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Cover photo and photo below by David M. Monroe Photography

QUIZ
What would you cut from the school budget?
Letter from the Dean

Dear Alumni and Friends,

This fall marks the beginning of my seventh and final year as dean of the Graduate School of Education. For six years I have watched as each new cohort of students grows and flourishes under the tutelage of our excellent faculty. I have met with our students while they studied at GSE, marched with them at Commencement, and visited with them after they graduated. Our students and alumni have grown near to my heart, so much so that they were on my mind one sunny Saturday afternoon this past August.

As alumni and friends of the School, you exemplify our passion and further our mission of educating the next generation of teachers, scholars, and leaders. You do so through your involvement and support. I greatly appreciate your commitment, and I hope you enjoy the Fall 2013 issue of the Penn GSE Alumni Magazine.

During my tenure as dean, the passion we all share for our work has generated considerable momentum and success for the School. The milestones include our rise in the national rankings as well as our influx of applications from smart, passionate, and committed Ph.D. and Ed.D. candidates. In 2013, we climbed in the rankings as well as our influx of applications from smart, passionate, and committed Ph.D. and Ed.D. candidates. I am impressed by each and every one of them, and I look forward to seeing what they accomplish through their time at GSE.

As alumni and friends of the School, you exemplify our passion and further our mission through your involvement and support. I greatly appreciate your commitment, and I hope you enjoy the Fall 2013 issue of The Penn GSE Alumni Magazine.

Andrew C. Porter
Dean, Penn Graduate School of Education
George and Diane Weiss Professor of Education

Bookshelf Spotlight
Preparing Today’s Students for Tomorrow’s Jobs in Metropolitan America
Edited by Laura W. Perna
Published November 2012 by University of Pennsylvania Press

“Preparing Today’s Students for Tomorrow’s Jobs in Metropolitan America” (Penn IUR) and Penn Press, this volume examines ways to connect urban workers with the education they need for real-world jobs.

Though education has become essential to earning a living in the United States, it appears unattainable to a large segment of the population, including a disproportionate number of ethnic and racial minorities. As part of the City in the Twenty-First Century series produced by Penn Institute for Urban Research (Penn IUR) and Penn Press, this volume examines ways to connect urban workers with the education they need for real-world jobs.

A professor in GSE’s Higher Education division, Dr. Perna studies educational attainment—both the forces that limit it, and the ways to promote it, particularly among students from traditionally underrepresented groups.

Stay up to date on our faculty publications. Visit the Faculty Bookshelf online at www.gse.upenn.edu/faculty_research/bookshelf
Faculty Awards & Honors

After a grand jury indicted thirty-five Atlanta educators in March 2013 in an alleged cheating conspiracy including fifty-eight schools, Penn GSE Dean Andy Porter weighed in on the news in a Huffington Post opinion piece and a live-streaming web interview with the Education Writers Association. Dean Porter shared his unique perspective as a researcher hired by the Atlanta Education Fund to independently analyze the test results in question.

Stanton Wortham (8) received a Christian R. and Mary F. Lindback Award for Distinguished Teaching, one of the highest accolades a Penn faculty member can receive. Dr. Wortham was one of only seven 2012–2013 Lindback awardees, drawn from a pool of more than 2,500 eligible faculty from across the University. He is the Judy and Howard Berkowitz Professor of Education and Associate Dean for Academic Affairs of Education at the University of Chicago. His research looks broadly at urban education policy and the impact of school organization on student and school outcomes, with a focus on underserved student populations. Amy Stornaiuolo (6) joined the Reading/Writing/Literacy division as Assistant Professor. Dr. Stornaiuolo received her doctorate in Language, Literacy, and Culture from the University of California at Berkeley. Her research examines adolescents’ multimodal composing practices, the shifting relationships between authors and audiences in online, networked spaces. Ebony Elizabeth Thomas (9) was named a finalist in the 2012 National Council of Teachers of English Promising Researcher Award Competition. Her research interests include the origins and political consequences of private sector engagement in public education, the politics of race and ethnicity in urban school reform, and the impact of community-based institutions, organizations, and action in education.

The 2013 Penn GSE Education Alumni Association Alumni Awards Penn GSE Educator of the Year Award: Janine Ramillard Helen C. Bailey Award: Ann M. Dajecz, NJ’74, GR’90 William E. Castetter Alumni Award of Merit: Lorain Anderson, C’04, GED’07 Ethel and Allen “Buddy” Caruth Sustained Leadership in Education Award: Scott Rakita, GED’05, GR’08 The Penn GSE Alumni Recruit Alumni/Early Career Award of Merit: Piaan McKinzie, GED’13 Penn GSE’s 2013 Annual Awards Excellence in Teaching Award: Janine Ramillard William E. Arnold Award for Outstanding Contributions by a Doctoral Student: Carolyn Chermeroff, GED’09, G’13 William E. Arnold Award for Outstanding Contributions by a Master’s Student: Darinde Wolfe, GED’13, G’13 Outstanding Service to Students Award: Cindy Rosalby Dell H. Hymes-Hessa Wolff Award for Excellence in Educational Linguistics: Sarah Gallo, G’13 Educational Linguistics Faculty Award for Leadership in Educational Linguistics: Elaine Allard, GED’07, G’13 Educational Linguistics International Award: Bridget Goodman, GED’01, G’13 The University of Pennsylvania’s 2013 President’s and Provost’s Citation for Exceptional Commitment to Graduate and Professional Student Life: Evan Black, GED’13 Colleen Duke, G’12, GED’13 Alexandria Washington, GED’13

Congratulations to the Recipients of...
The teaching force is changing in very big ways with very big implications.

There is surprising evidence that it should, according to Penn GSE’s Professor Richard Ingersoll, GR’92, and doctoral student Lisa Merrill. Their study, based on the largest and most comprehensive available source of data on teachers, reveals that the teaching force in the United States has undergone a dramatic transformation in recent decades. "The teaching force is changing in very big ways with very big implications," says Dr. Ingersoll, Professor of Education and Sociology and Board of Overseers Chair of Education at GSE. Considered the nation’s premier expert on teacher supply, demand, and retention, Dr. Ingersoll has produced work that has been cited in speeches by President Clinton, influenced the No Child Left Behind Act, and appeared in major reports by organizations such as President Obama’s Council of Advisors on Science and Technology. As a senior researcher at the Consortium for Policy Research in Education (CPRE), he brings his findings directly to the hands of policy makers.

Now, the startling changes that he and Merrill have exposed in their report, “Seven Trends: The Transformation of the Teaching Force,” are prompting key questions about impact on students, school district budgets, and more. Featured in USA Today, The Huffington Post, and elsewhere, the trends challenge assumptions about the age, gender, and racial and academic backgrounds of teachers, and show major shifts in the overall size and stability of the teaching profession.

“If you’re thinking about doing reform on any level in public education, understanding these national trends is crucial,” says Merrill, a doctoral student in GSE’s Education Policy program who cowrote the study and continues to work with CPRE as a research associate at the Research Alliance for New York City Schools. “Initiatives at the local level could have unintended consequences if the national context isn’t taken into account.”

The trends, first published by Penn GSE and CPRE in the 2012 report by Dr. Ingersoll and Merrill and here updated with new data, are like clues to a mystery. For each, Dr. Ingersoll notes, future research must answer two chief questions. “There’s the ‘Why?’ question—why is this happening?” he says. “Then there’s the ‘So what?’ question—what are the implications and the consequences?”
Greening and Graying: Two Opposite Trends

Education experts have long predicted that a teacher shortage would result from the “graying” of the teaching force as the baby boom generation approached retirement. Such warnings continue today, but the report’s data show that the greying process has nearly run its course. Overtaking it is an opposite and previously unrecognized trend—“greening,” a vast increase in the proportion of teachers who are beginners.

“In the late 1980s, the modal, or most common, teacher was a fifteen-year veteran,” says Dr. Ingersoll. “Flash forward two decades, and the most common teacher is someone in their first year of teaching.”

He and Merrill analyzed data from the U.S. Department of Education’s Schools and Staffing Survey and Teacher Follow-Up Survey to unmask this greening and the other trends. They considered data from 1987 to 2008 for their report, and have now incorporated more recent data that is now available in some areas.

Greening raises important questions about how teachers’ experience levels impact learning. “There are certain pros and cons that we’d like to weigh,” says Dr. Ingersoll. “Some people might say greening is good because you have more fresh blood and youthful energy in teaching. On the other hand, you need some veterans to provide mentoring and leadership.”

While seasoned teachers still accounted for a quarter of the teaching force in 2007-2008, many schools had few. Greening is surprising because of not only the proportion of new teachers, but also the sheer number. In the late 1980s, each year brought 65,000 newcomers to the teaching force; by the late 1990s, that number was 200,000—a massive shift caused by another major development, an overall ballooning of the teaching force.

Ballooning: A Ticking Time Bomb

The largest occupation in the nation, pre-K–12 teaching saw a staggering increase between 1987 and 2008 that has yet to be fully explained despite numerous theories. The profession grew by 48 percent, far outsizing a 19 percent growth in student enrollment.

Reduced class sizes explain only a small piece of the growth, and previously unrecognized trends have also increased. “If those could be slowed down, then the gap between the proportions of minority teachers and students could really close much faster,” says Dr. Ingersoll, who believes that new retention efforts could be the answer.

But the increase even more notable—in those decades, the number of minority teachers more than doubled, jumping from 325,000 to 666,000.

The data show that minority teacher recruitment efforts have made real progress. “It’s an unheralded success,” says Dr. Ingersoll.

Yet that success is threatened by the turnover rates of minority teachers, which are much higher than those of white teachers, and have also increased. “If those could be slowed down, then the gap between the proportions of minority teachers and students could really close much faster,” says Dr. Ingersoll, who believes that new retention efforts could be the answer.

Less Gender Diversity: A Blast from the Past

Another unexpected finding is that teaching is more than ever before a female-dominated occupation, with the proportion of women surgeons from two-thirds to more than three-quarters between 1987 and 2012.

“Seemingly puzzling because so many other lines of work have opened up for women in the last few decades,” says Dr. Ingersoll. The cause of the trend is unknown, but one possible reason is that new opportunities for women have become available within education, including positions in educational administration and academic subjects such as high school math and science that were once primarily held by men. Another cause could be the large increase in the overall number of women in the workforce.

In addition, shortened workdays and summers off may be particularly compatible with the demands of working mothers’ lives: “Are the implications good or bad? We can’t yet say,” says Dr. Ingersoll. One potential concern is the unknown effect of providing fewer male role models for students. Another is that the teaching profession could become more susceptible to gender-based perceptions that historically have devalued women’s work and fostered under-compensation.

Consistent Academic Ability: Still Drawing the “Best and Brightest”

Courtless political speeches have addressed the widespread belief that teaching is less attractive to the “best and brightest” students than other career paths. But this piece of conventional wisdom too has undergone a reality check.

“There was the sense that, historically, since women didn’t have other options, the country had gotten a relatively well-educated, talented group of women for a relatively low-wage—that essentially women had subsidized the education system for a century,” says Dr. Ingersoll. “The argument is that because women now have other options, the academic ability of women going into teaching has declined.”

While there are no standard criteria that define the “best and brightest” teaching candidates, measures of the selectivity of colleges attended by teachers tell a different story than one might expect. Based on the rankings in Barron’s Profiles of American Colleges, the overall proportion of female teachers who graduated from top colleges did not change meaningfully between 1987 and 2008. When the data are separated by gender, it is male teachers who are less likely than before to have graduated from top institutions.

“Not only has the quantity of teachers who are women gone up, the quality, given these measures of quality, hasn’t gone down,” says Dr. Ingersoll.

Looking Ahead: An Important Opportunity

T he seven trends above contain both troubling and promising signs. But this study of the teaching force is exploratory in nature, and the jury is still out on what the findings truly mean. “Nothing in our data analyses so far can be considered conclusive evidence that the teaching force is, or will be, ‘better’ or ‘worse’ in one way or another,” says Dr. Ingersoll and Merrill at the conclusion of their report. While the causes and implications of the changes are not yet fully known, there is certain—"the greening and the other trends together represent an important moment for education. These data suggest a very large opportunity," they write. “The largest occupation in the nation is being expanded, replaced, and re-made.”

Visit www.gse.upenn.edu/teaching_force to download the full report by Richard Ingersoll and Lisa Merrill, “Seven Trends: The Transformation of the Teaching Force,” and learn more about their research.
**NAVIGATING the NETWORK**

**Lauren Davis, GED’10, on Learning for Life**

When she’s not helping to recruit executives for consulting firm Spencer Stuart, Lauren Davis, GED’10, mentors Penn GSE students and alumni, and whips up education-themed brunches for fellow graduates of the Penn GSE/Teach for America (TFA) Urban Teacher Master’s and Certification Program. She sat down with us to discuss her path from teaching math and science to her current pursuits, and the passion that propelled her journey.

Members of the Penn GSE/TFA Urban Teacher Program teach for two years in low-income communities while earning their teaching certification at GSE. What brought you to the program, and what prompted you to pursue the optional master’s degree?

Teach for America’s mission of closing the achievement gap is near to my heart, and once I made it through the national organization’s application process I was offered the chance to stay in Philadelphia, my first-choice city. I wanted to grow as much as I could from my teaching experience, and the master’s program at GSE provided an opportunity to do research, create a thesis, take summer electives, and really gain a well-rounded perspective on education. I found it a pretty easy decision to pursue the degree. It was challenging to balance the course work with a full teaching load every day, but I’m 100 percent glad I did it—my Penn master’s degree has given me a lot more than I bargained for.

What doors did the master’s program open for you?

One of the things I love about GSE and Penn in general is the incredible network. I don’t think I would have ended up in the position I’m in now without it. So many fascinating people come through GSE and have so many different reasons for doing it. And you can find someone in any field through Penn. In addition, corporations nowadays are very interested in people who can think strategically and outside of the box, so coming from GSE can leverage a lot of opportunities.

Tell us about what you do now.

I work as an analyst for an executive leadership consulting firm. We help our clients find the right people for the right positions from the managing director level up to the C-suite. I’m in the financial services practice, so I work with banks, securities, private equity firms, and things of that nature.

How did your experience with GSE and TFA prepare you for this line of work?

Overall, it taught me to manage my time well, to think strategically, and to reflect on my teaching experience, and the master’s program at GSE provided an opportunity to do research, create a thesis, take summer electives, and really gain a well-rounded perspective on education. I found it a pretty easy decision to pursue the degree. It was challenging to balance the course work with a full teaching load every day, but I’m 100 percent glad I did it—my Penn master’s degree has given me a lot more than I bargained for.

How did you get involved with GSE as an alumna, and why is that important to you?

After I started working in the private sector, I wanted to be involved in education again in some way. I participated in an alumni panel for GSE students, and I had an awesome time. I realized that was how I wanted to stay involved with education—by helping GSE students and alumni navigate the waters out there. When I was invited to join the board, I jumped at the opportunity.

What advice do you have for new GSE graduates who are facing the job market?

It’s not pretty right now, and you have to be persistent. Every day in my job I meet candidates who are overqualified and extremely brilliant. The best thing you can do for yourself is to find people who are where you want to be, and listen to how they got there. Also be sure to create a thoughtful LinkedIn profile, and have a very compelling story about what your goals are and why, and how your background sets you up for them—especially if you are trying to apply your education degree to a different field. And always be well prepared for interviews.

What have you observed about today’s career trajectories?

Back in, say, the 1980s, people tended to follow a set career path. Today, people are a lot more willing to try new things; they’re career changing at forty. It’s a whole different world. I think we’re allowing ourselves to realize that we’re always learning and we always want to be learners, and we may not want to do the same thing for the rest of our lives.

Outside of working and mentoring, how do you spend your time?

I’m very into food and dining out, and I have a group of friends from the GSE/TFA program who are, too. We actually will travel just to go to restaurants—we took a trip to Atlanta together. And every year we have something called “Brunch for America.” A friend and I do all the cooking, and we make up funny, education-related names for everything on the menu.

The best thing you can do for yourself is to find people who are where you want to be, and listen to how they got there.”

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As an analyst, Davis draws on her experience teaching math and science.

Penn GSE and Teach for America

A national organization dedicated to eliminating educational inequities, Teach for America (TFA) enlists high-achieving recent college graduates and professionals to teach for at least two years in low-income communities across the United States. Penn GSE is one of two top ten schools of education offering a program specifically for TFA members, and the only Ivy League institution partnered with TFA.
Students at Penn GSE often say that the journey of research is just as much of a learning opportunity as the research findings themselves. On Thursday mornings this past spring, eleven GSE students, one postdoctoral scholar, and Associate Professor Shaun Harper undertook such a journey. Convening at Philadelphia’s 30th Street Station, they embarked on what was in many ways a trip through time—both backward to visit their former selves, and forward to consider how their work could foster change in urban education.

The team members, all Black and Latino men, departed for New York City to uncover stories seldom told about high school and college students not unlike the young men they once were. Those stories go against the grain of the narratives most often repeated about young men of color. “When people think of Black and Latino males in urban schools, they think of guys who are apathetic, who are seduced by the pressure to join gangs,” says Dr. Harper, director of the Center for the Study of Race and Equity in Education. “And when they think of urban high schools, they see hopeless places with metal detectors and teachers struggling to manage rowdy, overcrowded classrooms.”

Taking Dr. Harper’s anti-deficit approach to examining achievement and race, the team members—most of them now GSE alumni—investigated not failure, but success, in a study funded by the Open Society Foundations. At forty New York public schools they interviewed 325 college-bound Black and Latino male students, asking them how they triumphed over the obstacles in their paths. Then, the team talked with 90 recent graduates of those high schools, young men enrolled in a range of colleges, to learn about their transitions to higher education.

“Anyone who is concerned about success for young men of color has much to learn from young men of color who have been successful,” says Dr. Harper. “But very rarely are these histories of several of the students.

By documenting effective programs and practices, and other positive factors in the interviewees’ lives, the report released this September by Dr. Harper and his team aims to show parents, teachers, policy makers, and others how the success of the young men in the study can be replicated.

The report, as well as a forthcoming book and journal articles, will bring the team’s findings and the interviewees’ powerful stories to the wider world. But there is another success story to be told about the study—that of the research team itself. Meeting Themselves

Experts Hiding in Plain Sight

The team’s mission was born when Dr. Harper gave the keynote address at the launch of the Expanded Success Initiative, a program of the New York City Department of Education that aims to significantly increase the number of college-ready Black and Latino young men. In his speech, Dr. Harper described his national study of Black men in college, which introduced his approach of interviewing achievement in urban schools.

“Tapped into many of our lives personally,” says Maurice Williams, GED’13. “For me, it hits close to home. Being a Southern guy, I grew up around this ideology that as a Black kid you’re supposed to be a certain way.”

Andrew Martinez, GED’13, couldn’t help picturing himself as an interviewee in the study. “When I was a student I knew I was successful, but I think the experience of having someone ask me my story would have reaffirmed me and given me more confidence,” he says.

Alan Garcia, GED’13, drew on his background as an immigrant from Mexico to build rapport with the students, and remembered confronting some of the same problematic expectations they faced. But what struck him the most was the strength the young men demonstrated in response to setbacks he and his peers at a private school never had to think about. “One of the things that I hope this study shows people is the amount of resilience that these kids have,” he says. “Some had been homeless at one point or another and still found a way to become college-bound.”

Such reflections inspired Nathan Castillo, a doctoral student at GSE, to begin his own research about the study itself. “I decided to conduct some deeper-layer research looking at how our backgrounds and experiences shaped the research that we did,” he says.

In addition, the compelling intersections between the researchers’ personal stories and the students’ lives prompted the entire team to build a book around the concept, with the working title “Meeting Myself.” In the book, which is due out next year, each researcher is set to juxtapose his own educational history with the histories of several of the students.
“Anyone who is concerned about success for young men of color has much to learn from young men of color who have been successful,” says Dr. Harper.

Just having dinner with our peers,” says Martinez. “Other than when we discussed logistics for the project, I didn’t feel like I was working with Professor Shaun Harper; I was working with Shaun.”

For Dr. Harper, who worked without a team on his previous study, the project offered a welcome chance to share his research methods. “In addition to being a research project, the whole experience felt like a teaching opportunity, and it has been the highlight of my teaching career,” he says.

From their affirming and rigorous learning experience, the team members have emerged with advanced research skills and a strengthened resolve to continue impacting students of color, particularly in urban educational contexts.

Martinez and Williams, graduates of GSE’s Higher Education M.S.Ed. program, both plan to pursue administrative positions involving support of students, and later to embark upon doctoral study. “Being a part of this study is definitely going to influence my approach,” says Martinez, who will work with identity-based organizations and lead an initiative on retention of Black and Latino students at Bard College as an area coordinator in the Office of Residence Life.

For Castilla, now in his second year as a doctoral student in Interdisciplinary Studies in Human Development at GSE, the study provided a chance to practice qualitative research methods while simultaneously examining their theoretical basis in a course with Senior Lecturer Sharon Ravitch. Now, as he aims for a professional career focused on education attainment among marginalized populations around the world, he feels ready to add qualitative research to his repertoire. “I’m much more comfortable looking at a more mixed methods approach, bringing in that qualitative aspect of research and complementing it with the quantitative side,” he says.

Before, I wasn’t considering that, he says.

Garcia and Morris foresee that the study will bolster and inspire their efforts as they work to improve conditions for underserved communities. “Part of my work could involve explaining why I feel certain kids, schools, and communities are worth investing in,” says Garcia, who plans to bring his M.S.Ed. from GSE’s Education, Culture, and Society program to the nonprofit sector. “A study like ours could be my evidence because it tells these successful students exist in under-resourced communities.”

Morris, a graduate of GSE’s Education Policy M.S.Ed. program, is now a budding entrepreneur. His recently launched company, Ed Connective, is designed to increase student achievement through cost-effective distance training for teachers. “I’m trying to uplift people with the same background as myself,” he says. “I can now move forward in this space having an extraordinary depth of perspective that I didn’t have before I entered this project. Now I may analyze a problem or solution with not just myself in mind, but in the context of twenty-four other students whose lives I know well.”

Dr. Harper founded the Center for the Study of Race and Equity in Education at GSE to publish cutting-edge implications for education policy and practice.

Page 5: The researchers bonded while traveling to interview students. Clockwise from top left are doctoral student Nathan Castillo, Associate Professor Shaun Harper, William Morris, GED’13, master’s student Quinton Stroud, Devon Miner, GED’13, and doctoral student Keon McGuire. The team also included Alan Garcia, GED’13, Andrew Martinez, GED’13, Matthew Nelson, GED’13, Philip Scorton, GED’13, postdoctoral researcher Chazare Warren, doctoral student Collin Williams, C’10, and Maurice Williams, GED’13.

To download the report by Dr. Harper and his team, visit www.gse.upenn.edu/quality/NYCREport.

VIRTUAL AND VERSATILE
Wally Boston, GRD’10, Reflects on Online Education

Wally Boston, GRD’10, has served as a judge of the Milken-Penn GSE Education Business Plan Competition and a member of the Exec Doc Alumni Advisory Board.

“Even as I wrote my dissertation, we started making changes to how we collected data and measured retention.”

Online institutions have been so innovative that their potential to draw students away from traditional higher education is a hot topic. Where do you stand on this?

Some people predict that thousands of traditional institutions will disappear in the future and online education will be the primary reason for that disruption; I’m not so sure. The elite institutions are not going to go away. But I believe those ranked outside of the top two hundred or so will have to adjust their cost structures. Online education can be very affordable because it doesn’t involve the expenses of maintaining a campus.

APUS is a sponsor of the Milken-Penn GSE Education Business Plan Competition (EBPC), and you have contributed to GSE philanthropically through scholarship support and the Annual Fund. You have also served as a judge of the EBPC and a member of the Exec Doc Alumni Advisory Board. What inspired you to support the school in so many different ways?

GSE is a dynamic and entrepreneurial place. I believe in its mission, its faculty, and its response to the education market through its work across multiple areas, some of which I’ve never studied. The school values my contributions as a judge of the EBPC and as a colleague in higher education, and as a philanthropist. It seemed natural to get involved in as many ways as I could.

To download the report by Dr. Harper and his team, visit www.gse.upenn.edu/quality/NYCREport.
CATALYZING INNOVATION

The 2013 Milken-Penn GSE Education Business Plan Competition

What if students started earning college scholarships in ninth grade, and once they got to college, their smartphones helped them stay in school? What if an online learning system led to greater independence for adolescents with autism, and a social network connected children with the power of reading?

At the final phase of the 2013 Milken-Penn GSE Education Business Plan Competition (EBPC) on May 7 and 8 at Penn, entrepreneurs convinced a panel of industry leaders that their visions could become realities on a large scale and, in the process, gained a total of $145,000 in prize money. But the four winning entrepreneurs convinced a panel of industry leaders that these visions could become realities on a large scale and, in the process, gained a total of $145,000 in prize money. But the four winning ventures and six other finalists accomplished something even more important, according to Penn GSE’s Dr. Barbara “Bobbi” Kurshan, Executive Director of Academic Innovation and Senior Fellow. They took part in a rare conversation between academic researchers, education practitioners, and investors—professionals whose paths might not otherwise intersect.

“The competition is changing how the world thinks about education,” says Penn GSE Dean Andy Porter. “I could not have been prouder to see the passion, creativity, determination, and high caliber of this year’s finalists.”

The first-ever funded business plan competition specifically for education, the EBPC was co-founded in 2010 by the Milken Family Foundation and GSE as part of Networking Entrepreneurs for Social Transformation (NEST), a large effort to spark innovations that improve education. In 2013, three of the previous finalists landed spots on Forbes Magazine’s list of “30 Under 30” thought leaders who are reinventing education. In addition, the 2013 EBPC drew the largest pool of applicants yet—250 from seventeen countries, narrowed down to ten finalists by a panel of 140 experts in the months before the live competition in May.

The 2013 EBPC also hosted record attendance at the live event, more than three times the prize money offered in the first year, and new involvement by GSE faculty. Now, the EBPC’s future looks brighter than ever as a new initiative is launched to increase the competition’s year-round impact.

Recognizing Innovation

The judges awarded seven prizes to the winners (represented by Ebfunke from edTriage LLC, Michele McKeown of Autism Expressed, Preston Silverman and cofounder George Kirkland of Raise Labs, Marian Gheas of Bibliothamus, and Jill Frankfort of Persistence Plus). The winners each received $25,000 in prize money.

The first-ever funded business plan competition specifically for education, the EBPC was co-founded in 2010 by the Milken Family Foundation and GSE as part of Networking Entrepreneurs for Social Transformation (NEST), a large effort to spark innovations that improve education. In 2013, three of the previous finalists landed spots on Forbes Magazine’s list of “30 Under 30” thought leaders who are reinventing education. In addition, the 2013 EBPC drew the largest pool of applicants yet—250 from seventeen countries, narrowed down to ten finalists by a panel of 140 experts in the months before the live competition in May.

The 2013 EBPC also hosted record attendance at the live event, more than three times the prize money offered in the first year, and new involvement by GSE faculty. Now, the EBPC’s future looks brighter than ever as a new initiative is launched to increase the competition’s year-round impact.

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Women entrepreneurs came to the forefront again as three more winners were announced. Jill Frankfort and Dr. Kenny Salimi’s Boston-based Persistence Plus garnered the $15,000 Milken Family Foundation Second Prize as well as the $25,000 American Public University System Prize for Innovation in Online Education. Offering targeted technology to motivate today’s college students, the mobile platform gives “digital nudges” grounded in behavioral research to help students stay on track toward earning their degrees.

As founder of interactive online curriculum Autism Expressed, special education teacher Michele McKeone earned the $20,000 Educational Services of America Prize for Innovation in the Fields of Special Education and At-Risk Students. Based in Philadelphia, Autism Expressed is designed to empower students with autism—a population McKeone teaches every day—by helping them learn marketable digital skills that will support their path to independence.

For their literacy-promoting social network with international promise, BiblioNasium founder and CEO Marjan Ghara and Chief Education Advocate Adele Schwartz won the $10,000 Erudient Education Prize for Innovation in Borderless Education. The New York-based BiblioNasium was created to help children ages six to twelve discover reading in a peer community.

In commendation of their runner-up project, Kathleen Schindler and Lisa Mohr, co-founders of Upskill Capital in Boston, Massachusetts, received a surprise offer of investment of $10,000 from Madan Padak, sponsor of the Erudient Prize. Upskill Capital is a private-equity fund designed to make educational education more accessible to low-income young adults in India.

Incubating the Future

The list of winners was not the only big news coming out of the live competition. GSE also announced the launch of the Education Design Studio, Inc. (EDSi), a hybrid incubator, design studio, seed fund, and social impact company built specifically for education ventures. A one-of-a-kind collaboration between GSE and Education Design Studio, Inc. (EDSi), GSE also announced the launch of the EBPC helped volunteer Lauren Wink, GED’13, also of GSE’s Reading/Writing/Literacy M.Ed. program think about how to combine her passions for business and education. “One quote that resonated with me was, ‘Ask the students what they want—the product comes later,’” said volunteer Christopher Rogers, GED’13, of GSE’s Reading/Writing/Literacy M.Ed. program.

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“As an emerging classroom and community educator, I seek to know what ideas are out there, what new innovations are being created, and how I can add them to my teaching tool kit,” said volunteer Christopher Rogers, GED’13, of GSE’s Reading/Writing/Literacy M.Ed. program. The EBPC helped volunteer Lauren Wink, GED’13, of GSE’s Reading/Writing/Literacy M.Ed. program think about how to combine her passions for business and education. “One quote that resonated with me was, ‘Ask the students what they want—the product comes later,’” said volunteer Christopher Rogers, GED’13, of GSE’s Reading/Writing/Literacy M.Ed. program. In return, they gained inspiration and insight to feed their futures as educators and leaders committed to innovation.

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* Donor is deceased.

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PARTNERS IN EXCELLENCE

Photo by Darryl W. Moran Photography

PENN GSE
ANNUAL FUND

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<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Year</th>
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<tbody>
<tr>
<td>Diane E. Haines</td>
<td>GRD'79</td>
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<tr>
<td>Louise Bowie Gerow</td>
<td>GED'70</td>
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<td>E. Jane Galloway</td>
<td>ED'53, GED'57</td>
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<td>Kevin R. Gallagher</td>
<td>C'80, GED'89</td>
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<td>Nancy E. Freilich</td>
<td>GED'68</td>
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<td>Eleanore O. Dower</td>
<td>NU'56, GED'59</td>
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<td>Theresa Papan Demanop</td>
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<td>Carol Davis Decatur</td>
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<td>Andrew T. Cheifetz</td>
<td>D'01, GED'01</td>
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<td>Phyllis L. Brust</td>
<td>PT'75, GED'83, GRD'90</td>
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<td>Eileen R. Rauscher-Gray</td>
<td>G'87, WMP'92, GRD'03</td>
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<tr>
<td>Linda T. Raichle</td>
<td>GR'92, ED'46, GED'48, GR'93</td>
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<td>Josephine Feldmark Rabinowitz</td>
<td>ED'49, GED'92</td>
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<td>Eleanor Anglin Price</td>
<td>ED'31, G'34</td>
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<tr>
<td>Michael J. O'Reilly</td>
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<td>Anna Jaffe Pace</td>
<td>CW'58, GED'65</td>
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<td>Mary Ingalls Waddell</td>
<td>GED'62</td>
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<td>Mary C. Wilson</td>
<td>GED'66, GED'66</td>
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<td>Adrienne Szturz Stiegel</td>
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<td>Ruth M. Silverman</td>
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<td>Wilma S. Syoff</td>
<td>CW'54, GED'58</td>
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<td>Cindy C. Strueff</td>
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<td>Jill Nelson Strobel</td>
<td>GED'73</td>
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<td>Julianita Popeyes Streboscheck</td>
<td>ED'95, GED'58</td>
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<td>Helen Fiscilla Stolaker</td>
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<td>Jon C. Swenson</td>
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<td>David H. Trostenberg</td>
<td>CR'60, GED'28, GED'18</td>
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<td>Mildred Lansier Wittman</td>
<td>CR'57, GED'18</td>
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<td>Robert C. Willison</td>
<td>C'85, GED'81</td>
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Nazi-occupied France.

Justes de France

student Alexandra Pew, she recently com-
at The Agnes Irwin School. With her former
French and is head of Modern Languages
Barbara P. Barnett, GED'71 teaches
French and is head of Modern Languages at
The Agnes Irwin School. With her former
student Alexandre Pew, she recently com-
mpleted a documentary film, Hommage aux
Justes de France, about Christian rescue in
Nazi-occupied France.

1940s

Dee (Doris) Longaker, ED'42, retired from

1960s

Marjorie S. DeBello, GED'69, is an assistant
supersintendent of schools for
Garnet Valley School District, recently published her book, Parents of High
Achievers: What They Know That
You May Not.

Mary Ingalls Waddell, GED'62, is a
teacher, is currently working on fund-raisers that will
help to build a new library in Tiverton, RI.

1970s

Myrna (Agnes) Apirag, CW'63, GED'73, GED'79, is a
certified financial advisor in wealth management in
Houston, TX. Formerly, she practiced law in
Hawaii, and is currently working on
establishing a non-profit organization to
provide legal assistance to underprivileged families.

1980s

Jane L. Beadley, GED'83, is a certified
dog trainer offering services to
homeowners and their dogs. She offers
a variety of programs that focus on the needs
of both the dog and its owner. She started her business
as a way to support her family and
continue her passion for helping animals.

1990s

Judy Dischell Lalli, CW'71, GED'71, has
followed her classroom career with a
second career as a coordinator of online
learning for PLS 3rd Learning, a company that
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Irving Pressley McPhail, GED'76, has
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and Milwaukee, WI.

Gwen T. Samuel, CW'77, GED'79, has
retired after twenty-seven years. She taught
ESL in New Jersey public schools, as well as
at Seton Hall University and Centenary
College. She plans to pursue opportunities
in freelance court interpretation and ESL.

1990s

Joseph M. Wilson, GED'66, has served in a
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Most recently, he was a Race to the Top
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THE PENN GSE ALUMNI MAGAZINE | FALL 2013

1990s

Courtney Allison, GED’96, is a senior director in the Office of Achievement Resources in the New York City Department of Education, where she leads curriculum professional development for teachers learning about the Common Core Standards.

Barbara Ann Caruso, GR’94, is starting a nonprofit to help support her film The Guest Speaker, which she plans to film at Penn. It is based on her time as a graduate student teaching human sexuality, and focuses on one man’s battle with HIV/AIDS.

Catherine Koons Hubbard, GED’97, recently published Rain Clouds over Zuni, a novel about a group of quirkily environmentalist educators living and working at a field station in northern New Mexico.

Kimberly A. James, GED’91, recently became the assistant dean of graduate life at Stanford University and was selected as the Northern California contact for the Administrators in Graduate and Professional Student Services (AGAPSS) Knowledge Community for NASPA: Student Affairs Administrators in Higher Education.

Althier M. Lazar, GR’93, and Claire Rachio received an outstanding article award from the Organization of Teacher Educators in Reading for “Addressing Structural Racism in Picture Books,” published in the Fall 2012 Journal of Reading Education.

Bill O’Flanagan, GRD’97, is entering his fourth year heading The Liberty School in Durango, CO. Liberty is a private elementary school and adult education center, which opened in 2010s.

2000s

Rachel Skerritt, C’98, GED’99, is principal of Eastern Senior High School, an International Baccalaureate public high school in Washington, DC.

Noriko Asai Suda, GED’92, works at Keio University, Tokyo, teaching English, intercultural communication, and intercultural conflict. She earned a Ph.D at International Christian University in 2013.

Michaël Beasley, GED’08, defended his doctoral dissertation in December 2012 and was awarded Staff Member of the Year, both at Loyola University Chicago.

Marc Brasel, GED’03, has been appointed an assistant professor of Education Leadership at Arcadia University. He is a doctoral candidate in educational leadership and policy studies at Temple University.

DeAngela Burns-Wallace, GRD’09, has been named a 2013-2014 American Council on Education fellow. She is the assistant vice provost for enrollment management and a director of access initiatives at the University of Missouri.

Lucanelli, GED’08, finished his first full year at the Putney School in Vermont, a progressive education boarding school, after four years at Saint James School. In the summer he worked for Putney School’s Travel’s Excel program at Amherst College.

Jacquelyn Cunliffe, GR’06, opened Integrative Psychotherapy, LLC, a private psychotherapy practice focusing on treating psychological trauma, eating disorders, and relationship issues. She is currently a psychoanalytic candidate at the Psychoanalytic Center of Philadelphia.

Ginny Davis, DH’83, COS’98, GED’06, IPS’12, serves as a community partnership advisory board member for the College Access Center of Delaware County. Located in Chester, PA, the center provides free college preparation services.

Sandra Dean, W’59, GRD’06, completed The Great Experiment, 1788: A Musical Dramatization of the Constitutional Convention, a musical developed to help middle school and high school students learn the origin and content of the U.S. Constitution.

Alexine Fleck, GRD’95, GR’07, holds a tenure-track position at the Community College of Philadelphia. She previously taught at Bucks County Community College after earning degrees in English—an M.A. at UMass Amherst, and a Ph.D. at Penn.

Ellie Fogarty, GRD’08, was among the Exec Doc alumni who served as coordinators and instructors at a May 2013 professional development event hosted by Penn GSE for two teachers and ten librarians from Kazakhstan, part of GSE’s partnership with the Nazarbayev Intellectual Schools and Nazarbayev University.

Emile Foote, C’02, GED’05, co-founded an education technology company, ApprenNet, with her former law professor, Karl Okamoto, and technologist Paul Tzen. ApprenNet aims to bridge theory and practice in legal, nursing, and teacher education, as well as corporate training.

Kate (Ziemer) Gerbode-Grant, GED’07, and her husband, Jonathan Gerbode-Grant, wed on September 22, 2012.

Stacy S. Kim, GED’09, GRD’10, is applying her research inquiry skills and knowledge of work-life research in new ways through Life Impact Productions, which empowers coaches in a variety of settings.

T.J. Locke, GRD’05, was recently appointed head of school at The Episcopal Academy in Newtown Square, PA. Additionally, he will work with graduate students at the Klingenstein Center as a practioner professor for Teacher’s College in the fall.

Rose Martin, GR’00, is co-founder of Hope Partnership for Education, a private middle school and adult education center, which recently moved to a new location in North Philadelphia.

John McKinstry, GRD’93, GED’09, was appointed head of Lansdowne Friends School in Lansdowne, PA.

Julian A. McNeil, WEL’11, GRD’09, helped to found Boston Green Academy, where he leads the mathematics department and oversees the Historically Black College and University Ambassador Program, as well as the Gay-Straight Alliance.

Corrie Jae Mercer, GED’04, and her husband, Mark, welcomed their first child, Grayson Phillip, on August 17, 2012.

Alexis S. Montevirgen, GED’03, received an Ed.D. in Educational Leadership from San Francisco State University in January 2011, and was recently appointed interim vice president of student services at College of Alameda in Alameda, CA.

Turgut Mustafayev, GED’04, has been selected to serve as a member of the International Advisory Board of NASPA: Student Affairs Administrators in Higher Education.

Paul Perry, GED’09, is a fellow in the Expanded Success Initiative School Design Fellowship through the New York City Department of Education. The fellowship brings together school leaders to create a high school model whose outcomes will be measured by college and career success for Black and Latino students.

Mike Petrosino, GR’07, a licensed associate psychologist who works as a therapist at a specialized foster care agency in South Jersey. He plans to become a licensed professional counselor and pursue a counseling psychology Ph.D.

Mark J. Raivetz, GED’94, GRD’05, retired in June 2010 after thirteen years as superintendent of the Haddon Township Public Schools in Westmont, NJ, and was appointed assistant professor of Educational Leadership at Rowan University.

Sandra Dean, W’59, GRD’06, completed The Great Experiment, 1788: A Musical Dramatization of the Constitutional Convention, a musical developed to help middle school and high school students learn the origin and content of the U.S. Constitution.

1196x18

2524

Stephenie Wajdik, GED’09, is in her second year of teaching middle school social studies at The Baldwin School in Bryn Mawr, PA. She also coordinates K-12 community service, serves as dean of grade VIII, and coaches in a variety of settings.

Nida Arafat, GED’11, continues her work as an educational supervisor of math at the Directorate of Education in Nablus, Palestine. She has participated in two conferences at the university level, and has been chosen by the ministry of education to serve on committees for educational purposes.

Joseph L. Boselovic, GED’12, is director of research and evaluation, as well as literacy specialist, for the Homer A. Plessy Community School in New Orleans, LA. He works to understand and evaluate the experiences of students in pre-K through second grade.

Frances Brandt, GED’12, will be working for Mastery Charter Schools at a new school in South Philadelphia, Thomas Elementary.

Daphne Charles, GED’10, has obtained a new position as site coordinator for Communities in Schools of Northern Virginia. She will work to reduce the dropout rate and increase the graduation rate at a high school for nontraditional students.

Timothy F. Fahey, GED’12, published “Musicians and Cultural Identity: A Mutual Influence” in the 2011 International Journal of Arts and Sciences and is pursuing a master’s degree in special education at Eastern University in St. Davids, PA.

Elisabeth Flannigan, GED’12, is a licensed associate counselor who works as a therapist at a specialized foster care agency in South Jersey. She plans to become a licensed professional counselor and pursue a counseling psychology Ph.D.

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Tight Times, Tough Choices:
TAKING THE SCHOOL DISTRICT BUDGET QUIZ

That’s the question that more than 484 community members in Pennsylvania’s Upper Darby School District gathered to tackle earlier this year at a series of forums led by GSE’s Penn Project for Civic Engagement and its director and cofounder, Dr. Harris Sokoloff. The quiz on the next page is inspired by the worksheet that guided the forums. Working in nineteen groups, citizens considered thirty-seven actions the district could take to balance its 2013–14 budget. They discussed their individual preferences, explained the reasons for them, and then voted on priorities. What priorities would you set, and could you get others to agree with you? Consider each action listed on the quiz and mark how you feel about it. Can you say yes to the action easily (as “Love Hanging Fruit”), with reservations (as “Shared Pain”), or with strong reservations (as a “Gut Wrencher”)? On the other hand, is the action something you could never consider (“No Way No How”)? For each action, a “yes” response at any level—anything in the green columns—is worth the number of points indicated on the far right, a value based on how much the step would do to decrease spending or raise revenue. Add your points up to see if you can get to 60 and close the gap across just a few of the areas Upper Darby considered. Then, go to page 19 to see how your priorities match up with those of the Upper Darby groups. To make your experience more like the forums, try taking the quiz and agreeing on each choice with someone whose needs and perspectives might differ from yours—for instance, a student, a parent with young children, or a senior citizen on a fixed income.

How would you and your neighbors close a $9.7 million budget gap?

To make your experience more like the forums, try taking the quiz and agreeing on each choice with someone whose needs and perspectives might differ from yours—for instance, a student, a parent with young children, or a senior citizen on a fixed income.

How would you and your neighbors close a $9.7 million budget gap?

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## TAKE THE SCHOOL DISTRICT BUDGET QUIZ

<table>
<thead>
<tr>
<th>AREA</th>
<th>ACTION/IMPACT</th>
<th>YOUR PRIORITY</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instruction</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary Classroom Teachers</td>
<td>Reduce staff by 10 through attrition, increasing average class size from 21 to 24.</td>
<td>Yes</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Reduce staff by 5% (roughly 26 teachers), increasing average class size from 21 to 26.</td>
<td>No</td>
<td>23</td>
</tr>
<tr>
<td>Elementary Arts Teachers</td>
<td>Eliminate all subjects that arts instruction is provided by regular classroom teachers.</td>
<td>Yes</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>Eliminate instrumental music staff and program, creating a gap between the elementary and high school programs.</td>
<td>No</td>
<td>34</td>
</tr>
<tr>
<td>Middle School Classroom Teachers</td>
<td>Reduce staff by 5 through attrition, increasing average class size from 27 to over 30.</td>
<td>Yes</td>
<td>34</td>
</tr>
<tr>
<td>Middle School Music Teachers</td>
<td>Eliminate instrumental music staff and program, creating a gap between the elementary and high school programs.</td>
<td>No</td>
<td>34</td>
</tr>
<tr>
<td>Middle School Technology and Computer Teachers</td>
<td>Reduce staff from 8 to 4, so that the two subjects are combined.</td>
<td>Yes</td>
<td>8</td>
</tr>
<tr>
<td>High School Elective Teachers</td>
<td>Reduce staff for art, business education, family and consumer science, health and physical education, dual subject math, and music by 25% (from 45 to 36), increasing class sizes by 20-30% and increasing some study halls.</td>
<td>Yes</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Reduce staff for art, business education, family and consumer science, health and physical education, dual subject math, and music by 25% (from 45 to 36), increasing class sizes by 20-30% and increasing some study halls.</td>
<td>No</td>
<td>8</td>
</tr>
<tr>
<td>Support Services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle School Guidance</td>
<td>Reduce staff from 6 to 4, increasing average caseloads from 350 to over 700.</td>
<td>Yes</td>
<td>2</td>
</tr>
<tr>
<td>High School Guidance</td>
<td>Reduce staff from 12 to 8, increasing average caseloads from 300 to 400.</td>
<td>Yes</td>
<td>3</td>
</tr>
<tr>
<td>Social Workers</td>
<td>Reduce staff in elementary and secondary schools from 10 to 8, doubling caseloads and reducing mental health services and supports to students and families.</td>
<td>Yes</td>
<td>6</td>
</tr>
<tr>
<td>Revenue</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Property Taxes</td>
<td>A. Increase up to the index of 2.4% (0.79 mills), raising taxes for the average taxpayer by $79.</td>
<td>Yes</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>B. Increase up to the index plus partial approved exceptions of 4% (up to 1.31 mills), raising taxes for the average taxpayer by $131.</td>
<td>No</td>
<td>37</td>
</tr>
</tbody>
</table>

### Your Goal: 60

Turn to page 19 to see how your priorities match up with those of the Upper Darby groups.
Make a lasting impact on education.  
Include the Graduate School of Education in your estate plans.

Naming the Graduate School of Education as a beneficiary of your will, retirement plan or life insurance policy is easy and can be done at any age. Estate gifts provide critical scholarships for students and support groundbreaking faculty research. Most importantly, your bequest to Penn GSE is an investment in the future of education!

For specific bequest language or to learn more about the many ways to support Penn GSE, contact:  
Kelly K. McBride, Development Officer  
215.573.6623 | kmcbride@gse.upenn.edu  
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» offers substantial tax benefits  
» can be easily modified to address your changing needs  
» earns you membership in GSE's Castetter Circle of legacy donors  
» confirms your lasting commitment to educational excellence

ALREADY INCLUDED GSE IN YOUR PLANS?  
Let us know so we can thank you and welcome you as a member of the William B. Castetter Circle.