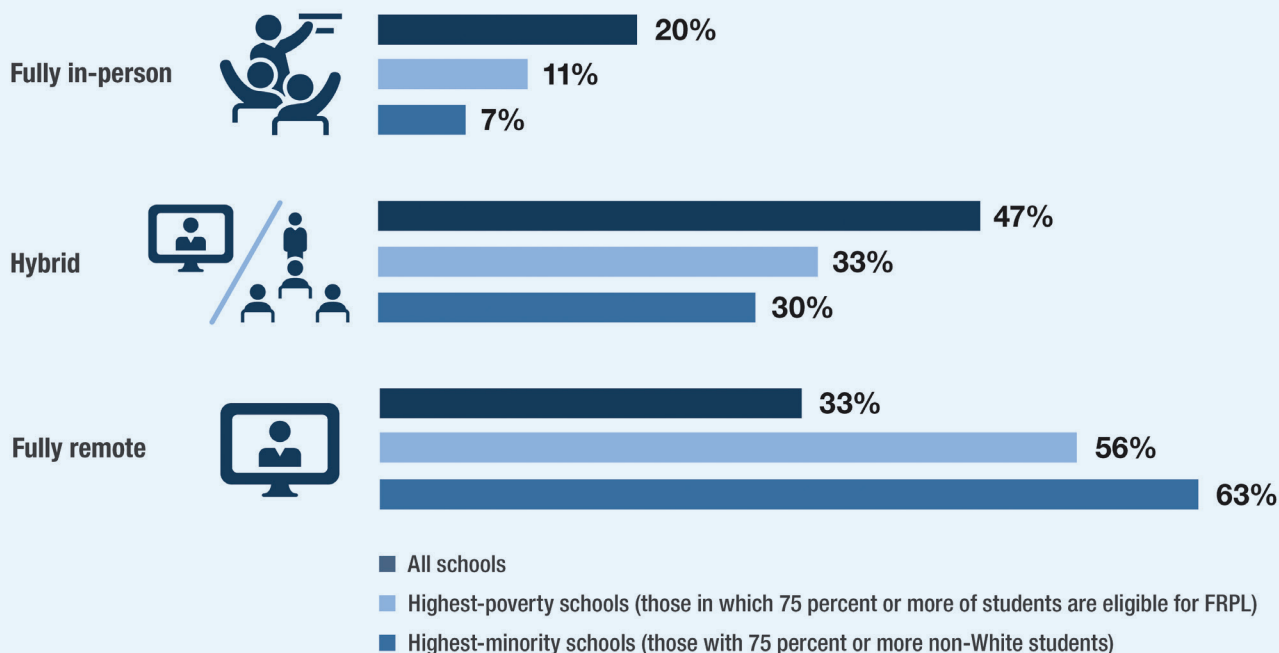
According to the report, only 20% of principals indicated that the majority of their students were receiving fully in-person instruction each school day, while 33% reported providing fully remote instruction, and 47% reported using a hybrid model, defined as a

combination of remote and in-person instruction.

The report authors, Melissa Kay Diliberti, an assistant policy researcher at RAND, and Julia Kaufman, a senior policy researcher at RAND, wrote, "principals in the highest-poverty schools and in schools serving the highest percentages of minority students were less likely to report offering in-person instruction."

They added, "conversely, principals in small school districts (fewer than 3,000 students) and in towns and rural areas were more likely to report providing

## Disparities Exist in Which Students Receive Remote Instruction



NOTE: This figure is based on the following survey question to school principals: "Which of the following most closely reflects how instruction is provided to students at your school as of today?" Principals were asked to select from the following response options: "Fully remote instruction, where a large majority or all students receive at least one synchronous class each school day"; "Fully remote instruction, where a large majority or all students receive less than one synchronous class each school day (i.e., instruction might be distributed via paper workbooks or asynchronous videos)"; "Hybrid model, where a majority or all students receive some in-person instruction and some remote instruction"; and "Fully in-person instruction each school day for the majority, if not all, students."

Source: RAND Corporation

in-person instruction. Of those who adopted a hybrid model, 50 percent reported using a split schedule, in which students attend in-person sessions on alternate days. The second-most-common approach (41 percent) was in-person teaching for students with special needs, such as English language learners and students with learning disabilities.”

While school districts across the country have had to make many difficult decisions for the 2020–2021 school year amid the ongoing and expanding coronavirus pandemic, little information has been gathered directly from teachers and principals about what is happening on the ground.

The authors looked at two important questions:

- How are students faring?
- Which students are most at risk of falling behind?

### KEY FINDINGS

- Most schools still are providing either wholly or partially remote instruction.
- According to teachers, students are less prepared to participate in grade-level work.
- Teachers are having difficulties contacting all students and holding them accountable.
- The pandemic has lowered teacher morale and contributed to increased burnout.
- Access to digital devices and the internet continues to be a problem.
- Teachers providing remote instruction have particular need for more support.

“Even though teachers are working more hours than they were before the pandemic, students are likely not getting all the curriculum content and instruction that they would have received during a normal school year,” the authors wrote.

The report states students from vulnerable populations might be particularly likely to slip through the cracks. High proportions of teachers report that they are not receiving adequate guidance to serve many of these populations—especially if they are teaching them remotely—and low percentages of principals indicate that their schools are offering the tutoring needed to help students catch up. There are no signs that the pandemic is slowing, and policymakers must act fast to ensure the entire school year is not another one of its casualties.

### Recommendations

The RAND report says states and the federal government should be directing much more funding and resources to support schools delivering remote instruction—particularly if those schools are serving high-poverty and high-minority populations. Most importantly, it suggests making schools safer to attend in person should be a major priority for state and federal governments, as well as for school districts. ■

## Principals Navigating COVID-19

During National Principals Month, Nicole Gaudiano, an education reporter for Politico, moderated a forum featuring working principals. Here are a few of their comments.

“We have taken for granted that children don’t have technology at home,” said Cesar Rivera, principal of Samuels Elementary School in Denver and co-president of the Denver School Leaders Association. “It’s unconscionable now that we’ve exposed that gap not to do something to close that gap.”

“Our district has provided one-to-one devices, but you can only get a hotspot if you fall below a certain income level,” said Kimbrelle Barbosa Lewis, the president of the National Association of Elementary School Principals and principal of Cordova Elementary School in Cordova, Tennessee. “Taking one step towards remedying a situation leaves 10 more situations to deal with.”

“Schools are more than places of learning, they are centers of the community,” said Robert Motley, the president of the National Association of Secondary School Principals and principal of Atholton High School in Columbia, Maryland. “If your community is burning on fire, you as a school and school leader have to address what is happening around you. You can’t ignore it.” ■





# SUPPORTING GRIEVING STUDENTS DURING THE COVID-19 PANDEMIC

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they better understand how to support their classmates at times of loss.

Not unlike adults, peers want to provide support and assistance, but often feel unprepared and unsure. They may withdraw from a grieving classmate because of this discomfort. They may inadvertently ask intrusive or repetitive questions. Many children report they experience direct, raw taunting from peers after the death of a parent.

Many of our responses to the COVID-19 pandemic—as a society, within families and as individuals—add unique challenges to children’s grief, whether a loss is directly related to COVID-19 or stems from another cause. The support of educators is even more important for students at this time. For example:


- **The pandemic is causing not only widespread illness, but also widespread health concerns. So does the death of someone close.** After a death at any time, children often become more concerned about

their own health or that of others they care about. In the context of the pandemic, it is more difficult to reassure grieving children that they or others they care about are unlikely to die as well. It is important to help children with their fears and concerns about the pandemic, as well as their grief after a personal loss.

- **The pandemic has increased isolation for children and families. Isolation is also a common experience for grieving children in general.** Parents and other family members may be distracted by their own grief, and peers may not know what to say. Grieving students often feel alone as they struggle with powerful feelings. Physical distancing practices and distance learning exacerbate this isolation.
- **Grief rituals can be comforting for children and families, but these have changed during the pandemic.** A family member might be in quarantine for some time, then

die in isolation. This can be especially painful for surviving family members. Funerals and memorial services may be postponed, held virtually or kept very small. Wakes, dinners with extended family and opportunities to share memories of the deceased may not occur.

- **Secondary losses are more troublesome during the pandemic.** After the death of someone close, children also must cope with the loss of things that person did for them or might have done in the future. The family may face financial challenges, need to move in with relatives or confront other hardships. The magnitude and impact of such secondary losses can be even greater during the pandemic, when support from friends, neighbors and community is less available.
- **Family members may be overwhelmed by the pandemic in addition to their own grief.** After months of uncertainty, isolation,

A photograph of a young woman with dark, curly hair, looking out of a window. She is wearing a colorful, patterned sweater. Her hands are clasped together in front of her. The background shows a window with a view of greenery outside.

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# Five Steps to Create a Supportive, Grief-Sensitive Environment

anxiety, financial challenges and trying to support children's distance learning, many parents and other family members are emotionally exhausted. Navigating their own grief while providing support to a grieving child can be extraordinarily difficult.

- **Children may experience more than one loss; deaths of peers, school staff and others may impact the entire school community.** In communities with high rates of COVID-19, multiple losses are challenging for everyone.
- **Academic difficulties are common among grieving children; they also have been a feature of distance learning and other responses to the crisis of the pandemic.** It has been difficult for some students to stay focused as their education has moved online. Grieving children also often struggle with concentration and focus. Educators may find it challenging to monitor their students and stay connected in the same ways they did during in-person education.

The Coalition to Support Grieving Students ([www.grievingstudents.org](http://www.grievingstudents.org)), of which AFSA is a founding member, offers a range of free materials for educators, including brief video modules, handouts and other learning materials. Specific content on COVID-19 also is available. ■

*David J Schonfeld, MD, FAAP, and Marcia Quackenbush, MS, MFT, MCHES, are with the National Center for School Crisis and Bereavement.*

1

## **Increase awareness of issues related to grief at schools.**

Help educators understand that grief is common among students. Clarify the ways the COVID-19 pandemic has made grieving more complicated. Be sure educators are familiar with the short- and long-term impacts of grief, and the importance of interventions that support the academic and emotional success of grieving students.

2

## **Support professional learning and ongoing training for all school personnel. Emphasize that these are valued, essential skills.**

Resources at the coalition website are ideal for group-based training. The website offers fully prepared teacher training modules, including video, PowerPoint slides and notes.

3

## **Support a review of policies and procedures to ensure that schools are following national standards for grief-sensitive practices.**

These might include policies related to attendance and academic accommodations during acute grief, commemoration and memorialization on campus, and addressing a student death at graduation and other end-of-year activities.

4

## **Encourage educators to talk with students in an ongoing way about grief and loss, as well as other sensitive topics.**

Grieving students may not realize they can speak with teachers or school administrators about these matters. They may not think of them as part of their support network. They may worry that the conversation will be burdensome. If students already know their school administrators or teachers are comfortable discussing challenging issues, they will be more likely to reach out at times of grief. Provide guidance to educators about temporary academic accommodations for grieving students. Include information about how to anticipate and address grief triggers in the classroom.

5

## **Offer educators resources and support for self-care.**

Educators choose their profession because they care about children and want to help students learn. Offering support to grieving children can be especially gratifying. It also means bearing witness to students' pain. Educators also are struggling with the difficulties of the pandemic and may be coping with losses of their own. It is important for educators to identify friends, family and colleagues they can talk to about their feelings as they do this work. Ensure that employee assistance programs or other resources are available for school staff seeking professional assistance.



NATIONAL CENTER  
FOR SCHOOL CRISIS  
AND BEREAVEMENT

# Utilize Generation Citizen to Enhance Civics Education for Your Students and School

Generation Citizen, a program designed to transform civics education so that young people are equipped and inspired to exercise their civic power, offers a dynamic curriculum for middle and high school educators who work alongside a college volunteer democracy coach or independently to lead action civics programming.

"The classwork isn't about textbook learning; instead, it brings civics to life by championing real-world democracy education that equips young people with skills and knowledge to effect change," said AFSA President Ernest

Logan. "This is about teaching young people across the country how to drive change through the political process. Generation Citizen's curriculum is like a driver's education course for civic engagement."

According to the Generation Citizen team, "America faces the reality of an unjust and unequal democracy. Civics education is not prioritized in our schools, and when it is taught, it often fails to inspire and engage young people to work toward a robust, participatory and inclusive democracy."

"If we want a more equitable democracy, the hard work begins with our schools—the institutions whose historical purpose has always been to educate the next generation of citizens and create a melting pot of understanding and inclusion," said Logan, who also sits on the Generation Citizen Political Advisory Council.

The Generation Citizen team adds, "despite the idealistic promises of an American nation founded with declarations of equality, the political and economic system was historically designed to privilege, include, and prioritize the power and well-being of certain groups over others.

"This systemic marginalization of communities of color and low-income communities has resulted in a lack of equitable representation and political power at all levels of government," the Generation Citizen team notes, "in addition to the perpetuation of policies that disadvantage, and often actively oppress individuals in those communities.

"As a result, our democracy is not as strong as it can and should be when all people can bring their unique perspective to the public sphere."

"The curriculum helped our students with critical thinking, teamwork and efficacy," said Richard Chang, principal

## SO WHAT IS ACTION CIVICS?

- ✓ common core & state standards-aligned
- ✓ student-centered
- ✓ semester-long, school-based course



**01**  
Students debate and build consensus around an issue that personally affects them e.g. gang violence, public transit, teen jobs, etc.

**02**  
Students research and analyze the root causes of their issue, and develop an action plan

**03**  
Students put their plans into action by meeting with legislators, writing opinion pieces, creating petitions, and informing policy

**04**  
Students present their action plans to community leaders and fellow classmates at Civics Day

**05**  
Back in the classroom, students reflect and explore concrete ways to remain active, politically engaged citizens



**Students are prepared and motivated for long-term, political engagement**



Source: Generation Citizen

of Josiah Quincy Upper School in Boston. "Students were introduced to research on a topic of genuine concern and learned to work together."

One student said "the program is teaching me to become a better leader, so that I can teach my friends and my family and my community. And that's what being a leader is all about...with Generation Citizen, I'm not just a leader in the classroom—I'm learning to be a leader in my community as well."

To join the program, visit [www.generationcitizen.org](http://www.generationcitizen.org). ■

## Three Indicators Predict a Student's Likelihood of Future Civic Engagement

**Civic Knowledge** — Understanding of the structure of government and the processes by which government passes laws and makes policy, and by which citizens can influence the political process;

**Civic Skills** — The abilities necessary to participate as active and responsible citizens in democracy, including the ability to think critically, problem solve and work collaboratively; and

**Civic Motivation/Disposition** — Desire to actively participate in the political process and take action on community issues, encompassing a sense of social responsibility, concern for the rights and welfare of others, and belief in the capacity to make a difference.

# Racial and Ethnic Differences Abound When It Comes to Reopening Schools

Among parents of school-aged children who participated in an Internet panel survey, racial and ethnic minority parents were more concerned about some aspects of school reopening, such as compliance with mitigation measures, safety and their child contracting or bringing home COVID-19, than were non-Hispanic White parents, according to a new report by the Centers for Disease Control and Prevention.

The report, using data from three online CARAVAN omnibus surveys conducted in July by ENGINE Insights, surveyed 858 parents who had children and adolescents in kindergarten through grade 12 (school-aged children) living in their household.

Report authors state that "understanding racial/ethnic differences in parental attitudes and concerns about school reopening can inform communication and mitigation strategies and highlights the importance of considering risks for severe COVID-19 and family resource needs when developing options for

school attendance during the COVID-19 pandemic."

The report characterized non-White parent respondents as less likely to think schools should reopen for all students than White parent respondents, and were more concerned about adherence to mitigation strategies, schools reopening safely, their child contracting COVID-19 and their child bringing home COVID-19.

"Existing structural inequalities place racial and ethnic minority groups at increased risk for poor health outcomes, and social determinants of health, such as discrimination, health care access and utilization, occupation, education, income and wealth gaps, and housing, contribute to the disproportionate rates of COVID-19 incidence morbidity and associated hospitalization and mortality rates," the authors write.

"Socioeconomically disadvantaged families, including those in racial and ethnic minority populations, and those residing in rural areas, might have

fewer resources available to support remote learning, including high-speed Internet access, computers, and job flexibility," the report states. "In addition, family structure (e.g., number of siblings or other relatives in the household) and the ability to find alternative sources of child care might influence parental attitudes and concerns. However, the fear of poor health outcomes from COVID-19 might outweigh these obstacles as families make choices about in-person or virtual learning."

The CDC adds that while "the current school year is well underway; these findings remain relevant as the pandemic evolves and families and school districts continue to weigh the risks and benefits of in-person versus virtual instruction. School districts should be cognizant of medical risks for severe COVID-19 and resource limitations among families while also considering their own resources to successfully implement mitigation strategies and provide flexibility in their approach to schooling." ■

# The Biden Education Agenda

Passing a COVID-19 pandemic relief/recovery bill through Congress to provide states and schools with billions of dollars for personal protective equipment, professional development and remote learning will be a top priority for the incoming Biden administration.

“It is clear the president-elect and his team have big plans for public education,” said AFSA President Ernest Logan. In his first few months in office, Biden will be expected to work toward passage of:

- significantly increased funding for Title I, the largest federal investment in supporting disadvantaged K–12 students;
- more money for the Individuals with Disabilities Act (IDEA), to move the federal government closer to fulfilling the pledge of covering 40% of the costs of special education;
- new investments in school infrastructure, to restore dilapidated buildings and ensure clean air and safe drinking water; and
- a new round of funding for broadband and computers, to help ensure that all students have home Internet access.

President-elect Biden also will move quickly to repeal many of the executive orders issued by President Trump, and likely will direct his secretary of education to roll back Trump-era regulations, particularly in the higher education realm.

Meanwhile, new First Lady Dr. Jill Biden, an educator who appears ready to continue teaching while fulfilling her new duties, will shine a national spotlight on educational issues.

While plans are great, execution is another story.

President-elect Biden’s ambitious legislative agenda faces a steeper uphill climb on Capitol Hill than did the agendas of his predecessors. For the first time in decades, an incoming president will not have his party in firm control of Congress, thereby making it difficult to pass sweeping legislation.

The House will remain in Democratic control with Speaker Nancy Pelosi of California continuing to lead. However, the House Democratic majority in this 117th Congress will be substantially narrower than in the 116th, with little margin for defections on key votes.

In the Senate, it appears likely (with two Senate seats in Georgia still to be decided) that Senate Republicans, led by

current Majority Leader Mitch McConnell of Kentucky, will remain in power. McConnell, like Pelosi, will see a narrower majority in the Senate, making it imperative that he keep his so-called Republican moderates—Sens. Susan Collins of Maine, Lisa Murkowski of Alaska and Mitt Romney of Utah—on board.

“Without the Senate in Democratic hands, maneuvering any piece of President-elect Biden’s agenda through the Senate will be tricky,” said Jon Bernstein, legislative affairs director for AFSA.

“Though the road ahead looks a bit bumpy, we pledge to work with the Biden administration and lawmakers to ensure school leaders have a voice in the legislative process,” said Logan. ■





# Become A Citizen Lobbyist

## FOUR EASY STEPS SCHOOL LEADERS CAN TAKE TO GET STARTED

### 1. Know Your U.S. Senators and Representatives

Go to [www.senate.gov](http://www.senate.gov) and click on the Find Your Senators state pulldown menu at top left to determine whom your senators are. To determine your House member, go to the Find Your Representative zip code look-up at [www.house.gov](http://www.house.gov).

### 2. Learn About Your Lawmakers

Once you find your House member and senators, you can go to their individual web pages and read their biographies, their committee assignments (especially important if any of them are on such relevant committees as Senate HELP, House Education and Labor, and House and Senate Appropriations Committees) and information that explains their priorities.

### 3. Contact Your Lawmakers

All House members and one-third of senators were just elected or reelected, so this is a great time to send an email congratulating them and telling them your priorities for the next Congress.

### 4. Schedule a Meeting

You can find local offices for your lawmakers and contact information for those offices on their websites. Call or email those offices to schedule a virtual meeting with the senator or House member, or the staff member who handles education or funding issues. This is a great way to let them know about your priorities and AFSA's agenda.

**If you need additional support or help on the issues, email [TakeAction@TheSchoolLeader.org](mailto:TakeAction@TheSchoolLeader.org).**

## Biden Puts Labor First

The Protecting the Right to Organize (PRO) Act, which if passed would be the most pro-worker rewrite of U.S. labor laws since the original 1935 National Labor Relations Act, is high among Democratic President-elect Joe Biden's economic priorities.

And while AFL-CIO President Richard Trumka wants the law passed quickly, he is pushing Biden to first address COVID-19 relief by getting the Health and Economic Recovery Omnibus Emergency Solutions (HEROES) Act through Congress.

The legislation has support at the top. In November, Biden told a number of CEOs, "I want you to know I'm a union guy," adding "that's not anti-business. Unions are going to have increased power" during the Biden administration, he promised.

That statement was backed up with Biden's announcement of his economic team, which The New York

Times reported, "suggests focus on workers and income equality." The newspaper added, "in the White House and elsewhere, the president-elect's selections are heavy on labor economists and champions of organized labor."

The president-elect also put his words into action by naming more than 20 unionists to his transition team. These selections will make sure the voices of working people are heard during the process that ushers in the Biden administration.

"The Biden-Harris administration will rebuild the middle class—and this time make sure everyone comes along," the president-elect's transition plan declares in its opening paragraph.

And, to carry out his economic pledge to "build it back better," Biden added, that "means an updated social contract that treats American workers and working families as essential at all

times, not just times of crisis, with higher wages, stronger benefits, and fair and safe workplaces."

"Let's not just praise working people, let's pay them," Biden says of essential workers, adding they deserve a decent wage of "at least \$15 per hour, and ending the tipped minimum wage and subminimum wage for people with disabilities, and strong benefits so they can live a middle-class life and provide opportunity for their kids."

According to labor leaders, this starts with passing the Protecting the Right to Organize (PRO) Act, providing public service and federal workers with bargaining rights, and taking other steps to make it easier for workers to organize unions and collectively bargain.

The PRO Act would remove many of the roadblocks to organizing the courts, the National Labor Relations Board and corporations have used for more than 70 years. ■

*Material for this story was provided by Mark Gruenberg of PAI.*

# Student Support Programs Made Easy: Custom Options Foster Excellence

For more than a decade the team at Practice Makes Perfect has understood that schools are searching for support in operating high-impact programs before, during and outside of school hours. The goal of these programs is to help students in need level the playing field and assist schools in achieving educational excellence.

The team at Practice Makes Perfect can develop custom solutions to meet the needs of schools and their communities:

- Intensive tutoring
- Private tutoring
- Summer enrichment
- Virtual enrichment
- Professional development and coaching

Research shows on-demand tutoring support programs make a difference, especially during the COVID epidemic, when virtual schools and at-home instruction make it harder for students and teachers to create the most effective learning environment.



According to the Brookings Institution, tutoring ranks among the most transformative instruments within today's educational toolkit; it is remarkably effective at helping students learn. This fills the void that parents may not be equipped to handle.

"COVID-19 has made parents and guardians the primary educators without the training and support they need to be successful," said Karim Abouelnaga, founder and CEO of Practice Makes Perfect. "We believe that including parents in the support

we offer students will build their capacity, strengthen their relationship with their child, engage them in their child's learning and improve the quality of their educational experience."

Over the past decade, Practice Makes Perfect has supported more than 20,000 children and has worked with almost 100 schools in any given year.

As a result of implementation of on-demand services:

- Parents and guardians will increase their confidence in supporting their children.
- School leaders will receive fewer phone calls and emails related to tech challenges and assignment support.
- Teachers will be able to focus on the entire class instead of worrying about a struggling student.
- Students will complete more work with additional support.

Visit [www.practicemakesperfect.org](http://www.practicemakesperfect.org) to partner and build a custom program. ■



# Denver School Principals Unionize

Denver school principals and assistant principals organized a union this summer and created the Denver School Leaders Association (DSLAs), AFSA Local 136, with close to 60% of potential members joining at the start.

The new group came together over a number of bread-and-butter issues, but also wanted a stronger voice in creating innovative school learning environments that would address equity issues. "DPS is rife with institutional racism," said Eric Rowe, principal of PREP Academy high school

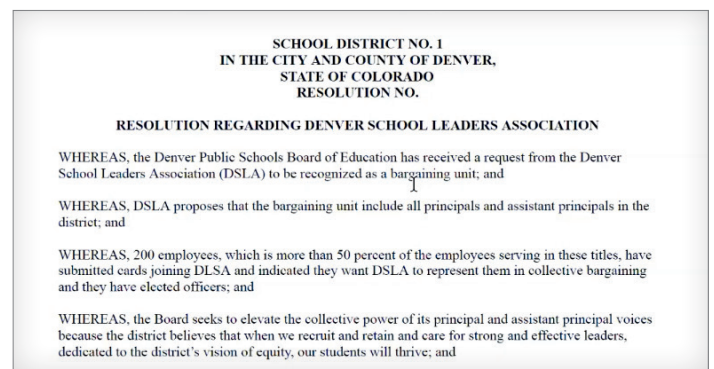
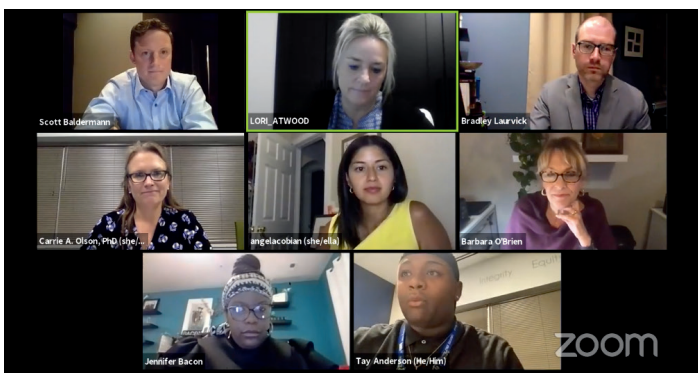
and DSLA co-president. "We'd like to use our collective voice to find ways [to] dismantle the current system and look for ways to create more opportunity for all children in our schools."

Within weeks of forming, DSLA affiliated with AFSA and started an aggressive effort to win collective bargaining rights by working with the school board to gain recognition as the official bargaining agent.

After long discussions with the school board over a number of weeks, and

with the help of the Denver Area Labor Federation, DSLA won bargaining rights on Sept. 25, on a 6–1 vote by the school board.

DSLAs Co-President Cesar Rivera, principal of Samuels Elementary in southeast Denver, called the formation of the union history in the making, and he expressed excitement that the people charged with running schools every day will have a larger voice in how that happens. ■



## Number of High School Graduates Going to College Takes a Nosedive

The number of recent high school graduates going off to college this fall significantly fell compared with the enrollment pattern of past years, according to a new report by the National Student Clearinghouse® Research Center™ (NSCRC).

The eighth annual report, High School Benchmarks 2020—National College Progression Rates, provides the most current data on high school graduates' postsecondary enrollment, persistence and completion outcomes. According to NSCRC, these data are the most relevant benchmarks for monitoring and evaluating progress in assisting students to make the high school to college transition and earn a credential in a timely manner.

This year's report examines the immediate college enrollment for the high school graduating class of 2019, persistence for the class of 2017, and completion for the class of 2013. The authors note that they continue to see large gaps between high-income and low-income high school communities on all fronts.

In response to the increasing need for up-to-date enrollment information during the COVID-19 pandemic, this year's report features a special look at how the ongoing public health crisis has impacted immediate college enrollment rates for 2020 high school graduates.

Among the COVID-19 special analysis findings:

- Preliminary data shows little impact of COVID-19 on high school graduation in the school year 2019–2020.
- However, far fewer graduates went to college immediately after high school this fall, declining by 21.7% compared with 2019 graduates.
- COVID-19 impacted immediate college enrollments rates considerably for graduates from urban schools and schools with high rates of poverty among families and lower incomes for students' families.
- Public college enrollment among graduates of high schools with a high proportion of low-income families declined at disproportionately higher rates, revealing impediments to college access during COVID-19. ■



# Principals Benefit When Supervisors Have a Supporting Role

A trio of reports from the Wallace Foundation based on large-scale surveys indicate principal supervisors may be shifting focus to help principals bolster teaching and learning.

“Taken separately and together, these reports demonstrate the value of principal supervisors in districts’ comprehensive, aligned pipeline systems,” said Jody Spiro, director of education leadership at The Wallace Foundation. “Since those systems have been shown to result in benefits for student achievement, it is important to learn more about the role of principal supervisors.”

Teams of researchers from Vanderbilt University, the University of Utah, Mathematica and the Council of the Great City Schools collaborated with the foundation to design and administer surveys that show how the supervisor role may be changing in large districts nationwide. The reports build on earlier research suggesting that effective supervision is part of a comprehensive principal pipeline, with aligned parts, that can lead to benefits for student achievement.

**Changing the Principal Supervisor Role to Better Support Principals: Evidence from the Principal Supervisor Initiative:** This report concludes that districts succeeded in shifting the supervisor role’s focus from administrative duties to helping principals improve teaching and learning.

In addition, principals’ perceptions of their supervisors’ effectiveness and the quality of their evaluation feedback improved. They also thought their central office had made at least some progress in adapting to changes in supervisors’ roles. Teachers’ perceptions of their principals’ performance did not change, and challenges in supporting the reconceived job remain. For example, central office changes, such as increasing responsiveness to schools, challenged longstanding central office culture in some districts, and some departments failed to adjust their operations to accommodate supervisor work.

**Leading the Change: A Comparison of the Principal Supervisor Role in Principal Supervisor Initiative Districts and Other Urban Districts:** This report found that role-specific training, mentoring, lower principal-to-supervisor ratios and other changes to the supervisor job were more prevalent in the six districts involved in the initiative. However, principal supervisors across all large districts reported spending most of their time visiting schools and meeting with principals, possibly reflecting a general shift in the job’s focus in recent years. Another commonality between the supervisors in the initiative and those in nonsurveyed districts was some dissatisfaction with central offices, with only about one-third of supervisors overall agreeing that “the district central office facilitates my work with principals.” The six school districts participating in the study included Baltimore City Public Schools; Broward County (Florida) Public Schools; Cleveland Metropolitan School District; Des Moines (Iowa) Public Schools; Long Beach (California) Unified School District; and Minneapolis Public Schools.

**Trends in Principal Supervisor Leadership and Support: Results from Two Surveys of Principal Supervisors in America’s Great City Schools:** This report reviews surveys conducted six years apart. From this review, it appears that large school districts nationwide may be redesigning the supervisor role to focus on boosting principals’ effectiveness at improving instruction. Principal supervisors in large districts reported overseeing an average of 16 principals in 2018, eight fewer than a sample of supervisors reported in 2012. This reduction may reflect an effort to shift the focus of the principal supervisor’s job from administration to principal support. ■



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\*Associate and retired members  
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**American Federation of  
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AFSA, AFL-CIO



# Boston Negotiates Long and Hard for Contract

The Boston Association of School Administrators and Supervisors (BASAS), AFSA Local 6 has reached an agreement with the city that calls for an 8% retroactive raise and leaves seniority rights completely intact for members.

"This was a long and arduous battle that could not have culminated in victory without the steadfast support of every member," said BASAS President Dominic Sacchetti, who extended thanks to Mayor Marty Walsh for his leadership in helping to break the multiyear impasse. "We are grateful for his willingness to listen and his wisdom in recognizing the importance of seniority in the workplace."

BASAS members have been working for years under the terms of an old contract. This new agreement covers a period from 2016 to 2020 in two two-year deals. The agreement was ratified by 100% of the members voting at the end of October, and remains subject to ratification by the school committee.

According to Sacchetti, BASAS will be putting a new negotiating team

together and look to start negotiations on the next contract probably in the spring, based on the status of COVID-19.

"Our main objective at this time is resuming in-person learning in a safe environment for all students and staff," he said. "BASAS is committed to do all we can to aid the school department and the city during these trying times."

BASAS is composed of school-based and non-school-based supervisors and administrators, excluding principals and headmasters. There are approximately 240 full-time employees who are members of BASAS.

A long-term major obstacle to this new agreement was the city's insistence on abolishing seniority for administrators with professional status in the

context of layoffs. BASAS repeatedly questioned the wisdom of the city's approach on a number of counts:

- First, it was not in alignment with the city of Boston's "industry standard," in which nearly every city bargaining unit enjoys job protection.
- Second, the BASAS unit is largely made up of female and minority administrators—thus the city's stance would have negatively impacted both them and newly hired administrators in a disproportionate way.
- Third, the city's proposal on abolishing seniority was nothing more than an attempt at union busting.
- And lastly, lessening job protections for those who are on the front lines of leading and managing our educational institutions makes no sense, as one would hope the city should be looking to increase job protections and pay as a means of attracting and retaining talented administrators instead of converting them to employees at will. ■

# Zooming CSA Retirees Use Tech to Increase Voter Turnout

Virtual zoom meetings with Council of School Supervisors & Administrators (CSA), AFSA Local 1 retirees now living around the country allowed for frank political talks—sharing of thoughts and insights about the political landscape across the country, and what each member could do to help shape the election outcomes.

“For the first time in CSA’s history, 18 retiree chapters around the United States coordinated a national political program aiming to make a difference in swing states,” said CSA President Mark Cannizzaro.

“Knowing that we found ourselves in the midst of a pandemic, and also the most important election on the federal and state levels we have seen in decades, we understood that we had to try something different,” said Mark Brodsky, CSA retiree chapter director. “Zoom technology has opened the door for more people to play, allowed members to feel that they are part of the action and the push to create change.”

Each retiree chapter designated a member to be a political liaison. It was the responsibility of each liaison

to keep the retirees informed of the current state of political affairs in their geographic region, including Arizona, California, Florida, Georgia, the mid-Atlantic states, New Jersey, New York, North Carolina and South Carolina.

Three themes emerged as part of the education program, with retirees from the swing states of Arizona, Florida, Georgia, North Carolina and Virginia pushing the urgent message:

- Building Relationships and Developing a National Focus rolled out in the summer
- Elections have Consequences: How to Use Momentum to Build Political Capital was used in September
- A Sense of Urgency (The Big Push)—Accessing Resources to Get Out the Votes was the final stage in October

CSA also coordinated voter contact with other organizations like the Florida Alliance of Retired Americans and, in some cases, each retiree chapter was able to join existing phone banks and get further involved to get out the vote in their states. These combined efforts resulted in one of the highest voter turnouts in early voting history.

“Retirees are a secret army every local should be using,” said AFSA President Ernest Logan, who joined all the Zoom meetings to provide national perspective. “Retirees have the time, commitment and desire to protect the achievements that have been hard earned and won in the past, and using the political process this way is one great example of what can be accomplished.”

“The political action of each retiree chapter is vibrant, growing and learning from one another,” said Cannizzaro. “Marching forward, we will continue to be a force to be acknowledged and respected.” ■

*Ron Imundi, political liaison, CSA N.Y. Lower Hudson Valley Regional Unit, contributed to this story.*

## SF Retirees: ‘We Are All in This Together’

United Administrators of San Francisco (UASF) Emeritus, AFSA Local 3E, made up of more than 160 retirees, is reaching out in this time of COVID-19 to former colleagues who may be isolated, which can have an emotional as well as social toll on people.

“We all like hearing from our friends during these stressful and lonely times,” said James Dierke, AFSA general vice

president and a Local 3E member. “Pick up the phone and make a call, say hello to a colleague and let them know how you are doing and inquire as to how they are doing. We are all in this together.”

Dierke suggested reminding people to get a flu shot or asking them to support the community if they are able in giving food and clothing for those in need. “Goodwill, Salvation Army and local

food banks are always in search of assistance,” he added.

Lastly, he said retirees can be very helpful in assisting active administrators as they face the many challenges of the pandemic and its aftermath.

“Call up your local and see what you can do to help those in schools and the children we educate,” Dierke said. ■

# 2020 Diann Woodard Scholarship Honorees

The annual Diann Woodward Scholarship is awarded to a select few high school seniors who demonstrate a strong commitment to pursuing post-secondary education, a passion for volunteering and an outstanding work ethic. All children of AFSA members in good standing are eligible to apply.

This year AFSA presented five recipients with a one-time \$2,500 award to put toward their higher education tuition.

## Help a Student Go to College

**Make a tax-deductible\* donation to the Diann Woodard AFSA Scholarship Fund.**

You can send a check to the:

Diann Woodard  
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815 16th St. NW  
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\*Check with your accountant about your personal situation.

### Eva Schultz

*San Diego High School of International Studies, San Diego, California*



*College: University of California, Berkeley*

*Major: Molecular and Cell Biology*

*AFSA Parent: Marisol Marin, Elementary School Principal*

*Local 134: Administrators Association San Diego City Schools*

*Extracurriculars: Ballet Folklórico, American Civil Liberties Union, César Chávez Service Clubs*

Eva Schultz is from San Diego, California, and has enjoyed being involved across various communities, such as dancing ballet folklórico to celebrate her Mexican heritage, and practicing social activism with such organizations as the American Civil Liberties Union (ACLU) and the César Chávez Service Clubs.

"Throughout high school," she said, "I discovered that my passion for social justice and science could find an intersection." Through her ACLU involvement, she noted, "I have the opportunity to educate those in my community about access to health care, registering to vote and how to handle interaction with law enforcement."

Schultz will channel that passion in her pursuit of a degree in molecular and cell biology at the University of California, Berkeley, with her ultimate goal that of becoming an OB/GYN, so she can "join my passions of helping others, but at the same time...advance my understanding of the scientific, biological world."

### Benjamin Cole

*Oakdale High School, Ijamsville, Maryland*



*College: University of Maryland, Baltimore County*

*Major: Biochemistry and Molecular Biology*

*AFSA Parent: Robert Cole, Coordinator of Digital Education*

*Local 36: Howard County Administrators Association*

*Extracurriculars: National Honor Society, Ambassador Program, Tutoring, Soccer*

Benjamin Cole of New Market, Maryland, enjoyed great success in his high school years, earning honor society membership for math, science and English, as well as overall scholarship. He also helped his school's soccer team win a state championship. He spent time giving back to others as a member of a school program pairing him with fellow students struggling academically or socially, and as a leader in training at a summer camp for children with Type 1 diabetes.

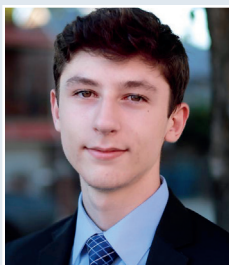
"I got hands-on experience helping campers manage their blood sugars and mentoring them in the process," said Cole, who lives with diabetes himself.

He will use the scholarship to study biochemistry and molecular biology on the pre-med track at the University of Maryland, Baltimore County. Cole intends to become a pediatric endocrinologist to combine his lived experiences "with the STEM courses I take to work toward a cure for diabetes."



## Andreas Psahos

*Hunter College High School, New York, New York*



*College: Cornell University*

*Major: Policy Analysis and Management*

*AFSA Parent: Panagiota Psahos, Elementary School Assistant Principal*

*Local 1: Council of School Supervisors & Administrators*

*Extracurriculars: Next Generation Council at DOROT, Mock Trial, Student Newspaper*

Andreas Psahos was born and raised in Astoria, New York. He began taking the train into the city for school in 6th grade—and once he got over his transportation fears, discovered his passions, including teaching youngsters about conservation at the Central Park Zoo, and working to close the education gap and plan intergenerational programs for teens and older adults. Psahos counts among his interests the arts, public speaking and writing.

"I have made it a mission of mine to help create spaces for the student body to come together as a community," he said, "[to] learn the nuances of different cultures, and become informed on current events."

Psahos will continue nurturing the mingling of community organization and the classroom at Cornell University, where he will major in policy analysis and management.

## Aidan Cohen

*James Madison High School, Brooklyn, New York*



*College: Gettysburg College*

*Major: Undecided*

*AFSA Parent: Jodie Cohen, High School Principal*

*Local 1: Council of School Supervisors & Administrators*

*Extracurriculars: Football*

Aidan Cohen is from New York City and dedicated his high school years to football and academics (and trying to ignore the fact his mom was the school's principal!). He got past the challenge of moving from a small middle school to a large high school and found his place in the school community, including as a member of the back-to-back city championship football team.

"I hope to return to my school as an educator," Cohen said, "to help set a tone of inclusivity, equality and diversity, ensuring that students from all backgrounds, identities and needs receive [a] proper education."

Cohen starts that journey at Gettysburg College.

## Jackalyna Neuman

*Oak Park and River Forest High School, Oak Park, Illinois*



*College: Rose-Hulman Institute of Technology*

*Major: Mechanical Engineering*

*AFSA Parent: Rosa Hernandez, Elementary School Assistant Principal*

*Local 2: Chicago Principals & Administrators Association*

*Extracurriculars: Science Olympiad, ASPIRA, Softball, Spanish National Honor Society*

Jackalyna Neuman, from the Chicagoland area, exhibited interest in a variety of activities, from science to culture to athletics. She was a member of Science Olympiad, ASPIRA (Latino Leadership Club) and the varsity softball team, and was inducted into the Spanish National Honor Society.

"I have always enjoyed math and science," Neuman said, "But it wasn't until I took a mandatory robotics class in 7th grade that I became interested in engineering. ... [Now] I want to make hypersonic flight a reality."

Rose-Hulman Institute of Technology is where Neuman will begin to pursue that goal, with a major in mechanical engineering. "I want to help solve these challenges and make hypersonic flight a reality," she said, "because I want to help the many fields that bring products to those that need help within not only the United States, but also the entire world." ■

# Do You Have a College-Bound Freshman?

## The 2021 Diann Woodard Scholarship Now Open for Children of AFSA Members

### \$2,500 Awarded to Five Recipients New Online Application Process

The Diann Woodard Scholarship is available exclusively to the children of AFSA members in good standing. The General Executive Board selects the awardees based on academic excellence, passion for volunteerism and display of exceptional work ethic.

The program helps students continue their education by awarding five one-time \$2,500 college tuition scholarships every year to outstanding high school seniors.

An applicant must be a graduating high school senior who will be attending college for the first time in 2021.

Students who apply must clearly express their goals for the future and appropriately tie these goals to their higher education aspirations.

The application deadline is March 15, 2021.

To apply, visit: [www.AFSAScholarshipApplication.org](http://www.AFSAScholarshipApplication.org)





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