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NATIONAL NEWS

- 1) [Obama urges governors to boost education funding](#); Staff – Associated Press
- 2) [Teacher-Prep Accreditor Names Standards-Setting Panel](#); Sawchuk – Education Week

STATE NEWS

- 3) [Jeb Bush foundation helps shape Florida education policy](#); McGrory – The Miami Herald
- 4) [Indiana Gov. Mitch Daniels Sees 'Tectonic Shift' on Education in States](#); Cavanagh – Education Week
- 5) [New Jersey: Mayor Cory Booker endorses Christie's school reforms](#); Method – Asbury Park Press
- 6) [Missouri: Charter schools beyond the city?](#); Crouch – St. Louis Today

NATIONAL NEWS

Obama urges governors to boost education funding

Associated Press

By: Staff

February 27, 2012

<http://www.azcentral.com/news/politics/articles/2012/02/27/20120227obama-urges-governors-boost-education-funding.html>

WASHINGTON -- President Barack Obama Monday urged the nation's governors to invest more state resources in education, saying a highly skilled workforce is crucial for the U.S. to remain competitive with other countries.

Obama made his pitch at a White House meeting with governors in Washington as part of the annual winter meeting of the National Governors Association. The president and first lady Michelle Obama hosted a black tie dinner with the governors Sunday night.

Obama said at Monday's session that he sympathized with governors whose state budgets have been badly squeezed during the economic downturn. But he said that was no reason to trim resources from schools.

"The fact is that too many states are making cuts in education that I think are simply too big," Obama said. "Nothing more clearly signals what you value as a state than the decisions you make about where to invest. Budgets are about choices."

He reaffirmed his view that decisions about education should be left to states and not the federal government. "I believe education is an issue that is best addressed at the state level," the president said, "and governors are in the best position to have the biggest impact."

It was a message directed largely to Republican governors, many of whom have complained of too much federal intrusion in state matters including education. Several prominent GOP governors were in the room as the president spoke, including Chris Christie of New Jersey and Bobby Jindal of Louisiana.

Obama earlier this month granted waivers to 10 states, freeing them from some of the toughest requirements of the No Child Left Behind Act, as long as they measure student progress with their own standards.

He called on governors to assist that effort toward a more state-centered approach to education by spending more on education.

"That does not mean we have to invest in things that aren't working," he said. "It doesn't mean that it doesn't make sense to break some china and move aggressively on reforms. But the fact of the matter is we don't have to choose between resources and reforms, we need resources and reform."

Specifically he called for more teachers in the classroom. He also noted that 21 states require students to stay in high school until they graduate or turn 18.

"I urge others to follow suit of those 21 states," Obama said.

On higher education, Obama said more than 40 states have cut financing of public colleges and universities over the past year.

"This is just the peak of what has been a long term trend of reduced state support for higher education," he said.

The president said more than 40 states have cut [funding](#) for public colleges, universities and community colleges over the past year.

Obama said his administration, Congress and the institutions themselves need to do more to make higher education more affordable. And he warned that other countries have been "doubling down" on education funding while the U.S. has cut back.

"The countries who out-educate us today will out-compete us tomorrow," Obama said. "If we want America to continue to be number one and stay number one, we've got some work to do."

[\(Back to top\)](#)

Teacher-Prep Accreditor Names Standards-Setting Panel

Education Week

By: Stephen Sawchuk

February 28, 2012

<http://www.edweek.org/ew/articles/2012/02/29/22ncate.h31.html?tkn=XWXFpMJH0ITkZYWfEEMZGqZ4wxEKQbQNDCA&cmp=clp-edweek>

An external panel that includes several prominent critics of teacher education has been tapped to craft the performance standards for the Council for the Accreditation of Educator Preparation, the new organization's leaders announced last week.

Among the standards under consideration: how programs ensure that candidates know their content; the programs' ability to recruit an academically strong pool of candidates; their success in training teachers to use assessment data effectively; and the performance of their graduates in classrooms.

"We're really going to up the ante with respect to how programs use data," said CAEP President James G. Cibulka. "There will be a lot of focus on new sources of data: longitudinal databases, teacher evaluation, the teacher-effectiveness measures coming out of the [Bill & Melinda Gates Foundation's] Measures of Effective Teaching Project, teacher-performance assessments.

"It's not only a question of setting new, more rigorous standards, it's also creating performance measures within these new databases to measure performance more effectively than ever before," he said.

CAEP was created in late 2010 by the merger of two separate accreditors, the Teacher Education Accreditation Council, or TEAC, and the far larger and older National Council for Accreditation of Teacher Education, or NCATE. Both will operate until the merger is completed by the end of this year.

The commission tapped to write the new body's standards will be chaired by Camilla Benbow, the dean of education and human development at Vanderbilt University, and Gene Harris, the superintendent of the Columbus, Ohio, public schools.

It is arguably a more diverse group than those currently serving in the governance structure of either of the preceding accrediting bodies. At press time, CAEP officials had confirmed 28 panelists on the commission and were working to secure several more—including individuals representing nontraditional preparation programs such as Teach For America and district-operated "residency" programs.

Its members also include math and reading scholars and two state education commissioners, along with a more traditional roster of teacher-educators.

And it includes among its ranks critics of teacher education, such as David M. Steiner, the dean of the Hunter College School of Education in New York City, and Arthur E. Levine, a former dean of Teachers College, Columbia University, and now the president of the Woodrow Wilson National Fellowship Foundation, which operates a grant program to improve teacher preparation.

Both men wrote reports in the mid-2000s that painted teacher education as a fragmented enterprise; Mr. Levine's blistering 2006 analysis even suggested that NCATE should be replaced.

Their inclusion on the commission is an indication of how far the new body may be willing to stretch to maintain its relevance. Accreditors of teacher colleges, particularly NCATE, have struggled over the years to articulate the value of the process and to overcome a perception in the field of being too bureaucratic.

"The issue for me is rigorous standards that would define high-quality programs," Mr. Levine said in an interview. "The problem with accreditation so far is too many weak programs and too many weak institutions get accredited.

"I'd love to see a much higher floor for accreditation and a much clearer sense of what it takes for continuous improvement after a program is accredited."

Enhancing Prestige?

Establishment of the CAEP panel comes during a period of great interest in improving teacher preparation, from outside reviews, to National Science Foundation-funded research projects, to federal rulemaking on sections of the Higher Education Act dealing with teacher preparation. Many of those projects are weighing similar measures.

Mr. Levine said that if the commission successfully sets stronger standards, it could make accreditation—currently voluntary in most states—more respected by attracting selective institutions that have forgone the process in the past.

But other observers aren't convinced.

Frederick M. Hess, a scholar at the Washington-based American Enterprise Institute, who has hosted—and debated with—Mr. Cibulka on accreditation at several public forums, said that the inclusion of critics in the mix was "promising," but added that "it would be a tough slog" to come to consensus on detailed standards.

"The likelihood is that they'll still wind up with vague, aspirational, process-oriented standards, as the alternative would likely lead to hundreds of institutions abandoning CAEP, or aggressively pushing back," he said.

Mr. Hess, who writes [an opinion blog for edweek.org](#), is not serving on the commission.

Assessments Awaited

Drafting the new measures is, in any event, not likely to be an easy task. One of the major challenges could well be the specificity of any new set of performance standards, especially given the general lack of solid research evidence linking any one teacher-preparation approach to effective teaching.

For example, it is unclear how specific the panel will be in seeking to set guidelines for program-entrance requirements. And the question of which outcomes-based data might be relevant for accreditation is an equally thorny topic.

Many teacher-educators are putting their faith in new performance assessments, such as the one being developed by the Council of Chief State School Officers, the American Association of Colleges for Teacher Education, and Stanford University scholars, that aim to let programs know when a teacher is ready for the classroom. Such tests require candidates to plan and teach a lesson, demonstrating proficiency in specific skills.

About 25 states are in various stages of piloting the CCSSO group's assessment, even as other observers raise questions about its cost and relationship to student achievement.

And "value added" methods are perpetually controversial, even for looking at program outcomes. Two states, Louisiana and Tennessee, now release data on how the candidates from teaching programs fare in the classroom, and 12 more plan to do so in the near future. ("[Value Added' Proves Beneficial to Teacher Prep.](#)" Feb. 22, 2012.)

"How the standards are written is as important as the commitment to raising the bar," Mr. Cibulka of CAEP said. "Our knowledge base in this field is not as strong as we would like, but we want to create a system that allows us to build best practices and strengthen the knowledge base through empirical inquiry, so the next generation of standards can be more specific about some of these issues."

CAEP's own board will need to certify the performance standards before they go into effect. The accreditor will begin reviewing some 900 programs next year.

[\(Back to top\)](#)

STATE NEWS

Jeb Bush foundation helps shape Florida education policy

The Miami Herald

By: Kathleen McGrory

February 27, 2012

<http://www.miamiherald.com/2012/02/27/v-fullstory/2664738/jeb-bush-foundation-helps-shape.html#storylink=cpy>

TALLAHASSEE -- When Sen. David Simmons needed his colleagues' support on the education budget last week, he dropped a powerful name on the Senate floor.

"I had a conversation last week with former Gov. Jeb Bush in which we discussed this and his support of it," Simmons said of the provision to spend \$119 million on reading programs at low-income schools.

The name comes up more than you might think. The former governor, who served from 1999 to 2007, still plays a significant role in shaping state education policy.

This session, Bush and his nonprofit organization, the Foundation for Florida's Future, have helped to fast-track a stream of legislation that could reset the education equation in Florida. The bills, moving steadily through both the House and Senate,

could gradually shift the financial and competitive advantage away from traditional public schools to private schools and charter schools, which are often managed by for-profit companies. Other proposals push virtual-learning initiatives.

The foundation says it supports high standards and accountability for all schools: public, charter, private and virtual included. Its supporters say the efforts will lead to dramatic improvements in student achievement – and make the Sunshine State a national leader in education reform.

“It is about equalization,” said Sen. Stephen Wise, the Senate Education Committee chairman and a supporter of the foundation’s agenda. “We need to challenge the status quo so that parents and children have choices.”

Critics, on the other hand, see targeted strikes meant to chip away at Florida’s traditional public schools by diverting more tax dollars to private corporations through voucher programs and charter schools.

“There is an attack on public education as we know it,” said Rep. Dwight Bullard, of Miami, the ranking House Democrat on education issues. “Corporations are looking at it as an opportunity to siphon off dollars.”

There is little debate over the influence Bush and the foundation have had in driving the agenda.

“They have huge sway in the Legislature, in part because of Jeb Bush and in part because they are almost the only game in town,” said former state Sen. Dan Gelber, D-Miami Beach.

Foundation spokeswoman Jaryn Emhof said it is no secret that Bush stays involved in public policy. The foundation releases a legislative agenda annually – and follows it through the state Legislature and Board of Education.

“He believes success is never final, so reform is never finished,” she said.

Bush declined requests to be interviewed for this report.

Since its creation in 1994, the foundation has amassed money and influence, developing close ties to conservative think tanks, including the James Madison Institute, the Cato Institute and the Heritage Foundation. At the end of 2010, the organization had nearly \$1 million in assets, the most recent records show. Emhof said the money is used “to support the work of the foundation, which is to keep education in a Florida a model for the nation.”

Among its legislative priorities this year:

- A bill that would expand the statewide tax credit cap, enabling more children from low-income families to earn vouchers to attend private schools.
- A controversial bill known as the “parent trigger” that would allow parents to demand sweeping changes at low-performing schools. In some cases, parents could petition to have the school converted into a charter.
- A bill that would expand digital learning options.

The foundation has also been pushing for more rigorous student standards – and a tougher school grading formula. The state Board of Education is scheduled to vote on a new formula Tuesday. The state’s simulations show that the number of F schools under that formula would rise dramatically.

The overall agenda has been controversial. The parent trigger measure, for example, has met fierce resistance from parent groups, who say the bill would benefit for-profit school management companies by giving them access to failing district-run schools.

But when the foundation gets behind an issue, lawmakers usually listen.

“The foundation’s policies get carefully considered,” said Rep. Bill Proctor, R-St. Augustine, who chairs the House Education Committee.

Last year, the foundation was successful at pushing performance pay for teachers, a measure that the unions had fought back the year before. The foundation also successfully lobbied to make virtual education a requirement for high-school graduation.

“They are batting pretty close to 1000 on the issues they put before the Legislature,” said Wayne Blanton, executive director for the Florida School Boards Association.

Part of the success stems from political pull.

The foundation’s board of directors reads like a who’s-who of former lawmakers, top education officials and other power brokers. Among them: former Senate President Toni Jennings, former Speaker of the House Allan Bense, former state Board of Education Chairman T. Willard Fair, and former Board of Governors member Zachariah Zachariah.

Executive Director Patricia Levesque is equally influential. Her connections run deep, particularly in the state House of Representatives, where she once served as staff director of education policy. Her husband, George Levesque, is a staff attorney

in the House, and has the ear of Speaker Dean Cannon.

Levesque, a veteran lobbyist, maintains a strong presence in the Capitol and has testified repeatedly on the foundation's priority items this year. She couldn't be reached for this report.

"Patricia is the most powerful policy person in Florida," said Jeff Wright, who oversees legislative affairs for the Florida Education Association. "Few education policies get passed without her approval."

The foundation has also made targeted campaign contributions to lawmakers.

In the 2010 election cycle, the foundation gave \$500 contributions, the maximum allowed, to incoming House Speaker Will Weatherford and Speaker-designate Richard Corcoran, among other lawmakers. House Education Committee Chairman Proctor and Sen. Anitere Flores, R-Miami, also received \$500 contributions, records show.

Bush's endorsement alone carries weight in Republican circles.

Said Simmons, R-Altamonte Springs: "When there are big issues like [the education budget], I contact him and try to get his advice and support. He's very much involved in education policy in the Legislature. His advice is greatly respected."

Democrats are skeptical. "I'm afraid [Bush] is going to co-opt the entire education agenda," Bullard said.

Bush has his sights set on the bigger picture.

The former governor also has a national nonprofit known as the Foundation for Excellence in Education, run by Levesque. This month, Bush travelled to New Jersey and Kansas to push the Florida model of education reform. Last spring, he stood beside President Obama in Miami to tout national school improvement efforts.

"He's the godfather to a whole generation of Republican governors when it comes to education reform," said Frederick Hess of the conservative-leaning American Enterprise Institute. "He's a force nationwide."

[\(Back to top\)](#)

Indiana Gov. Mitch Daniels Sees "Tectonic Shift" on Education in States

Education Week

By: Sean Cavanagh

February 27, 2012

http://blogs.edweek.org/edweek/state_edwatch/2012/02/mitch_daniels_sees_tectonic_shift_on_education_in_states.html

The nation's governors are scheduled to head to the White House today, a visit that caps a weekend of policy talk, seasoned with heavy doses of election-year political intrigue.

One attendee at the National Governors Association's winter meeting who attracted a phalanx of reporters was Republican Mitch Daniels of Indiana, who once again asserted that he has no interest in jumping into the GOP presidential race, as some in his party seem to hope.

Presidential politics aside, Daniels has made a name in education policy circles for his state's approval of [sweeping changes to its schools](#)—which include a dramatic expansion of private school vouchers, charter school growth, and new forms of teacher evaluation. Many Republican governors [were successful](#) in pushing similar conservative agendas. (Though some, like Ohio's John Kasich and Wisconsin's Scott Walker, have faced a political backlash over measures aimed at weakening teachers' collective bargaining powers.)

In an interview with *Education Week* at the NGA meeting, Daniels said the GOP's successfully statehouse push on education—which followed the Republican wave in the 2010 election—coincided with political and public support coalescing around a cluster of key issues.

"Clearly, one factor is more legislators are free from the iron grip of the education establishment, which is not just the unions but the whole complex of [the] educational compass," he said. "But at least as large a factor is the tectonic shift in the national thinking about this."

Daniels credited the Obama administration with challenging teachers' unions by backing tougher forms of teacher evaluation, as well as charter school growth. But he also acknowledged that the Democratic president has disagreed with Republicans on other issues, such as private-school vouchers. Obama and U.S. Secretary of Education Arne Duncan have also [criticized](#) Republicans for not working more [cooperatively with unions](#) on education policy. Obama said last year that Walker's proposal seemed like "an assault on unions."

"There's just been an unmistakable awareness in non-Republican circles—those are the ones that matter most—that what we've been doing these last several decades is not working," Daniels said. "More and more people have kind of resolved their cognitive dissonance ... [which] has been, you want to believe you're acting in the interest of children, but you're confronting deeply vested interests that are not delivering for kids."

Even on private school vouchers, Daniels said he sees support building among African-American school advocates for his state's approach. "You can tell there's a big shift in favor of these changes," he said.

Daniels said he understood the wariness among some in his party about federal encroachment in state education policy, through measures such as the federal stimulus package, which funded the Race to the Top competition and devoted billions of dollars in emergency aid to schools to save jobs and programs. But he also said the Obama administration had helped shift the political landscape on education.

"To me, their most important contribution is not the money," the governor said. "[I]t's really, simply their willingness to take what I consider to be aggressive positions on these questions and to irritate political allies that I think has mattered most. ... If somebody produced a study—and somebody might—that said that the money and all of this really didn't make much difference, it wouldn't change my position that they've really done a good thing. They helped make a broader set of reforms respectable among a wider group of people."

[\(Back to top\)](#)

New Jersey: Mayor Cory Booker endorses Gov. Christie's school reforms

Asbury Park Press

By: Jason Method

February 27, 2012

<http://www.app.com/article/CN/20120227/NJNEWS/302270041/Gov-s-school-reforms-endorsedby-Booker>

NEPTUNE — Newark Mayor Cory A. Booker said Monday that he backs Gov. Chris Christie's education reform measures — including school choice and teacher tenure changes — but he is critical of the new plan for higher education.

Booker, a Democratic rising star often mentioned as a possible gubernatorial contender next year to Christie, a Republican, made the comments during a meeting Monday with the Asbury Park Press editorial board.

Booker said he liked a new teacher tenure bill, sponsored by an Essex County state senator. That bill would end tenure as a lifetime job guarantee and force teachers to show they are proficient in their jobs or face possible dismissal or added risk for being laid off.

In addition, Booker said he favors more educational choices for children, including charter schools, public schools run by nonprofits and school vouchers. But he said he was not giving up on traditional public schools, either.

"I hold no allegiance to a school delivery model," Booker said. "I really don't care if you're a charter school, a magnet school, a traditional district school. The question is: Are you providing quality education?"

But bad schools must close, and that includes charter schools, he added. Booker said two to four charter schools in Newark should close, though he declined to name which ones he had in mind.

"The biggest mistake in the charter schools movement is ... defending bad charter schools," Booker said. "They are not closing quick enough in the state of New Jersey. Many have had years to show if they can make progress, and they're just not (doing that)."

Booker did criticize Christie for not spending enough money, and taking too long, to replace or repair aging urban public school buildings.

"I can take you to schools in Newark, New Jersey, that were built when — I'm not exaggerating — Abraham Lincoln was president," Booker said. "They are buildings that are falling apart, with serious hazards. By not funding school construction to the degree it needs to be, we're damning kids to fulfilling their under potential."

In its plan for new school projects issued on Feb. 15, the Schools Development Authority said it would allocate funds for construction of or renovation to two Newark elementary schools.

As for Christie's higher education plan, Booker said the two newly combined medical schools and universities in Camden and New Brunswick will represent sharp competition for hospitals in Newark, including the one run by the University of Medicine and Dentistry that Christie's plan says should be split off on its own.

"We're at a competitive disadvantage, and we'll be competing now with those two other institutions for faculty, for research dollars for students," he said.

Booker said he and other officials from Newark met with the governor's staff last week to discuss the proposal. "They were very blunt and frank with us that they haven't figured out a lot of the details yet," he said.

A higher education study committee last month issued a broad report for the reorganization of higher education in New Jersey. It recommended that UMDNJ be remade as a new institution and that the hospital associated with it be run by a nonprofit.

'Newark story'

Booker, elected in 2006, also spent ample time discussing the "Newark story," his narrative on the turnaround of the city.

Booker said the population in Newark was growing, new hotels are being built downtown, and that \$700 million of new projects are under construction. Another \$1 billion more in new construction is in the planning pipeline.

Unemployment and crime rates are down, he said. Meanwhile, the city is trying new innovations, such as the \$130 million teachers village housing project, which will include three schools and housing for the staff, in an attempt to create an educators' community.

There is also a fatherhood program aimed at helping young men who have fathered children and a free legal clinic that tries to help newly released prison inmates clear up old legal issues and acclimate back into society.

Booker said police also have held meetings with local teens suspected of being involved in crime, and tried to offer alternative ways for jobs or education. Officials have pressed the point that 85 percent of those murdered in Newark have been arrested an average of 10 times in the past.

"You can empower people, save money to the state and, more importantly, rebuild communities," Booker said. He added later: "Government is often the last to innovate. We knew we need to do that."

Booker also thinks that, with more concerts and artistic events held in Newark, "We are now unequivocally, the cultural center of New Jersey."

Gay marriage

Booker, who has not disagreed with Christie much, expressed one such view on gay marriage, which Christie opposes.

"This is coming," said Booker, who did not speak about Christie's stance. "We will win. I'm not talking about gay people. I'm saying America will win, by creating equality."

The 42-year-old mayor would not muse about his political future.

"The best way to make God laugh is to make plans for yourself," he said.

But Booker said that he and Christie do get along very well, even if they disagree sometimes.

"The governor and I are so different. I don't drink; he likes a good beer. I'm a vegetarian; he likes a steak, some raw meat sometimes as we've seen in his political ways," Booker said with a laugh.

"The governor is a good guy. He has a penchant for being pugilistic, and sometimes pugnacious, but at the end of the day, he's a good guy."

[\(Back to top\)](#)

Missouri: Charter schools beyond the city?

St. Louis Today

By: Elisa Crouch

February 28, 2012

http://www.stltoday.com/news/local/education/charter-schools-beyond-the-city/article_6dbce7a3-5cf1-5b7d-a6fd-5705d1894cfb.html

A school choice advocate says he's preparing to open three charter schools in the unaccredited Riverview Gardens School District and possibly two in St. Charles County if legislation passes allowing for charter school expansion in Missouri.

The proposal is perhaps the first tangible sign of the pent-up desire by school organizers to set up charters outside the state's urban cores.

Jeff Weiner, a 1977 graduate of Riverview Gardens High School, is working with fellow Riverview Gardens alums and a criminology professor to open an elementary, a middle and a high school in his old school system in north St. Louis County. The district lost state accreditation in 2007.

Currently, charter schools — independent public schools — are allowed only in the St. Louis and Kansas City school districts. For a second year, lawmakers are considering legislation that would allow them in other unaccredited districts and, under some circumstances, anywhere in the state.

Weiner is the first to announce that he's drafting a charter application to open charter schools in St. Louis County and beyond.

"We're just preparing ourselves for action," Weiner said.

Charter school expansion has attracted its share of opponents, who argue it's a mistake until the state adopts tougher accountability measures and charters prove to be more successful. Of 18 charter schools in St. Louis, 11 performed worse last year on state tests than the St. Louis Public Schools district.

But advocates of charter schools say that the same bill that would expand the independent public schools would also address their quality.

The broad education bill sponsored by Rep. Scott Dieckhaus, R-Washington, would set up a statewide commission that could sponsor charters and trigger regular reviews resulting in closure if students failed to meet certain benchmarks.

Doug Thaman, executive director of the Missouri Public Charter School Association, said those measures are critical to weeding out the bad charter schools.

"Parents have a right to a high-quality option," he said.

Missouri has among the most restrictive laws in the nation in terms of where charter schools can operate, according to a report last year by the National Alliance for Public Charter Schools. Nationwide, just over half of charter schools are in urban areas, while over a fourth are in the suburbs, according to federal statistics.

The schools in Riverview, Weiner said, would be focused on preparing children for college, relying on the international baccalaureate program.

In addition to Riverview Gardens, Weiner said he'd like to open two schools in St. Charles County, though he hasn't pinpointed a school district. The proposed legislation would allow charters in fully accredited districts only with the approval of the local school board.

Weiner, who has worked to set up charter schools in Florida, served as chief executive and principal at one in that state's Franklin County about 10 years ago. He has been an advocate of charter schools since. Less than a year ago, he returned to the St. Louis area with his family. They live in St. Charles. "I am very selfish, and I want my kids to go to the best school in the country," he said.

Weiner is working most closely with Belinda Summers, a Riverview Gardens classmate, and Tim Maher, an associate teaching professor in criminology at the University of Missouri-St. Louis.

Summers, who moved to South County from Oklahoma recently, said watching the decline of her old school district has been difficult.

"We can rise above this," she said.

Maher, who has no ties to Riverview Gardens, said he wants to help kids there in any way he can.

"Clearly, what's going on there doesn't appear to be working very well," he said.

The possibility of charter schools coming to his district doesn't sit well with Riverview Gardens Superintendent Clive Coleman, who says they could further hurt efforts to improve district schools. Every student that leaves the district takes away state funding that helps pay for teachers. This year, about 6,200 students attend the district's 12 schools.

"Dropping below that level would impact us with facilities, with services and transportation and so forth," Coleman said.

Even if charter school expansion legislation is approved, Weiner would need to secure a sponsor and approval from the Missouri Board of Education before opening a school. Once approved, charter schools qualify for state funding. But getting the schools off the ground typically requires borrowing money to cover startup costs.

Weiner said he has financial support from a nonprofit group based in Florida and would seek grants from private foundations.

He said he is drafting the charter application and is working with a Riverview Gardens alum to secure buildings in the school district as well as in St. Charles County. He declined to give details regarding specific costs and locations because the details are under negotiation, he said. "We're just waiting to see what the state does," Weiner said. "There's a very viable group ready to roll."

[\(Back to top\)](#)