

THE ROLE OF THE PUBLIC SCHOOL SUPERINTENDENT  
IN LOCAL ECONOMIC DEVELOPMENT

by

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(ABSTRACT)

The public school superintendent is seen as the leader of schools and as a spokesperson bridging schools and the community. With this thought in mind, along with reports suggesting school and business collaboration as the key to better schools and lasting economic growth, defining the school superintendent's role in local economic development becomes valuable. As school and business relationships change, superintendents must be prepared to address this evolving interdependence.

The purpose of this study was to clarify the role of the public school superintendent in local economic development. Using a three-round Delphi technique, panelists representing various geographic locations and employment domains participated in developing a consensus on this role. Superintendents, economic development leaders, business leaders, and government officials individually identified the tasks important to the public school superintendent's responsibility in local economic development. Panel members then rated the level of importance of each suggested task and worked through the rounds to develop agreement using statistical feedback from the group response. The tasks agreed upon by 80% of the panel members as being important to extremely

important were then examined to disclose the level of importance. The rating response mean and standard deviation were calculated for each task. These descriptive measures were then used to rank the most important tasks and better define the public school superintendent's role in local economic development.

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## TABLE OF CONTENTS

Abstract.....	ii
Acknowledgements .....	iv
List of Tables .....	vii
Chapter 1 THE PROBLEM .....	1
The Superintendent and Economics .....	4
Statement of the Problem.....	7
Purpose of the Study.....	8
Conceptual Framework.....	8
Research Question .....	8
Definitions.....	10
Chapter 2 REVIEW OF RELATED LITERATURE.....	11
Economic Development Theory.....	11
Economics and Education.....	17
Human Capital.....	18
Human Resource Development and Education.....	19
The Superintendency .....	25
Past Research .....	29
Chapter 3 METHODOLOGY .....	33
Panel Members.....	36
Panel Member Source and Selection.....	37
Data Collection and Analysis.....	38

	Round I.....	39
	Round II .....	39
	Round III.....	41
	Final Analysis.....	42
	Reliability and Validity.....	44
Chapter 4	RESEARCH FINDINGS .....	47
	Panel Membership.....	47
	Round I Responses .....	51
	Round II Responses.....	53
	Round III Responses.....	60
	Final Analysis.....	66
Chapter 5	CONCLUSIONS .....	75
	Data Summary.....	75
	Recommendations for Further Research and Reflections.....	77
	Final Thoughts.....	84
	REFERENCES.....	89
	APPENDICES .....	98
	DOCUMENTS.....	101
	VITA.....	128

## LIST OF TABLES

Table 1	Summary of Basic Theories Underlying the Rationale for Economic Development.....	13
Table 2	Timeline: June 2001-March 2002 .....	46
Table 3	Summary of Recommended Organizations and Potential Panelists .....	49
Table 4	Summary of Panelist Geographic Representation .....	52
Table 5	Round I Responses.....	54
Table 6	Round III Responses .....	63
Table 7	Task Ranking Using Mean and Standard Deviation.....	67
Table 8	Category Mean Summaries.....	72
Table 9	Tasks Ranked by Level of Importance.....	78

## CHAPTER 1: THE PROBLEM

*As time passes, both the questions and the answers evolve in response to changes in the larger society. . . . But the difficulties inherent in such questions as these do not give us license to shy away. We must seek to answer them--in order to renew our educational system . . . and our nation.*

*McMannon, 1997, p.1*

The public school superintendent has emerged as a leader of schools and visionary in school reform. There continue to be reports on educational reform that tout school and business collaboration as the key to improved schools and to lasting economic growth. As a pivotal spokesperson in bridging schools and the community, understanding the superintendent's role in this coalition has become imperative. This is not a new concept. The debate concerning the purpose of schooling and its relationship to the economy has persisted among scholars and the general public (DeYoung, 1989; Finn & Rebarber, 1992; Mitchell, 1996; Rigden, 1991; Bowles & Gintis, 1976). As society and the needs of its members have changed, so have the views of the people.

Horace Mann, considered to be one of the greatest educational reformers of the nineteenth century, connected business and education. In his Fifth Annual Report (1841) as secretary of the Massachusetts State Board of Education, he contended that business should assist public education. In gathering support for this idea, he appealed to business's self interest, as well as its desire for common good. This report is credited with mobilizing business interest in public schools (Cremin, 1957).

In 1932 George Counts, an education historian, boldly questioned education and the role of economics in his book Dare the School Build a New Social Order?. He believed that “an education that did not strive to promote the fullest and most thorough understanding of the world was not worthy of the name” (p. 9). His book outlined fallacies related to education that prevented potentiality from being reached, and he theorized that by addressing these fallacies, in conjunction with revamping the economic system, a new social order could be created. Counts stated, “Until school and society are bound together by common purposes the program of education will lack both meaning and vitality” (Counts, 1969, p. 15).

Callahan (1962) cited George Counts as a critical figure in developing his understanding of school and society. Callahan carefully outlined a historical perspective of the integration of business theory into education and the ramifications of its presence. As businessmen acquired increased wealth, their status in the community grew and so did their influence and power. Their views and strategies for success were of great interest to the public; so it was understandable that these ideas would be applied to schooling as well. By the early 1900’s, implementing business strategies in the educational setting was common place (Callahan, 1962).

The role of business shifted from supporting public schools to an actual application of business theory in schools. The idea was that the quality of education could be improved by emulating business strategy, and in return the economy would be enhanced (Callahan, 1962). “Recognition of the relation between economics and

education has grown in proportion to the development of education as an organized social institution” (Kneller, 1968, p. 3).

With the release of A Nation at Risk in 1983 concerns about schooling and the economy were heightened. The relationship and roles of business and schools were challenged by the findings in this report. As a result, numerous committees and task forces were created to develop a path for school improvement.

Between 1983 and 1985 alone, [governors and state legislators] created more than 300 special state task forces and commissions to reform education through new standards and procedures from the top down. Business played an important role. Its representatives constituted almost 25% of the membership of these task forces. (Timpane & McNeill, 1991, p. 21)

Thus began the contemporary connection between education and business, and this relationship would continue through time. “In 1991, the business community pushed even more deeply into the school community. . . . America 2000 was a business model of the school that included economics, national testing, and nationalizing teacher and administrator certification” (Michel, 1997, p. 92). President Clinton weaved components of America 2000 into his 1994 Goals 2000 legislation (Berliner & Biddle, 1995, pp. 211-214), and current political leaders are continuing to look to business models. The purpose and quality of schooling will remain a topic of prominent discussion.

Business influence on education has increased, and patterns in this involvement have developed during the past decades. Timpane and McNeill (1991) outline the emerging stages of school-business relationships. They define these stages of association

as helping-hand relationships, programmatic initiatives, compacts and collaborative efforts, and policy change. The most common type of partnership is the helping-hand relationship where business provides tangible goods and services to schools. These include such things as school supplies, books, and volunteer time. A more intensive approach is programmatic initiatives. In this format business concentrates a variety of resources on one school or one program. Compacts and collaboratives differ in that they take a broader approach by involving a variety of resources from more than one business and more than one school. The final stage of association, policy change, encompasses activity at state, local, or national levels by business leaders and organizations participating in policy development (Timpane & McNeill, 1991). Although the titles may change, these descriptions reflect the broad continuum of possible school and business partnerships. Through these activities, government and business leaders work with superintendents and school divisions to support and improve the schools and communities in which they live. As superintendents work with these leaders, “it is increasingly evident that [they] must become a school-community relations expert” (Owen & Ovando, 2000, p. 18).

#### The Superintendent and Economics

Schools developing human capital has been accepted by most educators and economists as a major contribution to the economy (Alexander & Salmon, 1995; Denison, 1971; OECD, 1989; Schultz, 1971). Schools are the foundation for our country’s growth and development.

Schools are the central public institution for the development of human resources. Tomorrow's work force is in today's classrooms; the skills that these students develop and the attitudes toward work that they acquire will help determine the performance of our businesses and the course of our society in the twenty-first century. (CED, 1985, p. 5)

Local schools want to produce graduates who are skilled and have a strong work ethic. Some graduates will move away but many will remain in the community and become the next generation of producers and consumers. But more importantly, they will become the next generation of taxpayers. The higher the wages earned, the greater the economic contribution back to the community (Adler, 1997). Good schools are essential in this circular cycle.

Along with the development of human capital, the modern era is looking at an even more strategic involvement by schools. School divisions would not just work to improve educational programming for the long-term purpose of human capital development, but participate in strategic community development planning to enhance the local economy. Schools have traditionally mirrored the wealth of the community they serve and little thought has been given to the superintendent's role in actually changing the economic base (Alder, 1997). A 1997 issue of Education and Urban Society devoted an entire section to the discussion of educators' new and proactive role in economic development. In it, Louise Alder of California State University at Fullerton and Edward Blakely of University of Southern California explored the emerging role of schools as an economic resource and job creator.

The superintendent, as the leader of local education efforts, has many responsibilities; and the position continues to evolve as new challenges arise (Carter & Cunningham, 1997; Eaton, 1990; Glass, 1992; Johnson, 1996; Konnert & Augenstein, 1990; Norton, Webb, Dlugosh, & Sybouts, 1996). Leadership for the twenty-first century requires a new and revised role. Superintendents who do not embrace the school division's relationship to local and state interests cannot hope to effectively lead their divisions (Johnson, 1996). Accomplished superintendents know their community and the various groups representing it. They work to bring these differing voices together to create a unity of effort and a positive power base (Carter & Cunningham, 1997). "School districts are not freestanding, self-sufficient organizations. The interests and practices of public education are entwined with those of government, business, community groups, and social agencies" (Johnson, 1996, p. 273). This area related to the economy and economic development has begun to move to the forefront in responsibilities for the superintendent, and it is in this domain that a significant change is taking place.

Comments from regional and local economic development leaders and those involved in workforce development supported the importance of including the superintendent in a quality community economic plan (F. T. Agostino, personal communication, August 24, 1999; C. A. Akins, personal communication, August 24, 1999; G. H. Wingfield, personal communication, August 4, 1999). Each clearly articulated, time and time again, the critical need for ongoing discussion and strategic action on the part of superintendents and business leaders. Dr. Mark A. Edwards, Superintendent of Henrico County Public Schools (personal communication, August 16,

1999), stated that the high stakes nature of education and economic development has raised the expectations and increased the responsibility for the superintendent. Edwards believes that if a superintendent does not recognize this new role and develop it, he will not remain in this position for long. With better understanding of the complex issues involving schools and the economy, new dialogue can be created and the performance of both schools and businesses can be enhanced.

#### Statement of the Problem

As the interdependence between business and education expands and the public school superintendent becomes more involved with strategic local economic development, bringing clarity to the superintendent's emerging role in this area becomes imperative. This expanded responsibility has not been, but needs to be, clearly defined. Knowing which tasks are important and the level of importance for these tasks is crucial for the superintendent, given the need to prioritize responsibilities in an already crowded job description. Understanding these tasks from the perspectives of superintendents, economic development leaders, government officials, and business leaders can enhance communication and can improve the overall quality of the community plan. There is a body of literature that connects education and the economy (Alexander & Salmon, 1995; Hacche, 1979; Judson, 1998; Kneller, 1968; Mathur, 1999; Paris, 1995; Schultz, 1971); however, there is little information on the role of the public school superintendent in local economic development. This lack of empirical research suggests the need for further study.

### Purpose of the Study

The purpose of this study is to clarify the role of the public school superintendent in local economic development from the perspectives of superintendents, economic development leaders, government officials, and business leaders. By first generating a comprehensive list of specific tasks to be performed by the superintendent related to economic development, and then reaching consensus on the importance of these tasks from various perspectives, the public school superintendent and other community leaders will have a better understanding of the expectations in this area.

### Conceptual Framework

The idea of human capital clearly connects education to the economy. Strategic economic development planning ties schools to businesses in new ways. As the leader of the local educational community, the public school superintendent is crucial in this process. The superintendent has many responsibilities, and an emerging domain relates to economic development. Superintendent responsibilities as perceived by superintendents, economic development leaders, government officials, and business leaders provide the framework for the superintendent's expanding role in local economic development (Figure1).

### Research Question

What are the specific tasks for the public school superintendent in the area of local economic development from the perspectives of superintendents, business leaders, government officials, and economic development leaders?

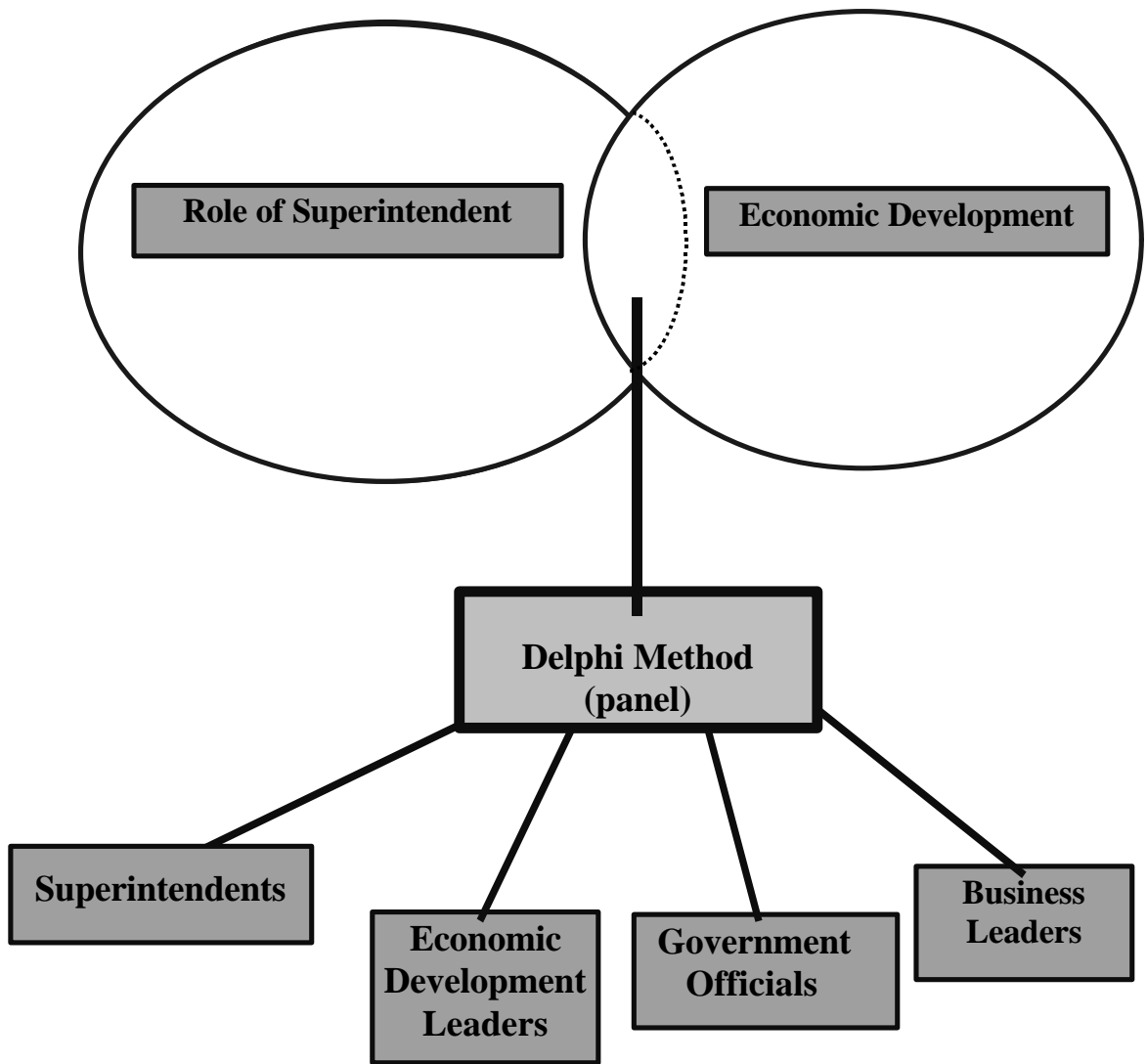


Figure 1. Conceptual Framework

## Definitions

Several terms pertinent to the reader's understanding of the study are listed below:

Business Leaders--the chief executive officers, presidents, owners of companies, and those working collaboratively with business organizations

Economic Development Leaders--the directors for economic development, economic development consultants, and those working collaboratively with economic development organizations

Government Officials--national, state and local officials such as school board members, board of supervisor members, town council members, mayors, county managers, legislators or those designated by these officials

Local Economic Development-- "...the process in which local governments or community-based (neighborhood) organizations engage to stimulate or maintain business activity and/or employment. The principal goal of local economic development is to stimulate local employment opportunities in sectors that improve the community, using existing human, natural, and institutional resources" (Blakely, 1994, p. xvi).

Public School Superintendent-- "the current view of the superintendent is that of chief executive officer to the board. As a result, the superintendent serves as the professional advisor to the board, leader of reforms, manager of resources, and communicator to the public" (Carter & Cunningham, 1997, p. 24).

## CHAPTER 2: REVIEW OF RELATED LITERATURE

If public education is to survive and our country to remain strong, school and business leaders must communicate in new and reciprocal ways. In order for this to occur, the role of the public school superintendent in economic development must be explored and refined to make the members in this partnership keenly aware of their responsibilities. With a better understanding of the layered complexity of schools and the economy, an informed exchange can begin and the performance of both schools and businesses can be improved.

This literature review creates a path from economics to the superintendency. By laying a basic foundation in economic development theory and then connecting it with education, the association between schooling and the economy can be readily seen and the importance of the relationship becomes clear. Pollard (1988) articulately stated, “Linking education and economic development is easy. Unlinking them is hard. They are inseparable” (p. 3). As a local leader, the public school superintendent emerges as the powerful link in a community’s journey towards academic and economic excellence.

### Economic Development Theory

Economic development theory pulls from a variety of disciplines. These disciplines include such areas as “economics, business administration, regional science, planning, political science, public administration, and psychology, to name a few ” (Bingham & Mier, 1993, p. x). All of these areas, and more, interplay to build an extremely complex association. Factors such as location, labor, training, resources, education, and infrastructure come together when shaping economic development plans

for a community. Manipulation of one variable in this relationship impacts other variables, in both anticipated and unforeseen ways. Due to the complicated nature of this process, creating a comprehensive economic development plan is debated among scholars and practitioners. All are trying to find the best combination in various situations and communities (Blakely, 1989, 1994; Bingham & Mier, 1993).

Much has been written about international, national, state, and local economies and how to enhance economic development. Many theories are brought to these discussions, but “currently, no theory or set of theories adequately explains regional or local economic development. There are several partial theories that can help us understand the underlying rationale for local economic development” (Blakely, 1994, p. 53). A rudimentary interpretation of these theories is listed in Table 1.

Rooted in these theories are basic ideas concerning regional development, but one theory cannot be taken in its entirety as an explanation. For example, neoclassical theory argues for a free flow of capital without restriction. Although the current environment does have areas of deregulation, it is certainly not a completely deregulated market. Economic base theory takes a different approach--produce locally and export to other markets. This view would place a local economy almost entirely at the mercy of the external market and its growth and demand. This approach would provide little

Table 1

Summary of Basic Theories Underlying the Rationale for Economic Development

Theory	Summary	Sources
Neoclassical	All economic systems will reach equilibrium if capital flows without restriction.	Blakely (1989, 1994); Hacche (1979); Howland (1993)
Economic Base	Economic growth is directly related to demand for goods and services from outside the local community.	Blakely(1989, 1994); Hacche (1979)
Location	Economic growth is connected to the relative value of location attributes in combination with other resources.	Blakely(1989, 1994); Blair & Premus (1993); Nelson (1993)
Central Place	Urban centers are supported by small communities that provide resources.	Blakely (1980, 1994); Howland (1993)

(table continued)

Table 1 continued

Cumulative Causation	Interplay of market forces combine to create an increased inequality in an area.	Blakely (1989,1994); Hansen (1981); Howland (1993)
Industrial Attraction	Localities can alter their economic position by drawing industry through incentives and subsidies.	Blakely (1989, 1994)

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Note: Theories taken from Blakely (1989, 1994) with supporting information taken from Blair & Premus (1993), Hacche (1979), Hansen (1981), and Howland (1993).

opportunity for the local economy to reflect its own uniqueness. Location theory is obvious in its explanation; however, technological advancements have changed the influence of this theory for some geographic locations and for some businesses. Business and employees are connected like never before. Communication tools have provided quick access to almost anywhere in the world. In conjunction with location theory, central place theory also looks somewhat at location. Economic gain is created when small communities provide resources to the urban centers. In this model, the smaller communities are dependent on the urban areas and their development for economic success. Forces in a community can come together in unique ways, producing inequality between areas. This can best be seen in cities where capital and skill are pulled to suburban areas. This is the basis for the cumulative causation theory; however, there is a cause and effect related to every theory (Blakely, 1989, 1994).

As communities embrace shaping their own economic future, Blakely (1989, 1994) referred to the attraction model as the most popular model for local communities when trying to enhance economic growth. The idea of drawing businesses to the community to create new jobs and better opportunity is very appealing. However popular, it too is only one model and it does not address the multi-layered approaches needed in sustaining economic growth.

There are positives and negatives related to each of these theories, which further accentuates the intricacy of economic planning and development. No one theory can embrace the unique needs or gifts within a community. For economic development practitioners and those involved on the local planning committees, it is often difficult to

know which factors have the greatest influence in any given situation and how these factors will respond to each other when they are manipulated (Blakely, 1989, 1994).

Nelson (1993) discussed two dominant schools of thought on regional development, development-from-above and development-from-below. Just as the names imply, development-from-above begins with worldwide demand that filters down to national, state and local levels, and development-from-below begins with local need while also taking into account worldwide demand. When the locality assesses its strengths and particular assets to create an economic vision, it is then in control of its own economic destiny. The development-from-below model is the basis for local economic development. Its “objective is to tailor development patterns to fit regional character” (Nelson, 1993, p. 46).

The development-from-below model is best described in three approaches: territorial development theory, functional development theory, and agropolitan development theory. The territorial development theory starts with growth and investment in growth centers, and as this is accumulated in the growth center it is decentralized to outlying areas. With this spread of growth and investment, a regional framework for development is constructed (Friedmann & Weaver, 1979; Nelson, 1993; Stohr, 1981). In functional development theory, a region is developed around a particular function. This could be a natural resource or other common activity (Nelson, 1993). These first two theories have the lagging regions dependent on the growth centers or regional resources, which provides limited opportunity for these regions to shape their own development. The agropolitan theory gives a community complete control over its

own economic future. All aspects of the region are taken into account to encompass a broad plan for the community. “It proposes creating a patchwork of autonomous organic territories that would be defined by resources, climate, events, culture, and social structure” (Nelson, 1993, p. 48). Although the agropolitan theory may sound perfect for creating one economic plan, there are flaws related to its application. One of the biggest flaws is that regions do not operate in isolation but are connected to other regions, the state, the nation, and beyond (Nelson, 1993).

These two broad schools of thought embrace various aspects of the underlying theories in economic development, and this is only the tip of the iceberg. The complexity of economic development and the forces that shape it can be seen in numerous books and heard daily on the news. The purpose here is not to completely explain economic development, but to contribute general understanding in some basic theories related to economic development; providing a peek into the economic developer’s world and adding insight into his perspective. The process of developing a comprehensive local economic plan is multifaceted and involves many groups with different areas of expertise. It is the time when theory, policy, and actual components such as employment, economic base, location, and resources come together. The question is how does education fit in this complex process and what is the public school superintendent’s role in it.

### Economics and Education

A close connection between schools and the economy is not a new concept, but it has new aspects of involvement. A large body of research in the area of human capital

development exists connecting human resource development to the economy (Alexander & Salmon, 1995; Becker, 1975; Denison, 1971; Hacche, 1979; Harbison, 1973; Schultz, 1971). “Industrial activity by itself is no longer viewed as the fundamental resource by any locality. The ability to innovate and produce ideas is more powerful than the ability to produce products, mine resources, or grow agricultural products” (Blakely, 1997, p. 509). This changing paradigm has created an increased interest in the link between education, human resources, and the economy.

### Human Capital

Human capital is “an accumulated stock of skills and talents, and it manifests itself in the educated and skilled workforce in a region” (Mathur, 1999, p. 205). Human capital does not represent capital in the traditional way. It is distinguished by its unique connection to man. It is capital embodied in the man and not owned by the man (Schultz, 1971). The idea of human capital may seem logical now, but initially it was not taken seriously. The early interest in human capital evolved when the wealth of a nation could not be explained using the traditional measures of land, labor and goods. Ultimately this growth was explained using the human capital theory (Schultz, 1971), and today is accepted by most economist as a significant contributor to economic growth (Alexander & Salmon, 1995).

Becker (1975) supported the evolution of the human capital theory by saying, “the main motivating factor has probably been a realization that growth of physical capital, at least as conventionally measured, explains a relatively small part of the growth of income in most countries” (p. 9). This can be further exemplified when comparing populations

and capital in various countries. Early thought embraced the idea that the larger the labor force the greater the production, but this proved to be inaccurate. The most populated countries did not necessarily have the greatest capital.

Human capital had its skeptics, but its true importance was confirmed when Theodore W. Schultz and Sir W. Arthur Lewis won the Nobel Prize in Economic Science for their research in this area (Alexander & Salmon, 1995). This award highlighted the significant role human capital played in the economy. Once this role was acknowledged, the question then became, what impacted human capital. And the answer was education. “Education played a critical role in creating human capital, which contributed to production and economic growth just as physical capital, land, and labor did” (Judson, 1998, p. 337). Schultz and Lewis had changed the way some economists viewed capital and forever raised the importance of education in economy. The theory of human capital increased economists’ and educators’ understanding of their relationship and the role that each could play in improving our communities and our nation (Johnes, 1993).

#### Human Resource Development and Education

Education and training are the lifeblood of human capital. They add vitality. Without them, stagnation sets in and growth halts; not just for the individual but for the economy as well. Frederick H. Harbison (1973), in his book Human Resources as the Wealth of Nations, maintained “that human resources--not capital, nor income, nor material resources--constitute the ultimate basis for wealth of nations” (p. 3). Education is seen as equipping a nation with valuable resources, and continuous training is seen as

replenishing those resources. Alexander and Salmon (1995) measured the benefits from education as:

1. Increasing production through enhancement of the capacity of the labor force;
2. Increasing efficiency by reducing costs, thus reserving or releasing resources for other productive pursuits; and
3. Increasing the social consciousness of the community so that the standard of living is enhanced. (p. 51-52)

There would be little argument by most people about the accuracy of this list. The better educated and trained the labor force is, the more efficient production is. The community then functions at a higher level of operation.

The importance of education does not just begin with career development in the work place. It starts long before then, and early education is a major contributor that cannot be overlooked in this process. “A country that forgoes investment in early education in favor of a higher education will undermine its own economic growth” (Alexander & Salmon, 1995, p. 74). One of the primary objectives of early education is to create a population that is both able and ready for continuous learning. Providing a foundation that connects with future learning is essential in developing a productive citizenry. With this thought in mind, one can easily see the need for investment in early education. Without it, there will few individuals prepared to move to higher stages of learning (Judson, 1998). K-12 education lays the foundation by providing experiences and knowledge that will be called upon to form this bridge to future learning.

This alters the view of education. It becomes an investment opportunity instead of an expenditure. Students are seen as future producers of wealth and not just as consumers of wealth (Griffin, 2000). The technology explosion has only served to heighten our acceptance of human knowledge as a commodity. “Much of what we call consumption constitutes investment in human capital” (Schultz, 1971, p. 24).

Judson (1998) highlighted the need for a comprehensive plan and investment strategy involving all levels of education, but she recognized the significant role K-12 education played in laying the foundation for future economic growth. In an article in Economic Development Quarterly, Mathur (1999) also advocated developing a regional plan with long-term, broad-based objectives. This regional economic plan would promote the accumulation and development of human capital at all levels. He felt this was a necessity if a region was to have sustained growth in employment and per capita income.

Human capital development is not one-dimensional though. It does not involve just education but also includes such areas as workforce development and health and welfare. With that said, education is still considered a major component in human resource development, and improved human resources equate to improved economic growth. “It is now thought that investment in human capital--expansion of labour power, expenditures on health and nutrition, investments in education, training and research--is the single most important source of economic growth” (Griffin, 2000). Education and economic growth are essential partners. Education needs resources to develop quality schools, and economic growth is dependent upon a qualified work force. Therefore, when developing a vision for a community, education should have a strategic role. The

Organisation for Economic Co-operation and Development (1989) best described this evolving relationship in its statement:

On the one hand, economic performance is the product of a multitude of factors of which education is only one; on the other hand, education serves much more than economic objectives. The answer lies in the reality that both the economy and education are changing in ways that increase their interdependency. (p. 18)

As a school district works with community leaders to attract new businesses and maintain and improve current businesses, their connection is brought into sharper focus. Edward Blakely (1997) believed, “School districts in practice have not recognized the extent and the means to assist communities to reposition themselves. The focus of school districts has been on the microcommunity level rather than the macro forces changing communities’ positioning in the international order” (p. 516). Neither school districts nor the business community have fully understood their symbiotic relationship. Each has been focusing on goals specific to their organizations, and developing a community vision has been difficult for the two groups to articulate.

The struggle for educators has been addressing the various themes of schooling. As school districts have attempted to better define their purpose and the strategies needed to implement this purpose, it has been difficult to balance the diversity of expectations. Paris (1995) stated,

schools have become arenas for the development of more specialized human capital. The meaning of equality is thus shifted from the more egalitarian notion of common schools to one more concerned with the equal opportunity. The latter

requires the schools to play a more prominent role in determining students' future economic roles. (p. 106)

The purpose of schooling is not narrowed to only economic growth. With many people having diverse thoughts on the subject, it is complex and multifaceted. However, the complicated nature of the purpose of schooling does not devalue the relationship between schooling and economics. It stands to enhance the desire to better understand it and to see where there is overlap in the purposes of public education (Kaestle, 2000).

Schools must recognize the total interdependence of the quality of schooling and the quality of life in a community. Schools and community are totally interconnected, interwoven, and critically dependent on each other. The community and the schools clearly must adopt common goals, values, needs, and expectations. (Negroni, 1995, pp. 81-82)

The business and economic community is not separate from the educational community, but intricately woven to create the fabric of an entire community. The relationship is circular in nature with no real beginning or end, constantly binding one to the other. Education supports the development of individuals and prepares them for future productivity and contribution to society. It also creates a quality of life for the current community by providing schools that enhance the livability for the current workers and their families. In return, the community provides the funds and resources needed to operate schools. As the schools produce competent and creative students, the community sees its investment payoff and the desire to continue or increase its investment becomes the payoff for schools. "Clearly, a country which is unable to develop the skills and

knowledge of its people and to utilize them effectively in the national economy will be unable to develop anything else” (Harbison, 1973, p. 3). It is important for the community to embrace the need for investment in education and to see this web of effective schools supporting economic growth for the country.

Louise Aldler (1997) stated, “Schools are directly linked to the economic environments of their communities in multiple and reciprocal ways . . . Education need not simply reflect the wealth of the community; education can play an important role in increasing the wealth of the community” (pp. 524-525). Schools must be a strategic partner in developing a community because the community and its uniqueness and problems are not left at the schoolhouse door. The problems and the resources to solve them involve every aspect of a community working together.

The importance of school communities is becoming more clear as schools are burdened with the problems created when community infrastructures are strained. Many educators are recognizing that to develop better schools one must focus on more than just the parameters of the schoolhouse. When schools are members of a functioning community schools are able to focus on their primary mission: that of educating children. (Tachney, 1995, pp. 3-4)

Clearly schools and the community are connected in meaningful ways, and both must look to each other in creating a comprehensive, positive vision for effective community functioning.

The question then is not are education and economics related, but how can this relationship be seen in the role of the public school superintendent. The problems arise in

knowing what the specific expectations are for individuals involved in this complex process, particularly for school superintendents. This will be a continued challenge for superintendents, and their philosophy will directly impact the role they play. As the needs of communities focus on technology, economic growth, and employment, the superintendent's job will once again be redefined or expanded.

### The Superintendency

“The position of school superintendent is a product of growth and necessity. It was fashioned; it was not born.” (Wilson, 1960, p. 2). Public school superintendents and their responsibilities developed from the needs of the schools and the community. As schools grew and communities changed so did the roles and responsibilities for all educational staff. “The position of superintendent of schools in the United States did not have its origins in a pronouncement of a board of education or the creative mind of some board member. Rather, it is a position that evolved as the schools of this country evolved” (Norton, Webb, Dlugosh, & Sybouts, 1996, p. 1). The public school superintendency has changed, and this evolution in the role of the superintendency has mirrored modern society. As school reform efforts have been embraced, the position of superintendent as been molded to meet these new challenges (Glass, 1992).

As the superintendent's position has matured and shifted, first from a clerical role to an instructional leader role, then to an expert manager role, and finally to its current definition as chief executive officer, the position has reflected the needs and direction of the community (Carter & Cunningham, 1997; Candoli, 1995). Currently, “[As] chief executive officer to the board. . . the superintendent serves as the professional advisor to

the board, leader of reforms, manager of resources, and communicator to the public” (Carter & Cunningham, 1997, p. 24). The position of superintendent is critical to public schools and to ongoing reform movements. Some would say it is pivotal to the future of the nation. The men and women who hold these positions of leadership will lead the way in educational reform. Their skills will guide schools and communities in responding to the new demands placed upon them (Glass, 1992).

As the position is changing so are the range of duties and responsibilities. This broad definition, chief executive officer to the board, leaves enormous room for interpretation by school boards and the community. In most states the policy and procedures manual describes the superintendent’s role in the school system. State and federal laws guide the policy manual, and it takes precedence. However, the superintendent reports to the school board and the board often defines the role (Kimbrough & Nunnery, 1976). It is critical that superintendents communicate with school boards to better understand the needs of the communities they serve and to apply this knowledge to the role of the superintendent.

In describing superintendents’ competencies and tasks, the literature does not specifically mention economic development; however, each description does include a community component. The community is mentioned in the context of public relations, knowing the community needs, and gaining involvement and support. Although idea of business partnerships is woven throughout the literature (Michael, 1997; Mitchell, 1996; Rigden, 1991; Timpane & McNeill, 1991), connecting this with economic development and then identifying specific tasks to enhance this relationship has not been fully

developed. Candoli, Cullen, and Stufflebeam (1997), Konnert & Augenstein (1990), and Norton, Webb, Dlugosh, & Sybouts (1996) presented sample superintendent job descriptions and general tasks for the superintendent, yet absent in this list is the area of economic development. Some would argue that this appropriate, while others would say community relations does not adequately describe this role. Despite this debate, time and time again, business and school collaboration is emphasized as the way to effective educational reform. This discord between the expanding expectations and written job descriptions emphasizes the dilemma for superintendents and highlights the need for further study.

Business interest in public education is not surprising. Its future workers and consumers participate in this process. As time has passed though, business interest has moved to business involvement. Theories once held for business practice are now being implemented in the educational setting. A contemporary view of this is evidenced through the writings of such authors as Peter Drucker (1990), Tom Peters (1982), and Edwards Deming (1993). Their works are being by cited by educational leaders and their ideas are being brought into schools (Owen & Ovando, 2000). This blending of disciplines is likely to continue, and superintendents need to be prepared to form relationships with business leaders and to become familiar with business theories.

Johnson (1996) suggested that superintendents might have to expand their role “to build coalitions and negotiate agreements that will strengthen the standing of schools in the community” (p. 274). This can involve many areas, but the financing of schools has been a dominant concern for superintendents (Glass, 1992; Norton et al., 1996) during the

past decades. This challenge has stretched superintendents to develop new ways to retrieve funds and to guide the community to see the need for increased investment in education. Helping the community see not just the connection, but interdependence of schools and the local economy, is essential in gaining support for carrying out the division's goals. "Superintendents are expected to be adept at negotiating, lobbying, and securing backing for worthy endeavors. Though the politics vary widely. . . no superintendent can hope to lead without acting politically" (Johnson, 1996, p. 24).

Louise Alder (1997) further argued that superintendents, along with other school personnel, should be actively involved in local economic development planning. School leaders should participate by bringing resources and ideas to the table. What the specific needs of the community are and what the community has to offer should be discussed as well. School and community leaders developing a comprehensive joint plan for future economic development is of paramount importance. Fullan (1982) said "the superintendent is the single most important individual for setting the expectations and tone of the pattern of change within the local district" (p. 159). If this is true, then superintendents' leadership is critical in helping schools connect with their economic community. The superintendent is the most important figure in helping to create a vision for a school system, and his leadership guides staff in making that vision a reality (Cuban, 1976).

Case studies affirm that top management must be involved if business and education collaboration is to have any impact. Support is necessary if the resources of both the corporation and the school are to be made available in any

joint effort. This importance of this cannot be overstated. (Levine & Trachtman, 1988, p. xviii)

Superintendents guide their districts and the resources that support it. In order to avoid a piecemeal effort and to truly utilize resources effectively the superintendent must be as active partner and leader. “The job of the superintendent is critical; it must change as an increased consciousness of racial, economic, and social class balance is emphasized and as the political nature of the position intensifies” (Owen & Ovando, 2000, p. 17). This active participation of school personnel in economic issues is a monumental change from the past involvement, and the superintendent’s leadership is needed for the success of both schools and the larger community.

#### Past Research

To bring this notion of the role of the superintendent in local economic development into context, Henry Peel (1988) conducted a study, of Superintendents’, Business Leaders’ and Board Chairmen’s Expectations of the Superintendent in the Area of Local Economic Development. In his research, superintendents, business leaders, and board chairmen were surveyed to determine their expectations for the superintendent in local economic development. These groups were composed from the education Region I, the Northeast Region, of North Carolina. The Delphi method of analysis was used to compile the survey data. The Delphi technique uses experts who anonymously participate in rounds of data gathering to define or predict in an area of study (Linstone & Turoff, 1975). This group communication process used a panel of experts selected from business and education directories from Region I.

Each group was asked to respond to an open-ended question, where members listed the activities in which school superintendents should be involved to address local economic development. These responses were compiled into categories and activities. The same groups were then asked to rank the importance of each. The major categories were

(a) cooperate with other local agencies and local government, (b) cooperate with established and prospective businesses, (c) public relations, (d) insure quality schools with focus on economic development, and (e) local community involvement and awareness. This information was then shared with the respondents, and they were given the opportunity to revise their views. A comparison was then made of each group's perceptions. The Kendal Coefficient of Concordance was the statistical measurement used to measure the correlation between ranked responses.

The conclusions of this comparative study provided some interesting insights into different groups' perspectives. All groups felt having quality schools was a top priority, but the business leaders' comments went on to say that superintendents were not insuring quality schools, and this needed improvement. Although the boards' responses and the superintendents' responses were similar, as one might expect, the business leaders' and superintendents' responses were not.

[They were] in complete disagreement as to the categories of importance for the superintendent to become involved. The two areas rated as most important by superintendents, public relations and cooperating with the business community, were the two categories rated as least important by business leaders. . . . Business

leaders rated insuring quality schools and cooperating with other agencies and government as most important while superintendents felt these were the least important categories. These seemed to be almost territorial differences with an indirect message to the school superintendent to stay at home and out of the traditional business community. (Peel, 1988, p. 89)

This final comment by Peel highlighted the lack of understanding and communication by both parties, businesses and superintendents. With perspectives being different and each not seeing what strengths can be brought to the table, territorial views become prevalent.

The implications of this study are that expectations are not clearly defined or understood by the parties involved. An understanding of each member's role and what each could contribute has not been communicated in a meaningful way. Based on the results of this research and the limited availability of current data, more study and dialogue are needed in this area to define the current expectations for superintendents and to improve everyone's contribution to the process.

Economics and education are complicated processes that combine to produce even greater complexity. No one theory prevails to address the intricacies of this relationship or answer the myriad of questions arising in a modern society. This heightens the need for the various groups involved in economics and education to develop relationships and draw on each other's strengths. Coming to the same table and utilizing the available expertise, tremendous accomplishments can be achieved by a community.

The public school superintendent is a local leader, and his influence is visible in many areas within a community; however, the area of economic development is just

beginning to emerge as an area of responsibility. Although this is a new area of interest and research is limited, the message is clear--the role of the public school superintendent in local economic development is important and changing significantly from years past.

### CHAPTER 3: THE METHODOLOGY

The purpose of this study was to develop a list of tasks that represented the emerging role of the public school superintendent in local economic development. Since there appeared to be limited research in this area, a broad-base, national perspective was the most appropriate approach in laying the foundation for examining this topic. The study employed a three-round Delphi technique to identify tasks and to develop consensus on the emerging categories and supporting tasks that defined this role of the superintendency.

The Delphi method “may be characterized as a method for structuring a group communication process so that the process is effective in allowing a group of individuals, as a whole, to deal with a complex problem” (Linstone & Turoff, 1975, p. 3). The procedure of listing tasks for the local school superintendent in economic development is not a complicated process; however, given the broad purposes of public education and the differing perspectives among individuals, the problem of creating consensus on the level of importance of tasks could become quite intricate.

This structured communication process has three main features that distinguish it from other methods. These characteristics are anonymity, controlled feedback, and statistical group response (Dalkey, Rourke, Lewis & Snyder, 1972; Linstone & Turoff, 1975; Martino, 1975). Group members are not known to each other, and correspondence is usually handled through the mail. The responses are gathered and refined using systematic steps called rounds. During these rounds, it is anticipated that ideas are measured on merit, since it will not be known among the participants which individual(s)

provided certain statements. At each stage the data are shared and opportunities for revision of responses are provided. The objective remains clear as each panelist responds to the questionnaires and communicates with the researcher. The final result is shared using statistical measurement, and these figures represent the entire group (Linstone & Turoff, 1975).

The Delphi method is a relatively efficient way of bringing people from various geographic locations and employment areas together. It provides them the opportunity to share knowledge and follow-up on the new ideas generated by the group response. This then creates a refined group perspective (Martino, 1975).

This technique has been identified effective in the following situations: The problem does not lend itself to precise analytical techniques but can benefit from subjective judgments on a collective basis, the individuals needed to contribute to the examination of a broad complex problem have no history of adequate communication and may represent diverse backgrounds with respect to experience or expertise, more individuals are needed than can effectively interact in a face-to-face exchange, the efficiency of face-to-face meetings can be increased by a supplemental group communication process, disagreements among individuals are so severe or politically unpalatable that the communication process must be refereed and/or anonymity assured, and the heterogeneity of the participants must be preserved to assure validity of the results. (Linstone & Turoff, 1975, p. 4)

With these characteristics in mind, there were specific connections to this study that made the Delphi technique an appropriate method to gather data.

The problem of developing consensus on what a superintendent should do in the area of economic development lent itself to the subjective judgments of the stakeholders involved in the economic development process. Each member came with a different but important perspective and knowledge which, when compiled, enhanced the quality of the outcome. By involving various “key players,” who may not have shared perspectives before, a forum was provided that had the potential to foster unique views and bring expertise to the process. This collective response took into account the complexity of economics and education. These areas were not isolated but worked in concert with many other variables, and the individual’s knowledge and experience produced a deeper understanding of this complexity.

Since the quality of the study would be greatly impacted by the expertise, knowledge, and vision of the panel group, it was imperative that the best method be selected to facilitate the process with the most effective group of individuals. In this study, national participants provided the broad perspective needed in an area where little research had been done. Clearly, with a national study, face-to-face interaction was prohibitive, and the actual physical interaction became less critical than gaining the insights from a comprehensive group of experts. This anonymity also brought positive balance to the process. Each response had equal merit with no single member overshadowing or dominating the procedures. Panelists were not cluttered with “group

noise” but had time for quiet reflection during review and response (Dalkey, 1972). The Delphi technique’s distinct attributes provided the best possible framework for this study.

#### Panel Members

Since Delphi is a group communication process using experts in a given field(s), panel member selection is the most important step in the study. Usually conducted in what are called rounds, panelists are given an opportunity to respond to a question(s). Once initial information is compiled, panelists are given additional opportunities to revise their thoughts to develop a refined outcome (Scheele, 1975). The tool in this process is the panelists, and their selection is critical to a quality outcome. Their expert contribution provides the framework for analysis; so choosing qualified respondents is imperative in achieving the most reliable results.

“Three kinds of panelists are ingredients for creating a successful mix: stakeholders, those who are or will be directly affected; experts, those who have an applicable specialty or relevant experience; and facilitators, those who have skills in clarifying, organizing, synthesizing, and stimulating” (Scheele, 1975, p. 68). For the purpose of this study, the respondent categories consisted of superintendents, economic development leaders, government officials, and business leaders from across the nation. This array of participants provided a broad spectrum of knowledgeable input. Since these groups come together in business partnerships and economic planning, it was essential to hear all voices.

## Panel Member Source and Selection

A systematic approach was used in panelist selection. National, state and local organizations associated with education, economic development, government, and business were used in developing a matrix of names for possible selection. Organizations were chosen using a review of the literature and input from the “internal committee.” This committee consisted of a local expert in each respondent category and the researcher for a total of five members (See Appendix A). These individuals were selected using the researcher’s experience and knowledge, and they would provide support throughout the study. Eleven organizations were recommended based on quality and membership. Organizations were chosen which best represented each respondent category’s profession and were considered reputable. A list of recommended organizations is located in Appendix B.

The “internal committee” members assisted in providing a point-of-contact name for selected organizations or the researcher contacted the organization directly. Organizations were contacted by telephone or email. When a point-of-contact was established, names, addresses and/or telephone numbers for experts and practitioners meeting certain criteria were provided, or another point-of-contact within the organization or selected region was suggested. The following criteria were used in selection by the organization contact: geographic location, career occupation, and experience. The potential panelists were seen as knowledgeable and innovative. They represented different areas of the country and various occupations within the respondent category and had worked with economic development planning.

Although the number of panel members varied in Delphi studies from 10 to 50, most panel groups were represented by 20 to 25 members (e.g., Jackson, 2000; Stillwell, 1999; Vacik 1997; Wells, 1992). The original goal of a 24-member panel was selected for this study to have equal representation from each group and allow for attrition; however, three additional members were later added due to the quality they would bring to the study. This brought the beginning panel membership to 27.

After initial telephone contact with each selected panelist, a follow-up letter outlining the procedures was sent (See Document A). The timeline was clearly outlined so panelists would be familiar with the process and the time commitment. Panelists were given a choice to respond through email, FAX, or a written response returned via the regular mail. This was noted on the Participation Agreement Form (See Document B). If selected individuals did not respond or declined to participate in the study, additional names from the appropriate respondent category were selected from the matrix. Ultimately, 27 individuals agreed to participate. Appendix C lists the names of the participants completing all three rounds and agreeing to the publication. Sixteen names are listed here.

#### Data Collection and Analysis

Three rounds were used in this Delphi sequence. Turoff (1975) and Martino (1972) supported utilizing a three- or four- round sequence in the process. The three-round sequence was sufficient to obtain stability in the responses. Additional rounds showed very little statistical change, and the participants responded negatively to the

added rounds. Numerous recent studies (e.g., Stillwell, 1999; Vacik, 1997; Wells, 1992; Woolwine, 1998) supported the use of the three-round sequence.

### Round I

The Round I Instrument consisted of a questionnaire with one open-ended question (See Document C) for participants. The question was “In what tasks should a public school superintendent be involved in the area of local economic development?” To anchor the question, definitions for public school superintendent and economic development were included. Although Martino (1972) indicated it might be difficult for panelists to generate a list in an unstructured situation, this technique was preferred here due to the lack of foundational information designated through earlier research on this topic. The Round One packet included:

1. Document A: Letter confirming the panel member’s participation and outlining the participation timeline
2. Document B: Participation Agreement
3. Document C: Round I Instrument

When the first-round responses were returned, their content was consolidated and categorized by broad themes emerging from qualitative responses. The emerging categories and supporting tasks were reviewed by the “internal committee” for clarity, lack of repetition, and appropriateness to category placement.

### Round II

Once the collective responses were organized into categories with specific tasks assigned to each, the instrument was returned for the panelists to respond and give

feedback. The Round II Instrument was arranged using a Likert-type scale format. This is the most common scaling method used with the Delphi technique, particularly on instruments with comprehensive lists which would make simple ranking difficult accomplish (Scheibe, Skutsch, & Schofer, 1975).

Since the purpose of this study was to reveal tasks that the public school superintendent can do in the area of economic development and to develop consensus on the importance of these tasks, a rating scale was most appropriate. Each task was viewed independently on the scale, and several tasks could be considered equally important. A nominal scale with verbal explanation, as opposed to a numeric continuum scale, clearly defined the scale for panelists and allowed for more consensus in responses.

Panelists responded to the importance of each task using the Likert-type scale. The scale was assigned with the most important tasks receiving the highest numeric value and the least important tasks receiving the lowest numeric value; therefore, there would be a positive correlation between highest numeric value and highest importance. Although a longer continuum scale was considered, a scale from one to five was selected due to the difficulty in delineating importance to level than five. Space was also provided for comments. The ratings were on a continuum from:

1= not important

2=slightly important

3=important

4=very important

5=extremely important

The Round Two packet included:

1. Document D: Letter explaining the results from Round One and the general instructions for the Round II Instrument
2. Document E: Round II Instrument

Upon return of the Round II Instrument, comments were compiled and data statistically analyzed using the Likert-type scale responses. Once panelists' responses were entered into a database, SPSS statistical software was used to generate general descriptive statistics.

### Round III

The Round III Instrument consisted of the categorized tasks, the frequency distribution, and the individual panelist's rating response for each task. Panelists were asked to review the statistical data and comments from Round II and reconsider their responses. Responses could remain the same or be changed. Space was provided to record revised responses and comments. The Round III packets included:

1. Document F: Letter explaining Round II results, general directions for the Round III Instrument, and a thank you
2. Document G: Round III Instrument
3. Document H: Publication and Receipt of Results Form

When all information was returned, any changes in responses were recorded and data was reanalyzed. The statistical results were calculated for agreement among panel members and for the level of importance of tasks.

## Final Analysis

Using the revised Likert-type scale responses for each task, consensus was calculated. All tasks receiving a rating of 3-5 by 80% of the panel members were concluded to be important in the role of the public school superintendent in the area of local economic development. In most Delphi, “consensus was assumed to have been achieved when a certain percentage of the votes fell within a prescribed range” (Scheibe, Skutsch, & Schofer, 1972, p. 277). There was flexibility in setting this range; however, 80% was selected for this study to have a high level of consensus and add credibility to the results. An additional level of statistical analysis was used to determine which of the “important” tasks were “most important.” This further clarified the role for the superintendent and helped prioritize tasks to be completed in an environment of increased responsibility and limited time.

A nonparametric statistical technique was logical for this additional analysis. Since categorical data were measured and analyzed using a nominal scale and the expected distribution would not be equal among all cells, this was an appropriate technique. The most common nonparametric method used with nominal scaling is chi-square, which is known as a discrepancy statistic (Gibbons, 1976; Williams, 1968). With the purpose of this analysis being to discriminate between tasks considered important, chi-square was the most appropriate analysis to be used.

An assumption associated with the use of chi-square is that responses are from a random sample and the ratings are independent of each other. Although aware that using chi-square with this data did violate this assumption, it was violated through the

procedures outlined in a Delphi process. Panelists were expected to move toward consensus by viewing the statistical analysis of the group; however, the initial Round responses were independently submitted and all panelists remained anonymous throughout all Rounds.

Theoretically, the highest ranked task would have all five ratings by all panelists. In analyzing the data, tasks closest to this theoretical maximum would receive the highest rank. In essence, tasks would be measured for convergence to the ultimate score. Taking this into account and computing the effect size for each task would allow statistical comparison and ranking of the tasks. Usually looking for a large effect size, a novel approach was attempted here. The smaller the effect size, the closer the convergence to the theoretical maximum, and therefore the higher the ranking. Using this coefficient the task ranking would be established. However, the small sample size and the goal of consensus would skew the cell distribution and create empty cells. Empty cells would create effect sizes greater than one and statistical results that placed rankings in conflict with logical thought; therefore, a different analysis was needed.

A conceptual approach using a measure of central tendency provided the relative importance of the tasks. Although using the mean was a somewhat simplistic approach to ranking the tasks, with the small sample size and skewed response scale, it provided the best approach. Due to the variance in task ranking within each category, it became clear that ranking categories would not provide the most valuable data. Task ranking, with supporting category information, would provide the greatest clarity and applicability for

superintendents. A complete timeline for data gathering and analysis is listed in Table 2 at the end of this chapter.

### Reliability and Validity

Reliability is broadly defined as the degree to which test or study results are free from random error, how reliable are the results. (Pedhazur & Schmelkin, 1991) The nature of the Delphi method creates some questions about reliability for some individuals. Participants generating responses and being given an opportunity to revise responses based on the thoughts of others can produce uneasiness. With the panelists as a tool, one wonders if the results would be the same with a different group of participants. “There is far from universal agreement on the merits of the Delphi Techniques” (Ludow, 1975, p. 114); however, Dalkey’s work (as cited in Martino, 1972) in comparative studies indicates the Delphi Method does have merit.

The results of [Dalkey’s] experiments. . . indicate that forecasts produced by the Delphi procedure are reliable; that is, different panels tend to produce about the same results. Furthermore, this reliability can be enhanced by choosing a panel sufficiently large- . . . fifteen members is sufficiently large to obtain a high degree of reliability. This evidence of reliability should be reassuring to those faced with the necessity of utilizing expert opinion in preparing a forecast. They can have a high degree of confidence that a different panel would have produced about the same forecast. (Martino, 1972, p. 52)

With a systematic approach to panel selection and the application of an additional level of analysis in this study, the intent was to maintain the highest degree of reliability.

Validity is concerned with the inferences drawn from the results of the research. The inferences may be more or less meaningful depending on the participants and the circumstances of involvement. (Pedhazur & Schmelkin, 1991) “The ‘raw data inputs’ are the opinions or judgments of the experts; . . .the validity of the resulting judgment of the entire group is typically measured in terms of the explicit ‘degree of consensus’ among the experts” (Mitroff & Turoff, 1975, p. 22). The level of consensus in a Delphi affects the validity. For the purpose of this study, 80% was used as the level of consensus needed for a task to be considered important for the public school superintendent in the area of local economic development, and an additional level of analysis further clarified the level of importance of each task.

Table 2

Timeline: June 2001-March 2002

Date	Task
June 2001	Identify Internal Committee Members
July-October 2001	Identify Professional Organizations and Contacts
	Identify Panel Members
	Refine Round I Instrument
November-December 2001	Mail Round I Instrument
	Return of Round I Instrument
	Analyze Round I Instrument Results
January 2002	Develop and Refine Round II Instrument
	Mail Round II Instrument
	Return of Round II Instrument
	Analyze Round II Instrument Results
February 2002	Develop and Refine Round III Instrument
	Mail Round III Instrument
	Return of Round III Instrument
	Analyze Round III Instrument Results

Notes: Exact dates were outlined on the Delphi Instrument.

## CHAPTER 4: RESEARCH FINDINGS

Presented in this chapter are the panel membership data and the research findings for Rounds I, II, and III of this Delphi study. The findings for Round I include respondent data and the responses received from the returned documents. The research results of Round II display the data returned from the Round II document, the rating scale summaries, and the comments of panelists. Included in the findings from Round III are data from the returned Round III document, modified rating scale summaries, panelists' comments, and further comparative analysis.

### Panel Membership

The panel membership process began with the selection of the internal committee. This committee would provide information and support throughout the process. The internal committee members were selected based on the knowledge and experience of the researcher. Four local individuals, each representing one respondent category, agreed to serve as the internal committee (See Appendix A). The four respondent categories were superintendents, economic development leaders, business leaders and government officials. The internal committee's initial role was to assist in providing a list of professional organizations (See Appendix B) and contact names. Using their input and researcher inquiry, contact was attempted with the selected organizations. When contacts responded, they provided the names of individuals meeting the selection criteria or referred other organizations or individuals for contact. Initially, ten organizations were contacted by telephone or email. One organization suggested an additional organization. This brought the total organization contacts to eleven. In one case the organization

contact agreed to serve as a panelist, and in four cases individuals recommended potential panelists. The individuals felt these potential panelists would add knowledge and expertise to the study.

Thirty-five individuals were contacted in the selection process. From this list of potential panel members, two economic development leaders did not respond and one declined participation, one business leader did not respond and two declined, and one government official did not respond and one declined participation. Table 3 gives a summary of recommended organizations and the number of potential panelists from each source. Since some potential panelists represented more than one organization within a responding category, a summary for each contact category emphasized the initial source. This provided better clarity in noting the overall distribution of potential panelists. Four panelists were recommended by individuals. They could also have been included in a source category due to their affiliation to organizations; however, the original source was an individual recommendation and not an organization. Some had affiliation with organizations across categories, but they were cited with the recommended source.

Twenty-seven individuals ultimately agreed to serve on the Delphi panel. This exceeded the initial goal of 24 panelists. When a potential panel member did not respond within one week of a follow up call, the next potential panelist was contacted. Due to

Table 3

Summary of Recommended Organizations and Potential Panelists

Source	Title	No. of Participants
Educational Organizations	American Association of School Administrators	
	The Rural School and Community Trust	
	Urban Superintendents Association of America	6
Economic Development Organizations	International Economic Development Council	
	Southern Economic Development Council	9
Business Organizations	Chambers of Commerce	
	National Alliance of Business	
	National Association of Partners in Education	9
Government Organizations	National Association of Counties	
	National Center for Small Communities	
	National School Boards Association	7
Individual Recommendations		4
Total Potential Panelists		35

delays in some potential panelists responding to contact, additional potential panelists were secured. Three potential panelists responded after this one week period; however, it was decided to include the additional panel members due to the insight they would bring to the study and to better prepare for later attrition.

The final Round I panel membership representation in each respondent category was seven school superintendents, eight business leaders, six economic development leaders, and six government officials. With the exception of school superintendents, individuals often represented more than one category (e.g. government officials working in economic development or business leaders serving in government). This blurred strict representation of each group but added to the depth of understanding across categories.

A total of twenty-seven individuals were sent the Round I packet through email. Ten panelists were later faxed Round I packets due to request or technological difficulties; however, all twenty-seven individuals preferred general contact to be through email.

The Round I packet was sent when the panelist was contacted and agreed to participate; therefore, the due date for completion varied based upon the initial date of contact. Once the final panel member had been contacted, all panelists who had not responded were then sent a follow-up email (See Document I). All but three panel members returned Round I within one week of the follow-up contact. These three panelists were contacted by telephone to confirm participation. One superintendent declined to continue participation due to job demands, bringing the representation for this respondent category to six. Initially, there was no response from the two other panel

members; but prior to the Round II documents being sent, they returned the instruments. Twenty-six panelists responded to Round I which exceeded the initial target of twenty-four panel members. The panel selection and Round I completion concluded after 11 weeks.

The geographic location of the the panel membership is illustrated in Table 4. This summary represents their location at the beginning of the study. Some panel members changed employment and location after the study began. Also, some organizations represented more than one state. These individuals were assigned to the state where they reside. Nineteen states and various regions of the country were represented in the study.

#### Round I Responses

The Round I instrument asked the 26 panel members for their response to one open-ended question. The identified question was, “In what tasks should a public school superintendent be involved in the area of local economic development?” Panelists responded by listing the tasks on the response document which provided space for 25 responses. Panelists’ responses ranged from 5 to 22 indentified tasks. This brought the total number of tasks submitted to 202. Tasks were compiled and placed in emerging categories. The compilation was reviewed by the “internal committee” for clarity, lack of repetition, and appropriateness to category. With relatively little repetition, a total of 105

Table 4

Summary of Panelist Geographic Representation

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State	Number of Panelists
Arizona	1
California	1
Florida	1
Georgia	2
Illinois	2
Indiana	1
Iowa	1
Kentucky	1
Louisiana	1
Maryland	2
Michigan	1
New Mexico	3
North Carolina	2
North Dakota	1
Ohio	1
Oregon	1
South Carolina	1
Texas	1
Virginia	2

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tasks were ultimately identified and placed in 7 categories. The categories emerging from the submitted tasks were Quality Schools, Cooperation with Business, Cooperation with Local Government, Community Involvement, Information and Public Relations, Regional Cooperation, and Improved Knowledge and Understanding. Table 5 presents the categories and tasks compiled in Round I.

#### Round II Responses

Approximately one week after receiving the final Round I responses, Round II packets were sent to all panel members on the same day with the same return date. Each panelist was sent an email with the form attached and seven panelists were also sent a FAX transmission. Panel members were given 12 days for completion of the Round II questionnaire. A reminder notice was sent to all panel members who had not responded three days prior to the deadline (See Document J). Telephone contact to those panel members still not responding to Round II was attempted on the Monday after the Friday due date.

Of the 26 panel members agreeing to participate, eight received a contact after the due date. One panelist said that the document had already been sent, but it was not received. Two panelists never responded, one selected to not continue participation, and four indicated they would respond but never returned their forms, even with additional time and a third follow up. Ultimately, 18 of the 26 panelists responded to Round II.

Table 5

Round I Responses

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Final list of Categories and Tasks

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Category A: Quality Schools

1. Produce high performing schools
2. Engage in systematic, data-driven, continuous improvement
3. Promote innovative learning methods
4. Understand and apply good business practice to schooling (e.g. Deming)
5. Actively communicate academic and preparation needs for a global market place-  
- create a “line of sight” for students and parents
6. Understand new and emerging skills needed in the workplace
7. Apply new and emerging skills needed in the workplace to the curriculum
8. Create educational programming for technical careers tied to industry clusters
9. Create educational programming tied to economic development initiatives
10. Develop apprenticeship programs to meet local needs
11. Communicate with colleges and other institutions to track success and establish goals (e.g. % not needing remediation)
12. Emphasize career development in the curriculum
13. Enhance/upgrade technology and its application for skill development
14. Recognize and respond to the need to develop programs for both college bound students and those entering the workforce following high school completion
15. Participate in private/public partnerships to enhance curriculum supporting the community’s economic development strategy
16. Advocate and provide resources for student entrepreneurship
17. Develop internships for students
18. Develop externships for teachers
19. Encourage school counselors to focus on post secondary employment and not just college
20. Provide incentives for counselors based on their success in placing students in technical areas
21. Monitor dropout data and the programs designed to curtail dropouts
22. Sponsor community-wide international club for students and parents to prepare for the global marketplace

Category B: Cooperation with Business

23. Create a strong Business Advisory Board/Business Roundtable

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(table continued)

Table 5 continued

24. Ask the business community leaders, both formally and informally, what they need from their educational system--in as much detail as possible--to provide action steps and recommendations
25. Respond to industry needs by assessing and determining appropriate pre-graduation training
26. Encourage employers to do diploma verification and communicate results/deficiencies to the school district
27. Develop strong business partnerships in every school
28. Develop part-time work opportunities for high school juniors and seniors with industries in which they are interested (which may lead to cooperative college scholarship opportunities)
29. Hire business persons for appropriate jobs
30. Advocate use of and contract with local business
31. Involve business leaders in the classroom (e.g. Jr. Achievement)
32. Encourage administrative staff to know and join their business community organizations
33. Advocate workforce development
34. Join with the local professional economic developer in calling on local industries, encouraging them to remain and expand locally, and asking their help in identifying additional prospects

Category C: Cooperation with Local Government

35. Meet regularly with government officials to discuss economic matters
36. Attend local Council and Planning Commission meetings
37. Serve on the local Economic Development Board
38. Actively participate in the development of a community vision for the future
39. Fully engage the Council/Board in developing strategies and funding for the schools' role in supporting the economic/community vision
40. Industrial business or office parks are the most appropriate location for most industries, and educators should take the lead in long range planning to make certain in the era of sprawling residential subdivisions, that large sites are set aside and zoned for industrial, business and office uses.
41. Work with local agencies to encourage improved infrastructure
42. Be an active participant in the recruitment of local business
43. Participate in industry recruiting trips
44. Support tax increment financing programs as a district
45. Be prepared to encourage local tax incentive programs on behalf of new or expanding business
46. Be knowledgeable of recruitment incentives and understand the impact for schools

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(table continued)

Table 5 continued

47. Demonstrate willingness to plan for different program needs as it relates to special development projects
48. Partner in rebuilding communities
49. Coordinate school capital improvement plan with neighborhood development activities
50. Volunteer to serve on a task force defined as a priority by economic development
51. Be involved in research projects conducted by local government and/or economic development

Category D: Community Involvement

52. Join and be active in the Chamber of Commerce
53. Promote the concept of diversification with Chamber and economic groups
54. Be a regular speaker for various community groups
55. Actively participate with as many community groups as possible
56. Develop partnerships for school facility use and expense sharing
57. Encourage community participation in schools by informing members of volunteer and mentor opportunities
58. Work with developers to ensure school voice in the planning process
59. Work with real estate brokers to help them understand the needs of the school
60. Participate in job fairs
61. Encourage student volunteerism in the community
62. Support student initiated contests where the best industrial engineer, system designer, software programmer, or other such are recognized—by doing this, students and teachers will learn the skills needed.
63. Assist the community in understanding school finance and district needs

Category E: Information and Public Relations

64. Develop materials that can be distributed on a wide-spread basis regarding the school district and its performance
  65. Develop materials targeted to specific prospective businesses and communicate in their terms
  66. Communicate school data, programming and highlights to the public
  67. Understand that the workforce is vital to economic development and future growth, connect the schools targeted efforts in this, and communicate it to the community
  68. Provide information continuously to all stakeholders about the economic development benefit to good public schools
  69. Facilitate information for realtors regarding location efforts that provide pertinent data related to the school system
- 

(table continued)

Table 5 continued

70. Develop a comprehensive plan in response to the data which keeps community members apprised of individual school and division performance
71. Be aware and communicate the role of economic development in creating additional taxes for schools
72. Provide information to district employers on growth strategies that relate to the school curriculum
73. Take the lead in preparing and publishing reports revealing the value of industry to the local economy
74. Lend enthusiastic support and assistance to “industry appreciation” activities
75. Work with the media for coverage
76. Hold ongoing public forums to communicate goals and objectives, as well as shortcomings—make education an open debate
77. Insure that high school graduates are viewed as the base of an attractive pool of possible employees
78. Hold regular school tours
79. Be a spokesperson for the division at all levels
80. Promote capital improvements in school districts as “good for business”
81. Set up visitation programs where students visit all major industries and are shown required skills
82. Set up regular contact with the major tax-paying industries and require administrators/teachers to visit each one on a regular rotation
83. Create a specialty/marketing team within the school division that meet regularly and can be ready for quick involvement
84. Create and encourage principal or teacher for a day programs

Category F: Regional Cooperation

85. Work well with other divisions for regional development
  86. Become an active member in the Regional Economic Development Partnership
  87. Work with other divisions to pool appropriate resources/programs
  88. Coordinate efforts with technical schools, colleges, and universities to prevent duplication
  89. Help create and align a local Intermediary Organization that will act as a single point of contact between education and employers
  90. Be a member of a collaborative partnership needed to integrate the scientific, business, government and educational institutions in planning for the community’s economic future
  91. Work in developing a state-wide program that provides information regarding the school systems which could be accessed by individuals wanting to relocate
- 

(table continued)

Table 5 continued

Category G: Improved Knowledge and Understanding

92. Attend staff development activities related to business, economic and workforce development
  93. Regularly read business journals
  94. Get to know and understand local and state governments/people
  95. Structure the school system so the superintendent can stay abreast of community needs, both long and short term
  96. Network with other superintendents around the country on best practices related to economic development
  97. Attend a formal course of study in economic development such as EDI
  98. Gain an understanding of why industrialists invest or retain an investment in a certain geographic area
  99. Learn the value of the revenue stream to the county and to the schools from each resident industry, and the cost to the school of the loss of each
  100. Understand the non-education location requirements so well that any question by the school board can be answered.
  101. Understand the specific role education (grade school) plays in the site location decision process.
  102. Become aware of the effect of Department of Transportation plans for area road development
  103. Be knowledgeable about concerns dealing with such areas as water, sewer,
  104. Understand the principles of diversification and its value in changing economic times.
  105. Actively seek out and assume a leadership role in task forces, boards, or study groups that promote math and science achievement.
-

Each panel member's response was recorded for each task using the statistical software SPSS. These data were compiled and the frequency distribution for each task was determined. The Round II instrument was then modified to include the frequency distribution for each task, with each panel member's rating response category underlined. This allowed for easy comparison with the composite group response. A revised response area and panelists' comments were added to create the Round III instrument. The comments presented by panelists were simplistically written, just explaining responses and adding little further detail. The frequency distribution and comments can be found on the Round III instrument (See Document G).

A panelist representing the economic development respondent category selected to not return his Round II document and decided to no longer participate in the study. This panelist wrote a detailed message explaining his reasoning. He said that he was very disappointed in the responses of his peers on the panel. He did not believe they had looked creatively at the topic. He also did not feel superintendents should be doing the economic developer's job and many of the tasks represented just that. He felt the superintendent had a big job already, and it was not in the best interest of economic development to make it bigger. He listed only six tasks warranting attention (16, 18, 22, 32, 57 & 61). These tasks dealt with entrepreneurship, externships for teachers, community-wide international club, engaged administrative staff, community participation, and student volunteerism. He felt these tasks were very important to extremely important. His comments were not included in the Round III information, due

to receipt after the Round III documents had been sent. When he declined participation initially, he did not indicate that comments would be forthcoming.

The day after the Round III documents were sent to the eighteen individuals, two additional panel members responded to Round II. Their responses were added to the database, but were not included in the frequency distribution for Round II. Round II was completed in three weeks with twenty of the panel members responding. This represented a 77% response rate for Round II. The six panel members no longer participating in the study represented a loss of one superintendent, two economic development leaders, two business leader and one government leader. This representation allowed for a relatively even distribution across respondent categories.

#### Round III Responses

The Round III packet was sent on the same day to eighteen panelists and to two panelists on the following day. The two late panelists were sent the same Round III instrument as the other panel members, so they could respond using the same frequency distribution information as the rest of the panel. Panel members received a personal Round III Instrument that reflected the group frequency distribution but also displayed their individual response to each task. All panelists were sent Round III packets through email and eight were also sent a FAX transmission.

In the introductory letter for Round III (See Document F), clarification for two terms was provided due to comments from four panelists. It was explained that school “district” and school “division” was used interchangeably in the listed tasks. Panelists were also prompted to notice skipped responses and encouraged to complete these during

Round III. Round III and the Publication and Receipt of Results form were given a 14-day return date. A reminder notice was sent to all panel members who had not responded three working days prior to the due date (See Document K). By 4:00 p.m. on the due date, any panel member not responding was contacted by telephone. Five panel members were called. One panel member did not respond after a third follow-up contact.

Nineteen panel members responded to Round III. Sixteen panelists agreed to have their names published with the study, and the three other panel members wished to remain anonymous (See Appendix C). All panelists selected to receive a Results Summary. This represented a 95% return rate for Round III and a total study return rate of 73%. When comparing respondent category participation, five superintendents, four economic development leaders, five business leaders, and five government leaders remained throughout the study. One panelist listed in the government category was also employed in economic development. This created an almost evenly distributed panel representation.

Three panelists submitted comments in Round III. These comments maintained the need for staff support in carrying out the suggested tasks and reinforced the idea that superintendents could not do it all. A comment by one panelist reflected a broad view. She said

the superintendent should be very knowledgeable about all the issues, but can and should have staff members and the Board Members' help in developing strategies, relationships, etc. The district is many times the largest employer in the area and therefore must be plugged in.

Foreign Language was also mentioned as a way to support economic development initiatives. The example cited was to offer classes in the native language of the employees of a company relocating to the area. These types of educational programs can make a significant difference in a business's decision to relocate. An additional comment spoke to preventing duplication of service. It was suggested that community colleges, and not public schools, provide training.

From the rating responses to Round III, revised response data were logged using SPSS. The frequency distribution for each task was analyzed for 80% agreement among panelists assigning a value of 3 or higher, as important to extremely important. If 80% of the panelists rated a task with a 3, 4, or 5, it was concluded to be important in the role of the school superintendent in local economic development. Table 6 presents each task with the final frequency distribution and percent of agreement among panelists. The percentage agreement reflects what percentage of panelists rated the task within the 3-5 range and

Table 6

Round III Responses

Task	Frequency Distribution					Percentage of Agreement (Rating of 3-5)
	1	2	3	4	5	
1	0	0	1	5	13	100%
2	0	0	2	7	10	100%
3	0	2	5	8	4	89.5%
4	0	0	6	8	5	100%
5	0	0	3	12	4	100%
6	0	0	5	12	2	100%
7	0	2	5	9	3	89.5%
8	0	2	7	7	3	89.5%
9	0	3	10	6	0	84.2%
10	1	2	12	4	0	84.2%
11	0	4	5	5	5	78.9%
12	0	1	7	9	2	94.7%
13	0	0	4	8	7	100%
14	0	0	2	4	13	100%
15	0	1	3	11	4	94.7%
16	1	6	5	6	1	63.2%
17	0	1	7	11	0	94.7%
18	0	2	4	10	3	89.5%
19	0	0	5	9	5	100%
20	2	9	4	4	0	42.1%
21	0	0	4	8	7	100%
22	2	9	6	1	1	42.1%
23	0	0	6	10	3	100%
24	0	0	2	12	5	100%
25	0	0	10	5	3	100%
26	0	2	8	6	3	89.5%
27	0	0	5	7	7	100%
28	1	2	8	6	2	84.2%
29	2	4	7	4	2	68.4%
30	0	5	9	2	3	73.7%
31	0	3	5	8	3	84.2%
32	0	1	7	5	6	94.7%
33	0	1	6	8	4	94.7%

(table continued)

Table 6 continued

34	0	3	6	4	6	84.2%
35	0	0	8	5	6	100%
36	3	5	8	3	0	57.9%
37	1	5	3	10	0	68.4%
38	0	0	6	5	8	100%
39	0	1	5	9	4	94.7%
40	1	9	7	0	1	44.4%
41	1	7	5	2	3	55.6%
42	0	2	11	4	1	88.9%
43	1	5	6	4	3	68.4%
44	3	5	4	5	1	55.6%
45	2	7	5	4	1	52.6%
46	1	0	8	7	3	94.7%
47	0	3	8	6	2	84.2%
48	0	1	9	6	3	94.7%
49	0	1	5	11	2	94.7%
50	0	4	9	4	2	78.9%
51	0	4	9	5	1	78.9%
52	0	0	6	8	5	100%
53	1	3	5	6	4	78.9%
54	1	0	3	9	6	94.7%
55	0	3	7	7	2	84.2%
56	0	3	9	4	3	84.2%
57	0	3	6	8	2	84.2%
58	0	1	7	10	1	94.7%
59	0	4	6	6	3	78.9%
60	1	1	7	7	3	89.5%
61	0	4	5	7	3	78.9%
62	0	5	3	8	2	72.2%
63	0	1	2	6	10	94.7%
64	0	3	1	5	9	83.3%
65	2	3	5	5	4	73.7%
66	0	0	6	3	10	100%
67	0	0	3	7	9	100%
68	0	1	4	1	13	94.7%
69	0	5	2	8	4	73.7%
70	0	0	7	7	5	100%

(table continued)

Table 6 continued

71	0	3	4	3	9	84.2%
72	1	4	4	7	3	73.7%
3	2	9	6	0	2	42.1%
74	1	5	8	2	2	66.7%
75	0	2	7	6	4	89.5%
76	0	2	8	4	4	89.5%
77	0	1	6	8	4	94.7%
78	1	4	7	4	3	73.7%
79	1	0	7	7	3	94.4%
80	0	2	4	8	5	89.5%
81	1	5	3	8	2	68.4%
82	1	8	3	4	3	52.6%
83	1	5	5	5	2	66.7%
84	2	6	3	8	0	57.9%
85	0	5	4	9	1	73.7%
86	0	5	5	7	2	73.7%
87	0	3	7	8	1	84.2%
88	0	0	6	7	5	100%
89	3	1	8	6	1	78.9%
90	1	1	6	7	4	89.5%
91	1	4	7	6	0	72.2%
92	0	3	10	5	1	84.2%
93	0	6	6	3	4	68.4%
94	0	0	5	9	5	100%
95	0	0	6	4	9	100%
96	1	1	9	3	5	89.5%
97	3	6	3	5	2	52.6%
98	1	4	8	2	4	73.7%
99	0	5	4	7	3	73.7%
100	1	3	7	4	3	77.8%
101	0	2	8	4	5	89.5%
102	1	5	5	8	0	68.4%
103	1	7	6	5	0	57.9%
104	2	0	11	5	1	89.5%
105	0	1	11	4	3	94.7%

displays which tasks are eliminated by not meeting the 80% level. Using the Round III response data, 65 tasks met the criteria of 80% agreement.

#### Final Analysis

An additional level of analysis was applied to the response data to rank the tasks identified as important to the role of the public school superintendent in local economic development. The mean and standard deviation were calculated for each task and then arranged in descending order. This allowed the relative numeric differences to provide a ranking of the tasks.

Although the mean does not render a vivid picture of the frequency distribution, it does furnish a conceptual approach that makes sense and is consistent with logical interpretation of the data. The standard deviation expresses the average deviation of scores from the mean. Utilizing this information, in conjunction with the mean, tasks can be ranked within the same mean. Those tasks with a smaller standard deviation are ranked higher than those with a larger standard deviation. In spite of the fact that the tasks can be ranked, it is important to note that the numeric values between rankings are relatively small. This should be taken into account when interpreting the importance of the ranked tasks. Table 7 summarizes the task ranking and the supporting descriptive data for those tasks agreed upon by the panel as being important.

Once the individual tasks were organized using the mean, the descriptive measures on each task were redistributed back into the categories to investigate possible category

Table 7

Task Ranking Using Mean and Standard Deviation

TASK	Mean	Std Dev	Minimum Rating	Maximum Rating	Number of Panelists
TASK 1	4.63	.60	3.00	5.00	19
TASK 14	4.58	.69	3.00	5.00	19
TASK 2	4.42	.69	3.00	5.00	19
TASK 68	4.37	1.01	2.00	5.00	19
TASK 67	4.32	.75	3.00	5.00	19
TASK 63	4.32	.89	2.00	5.00	19
TASK 66	4.21	.92	3.00	5.00	19
TASK 24	4.16	.60	3.00	5.00	19
TASK 21	4.16	.76	3.00	5.00	19
TASK 13	4.16	.76	3.00	5.00	19
TASK 95	4.16	.90	3.00	5.00	19
TASK 27	4.11	.81	3.00	5.00	19
TASK 38	4.11	.88	3.00	5.00	19
TASK 64	4.11	1.13	2.00	5.00	18
TASK 5	4.05	.62	3.00	5.00	19
TASK 52	4.05	.78	3.00	5.00	19

(table continued)

Table 7 continued

TASK 19	4.00	.75	3.00	5.00	19
TASK 94	4.00	.75	3.00	5.00	19
TASK 54	4.00	1.00	1.00	5.00	19
TASK 4	3.95	.78	3.00	5.00	19
TASK 15	3.95	.78	2.00	5.00	19
TASK 71	3.95	1.18	2.00	5.00	19
TASK 88	3.94	.80	3.00	5.00	18
TASK 70	3.89	.81	3.00	5.00	19
TASK 35	3.89	.88	3.00	5.00	19
TASK 6	3.84	.60	3.00	5.00	19
TASK 23	3.84	.69	3.00	5.00	19
TASK 39	3.84	.83	2.00	5.00	19
TASK 32	3.84	.96	2.00	5.00	19
TASK 80	3.84	.96	2.00	5.00	19
TASK 77	3.79	.85	2.00	5.00	19
TASK 33	3.79	.85	2.00	5.00	19
TASK 49	3.74	.73	2.00	5.00	19
TASK 18	3.74	.87	2.00	5.00	19

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(table continued)

Table 7 continued

TASK 3	3.74	.93	2.00	5.00	19
TASK 7	3.68	.89	2.00	5.00	19
TASK 34	3.68	1.11	2.00	5.00	19
TASK 12	3.63	.76	2.00	5.00	19
TASK 75	3.63	.96	2.00	5.00	19
TASK 101	3.63	1.01	2.00	5.00	19
TASK 90	3.63	1.07	1.00	5.00	19
TASK 25	3.61	.78	3.00	5.00	18
TASK 79	3.61	.98	1.00	5.00	18
TASK 58	3.58	.69	2.00	5.00	19
TASK 48	3.58	.84	2.00	5.00	19
TASK 8	3.58	.90	2.00	5.00	19
TASK 46	3.58	.96	1.00	5.00	19
TASK 31	3.58	.96	2.00	5.00	19
TASK 17	3.53	.61	2.00	4.00	19
TASK26	3.53	.90	2.00	5.00	19
TASK 76	3.53	.96	2.00	5.00	19
TASK 60	3.53	1.02	1.00	5.00	19

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(table continued)

Table 7 continued

TASK 96	3.53	1.12	1.00	5.00	19
TASK 105	3.47	.84	2.00	5.00	19
TASK 57	3.47	.90	2.00	5.00	19
TASK 55	3.42	.90	2.00	5.00	19
TASK 87	3.37	.83	2.00	5.00	19
TASK 47	3.37	.90	2.00	5.00	19
TASK 56	3.37	.96	2.00	5.00	19
TASK 28	3.32	1.00	1.00	5.00	19
TASK42	3.22	.73	2.00	5.00	18
TASK 92	3.21	.79	2.00	5.00	19
TASK 9	3.16	.69	2.00	4.00	19
TASK104	3.16	.96	1.00	5.00	19
TASK 10	3.00	.75	1.00	4.00	19

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rankings. The mean measurement for the response rating and the response agreement for each task within the category was used to calculate the category means. Table 8 represents the category summaries for the mean rating and the mean percentage agreement. This table, along with the task rankings, highlights the difficulty with ranking the categories in a meaningful way. For example, Information and Public Relations is ranked first by the rating response means and fourth by the agreement percentage mean; however, Quality Schools had the most tasks and the most 100% agreement tasks. These inconsistencies, and the small numeric difference in means, construct category rankings that do not contribute to the overall purpose of the study. However, this lack of ability to accurately rank categories does provide valuable information. It suggests that no one category is most important, but that they work in concert to form the role of the public school superintendent in local economic development.

With the exception of Regional development, all categories are represented in the top ranked tasks. Using tasks with a mean higher than 4, which is in the very important to extremely important range, 16 tasks were identified. In this identified list, six tasks represented the Quality Schools category, two Business Cooperation, one Government Cooperation, two Community Involvement, four Public Relations, zero Regional Development, and one Knowledge and Understanding. Although Quality Schools is clearly significant, the other categories provide a substantial contribution in defining the superintendent's role in economic development.

Table 8

Category Mean Summaries

Category	Rating Response Mean	Percentage Agreement Mean
A: Quality Schools	3.88	95.03%
B: Cooperation with Business	3.75	93.15%
C: Cooperation with Local Government	3.67	93.99%
D: Community Involvement	3.72	90.78%
E: Information and Public Relations	3.93	92.71%
F: Regional Cooperation	3.65	91.23%
G: Knowledge and Understanding	3.59	92.49%

As one might expect, the number one task for school superintendents is to produce high performing schools; however, task two suggests that high performing is not just for college bound students but those entering the workforce as well. Developing quality programming for those entering the workforce after high school was a top priority, and its high placement on the list would suggest it is an area where growth is needed. School superintendents should understand the community's workforce needs and plan with other institutions to target efforts in these areas. By arranging opportunities for community leaders and schools to communicate their needs, valuable information can be gathered to improve schools and the community.

Panel members listed systematic, data driven plans for this continuous improvement as an extremely important task. This data drives all other tasks and allows everyone involved to plot progress and make any needed changes. It assists the community in understanding what the needs are and provides supporting detail. With the strengths and areas of weakness highlighted, funding needs can be better understood.

Although technology was at the end of the "top 10" tasks, its high placement on the overall list reflects its ever increasing importance in schools and society. This is a significant task for superintendents due to the expensive nature of increased implementation. Communicating the technology needs of schools and its connection to economic growth will be critical in gaining funding support.

The diversity among categories represented in the top ranked tasks and the ultimate ranking of the individual tasks provide the most meaningful information. The 65 tasks represent the consensus of a national panel of experts and practitioners. This

consensus not only identified important tasks, but also noted the need for a balanced approach from various categories when planning goals and activities to support these goals. From this list of tasks the role of the public school superintendent in the area of local economic development can be better understood, and a framework for discussion and staff development can be assembled to enhance school and community growth.

## CHAPTER 5: CONCLUSIONS

The Governor of The Commonwealth of Virginia, Mark R. Warner, in his inaugural address on Saturday, January 12, 2002 echoed what is being heard around the country and reaffirmed the connection between schools and the economy. He said,

We must pursue with renewed purpose economic growth for all of Virginia....We will be vigilant in recognizing that the prosperity of our communities will be inseparably linked to the quality of our schools....Our skills in the new century will depend not only upon our ability to create new jobs, but also upon our ability to ensure that our citizens have the skills to compete.

This vision for Virginia highlights the need for superintendents and business, economic and government leaders to work together. However, it is really not just a vision for Virginia, but one for all areas of our country. This call to work together, although crucial to community success, has neglected the realization that strategic involvement in economic development is not a traditional role for school superintendents and that the expectations have not been clearly defined. This study is an attempt to clarify the superintendent's role in this complex process and be a broad framework to begin local discussion.

### Data Summary

Utilizing the Delphi technique, this comparative study examined the perspectives of superintendents, economic development leaders, business leaders, and government officials to develop consensus on specific tasks for the public school superintendent's role in local economic development. By responding to the open-ended question, "In what

tasks should a public school superintendent be involved in the area of local economic development?”, the thoughts from various key players involved in the economic development process could be gathered and refined. These thoughts were reflected in the submitted tasks. Of the 202 tasks submitted by the panelists, 105 tasks were ultimately placed into seven categories: Quality Schools, Cooperation with Business, Cooperation with Local Government, Community Involvement, Information and Public Relations, Regional Cooperation, Improved Knowledge and Understanding. These categories reflected the overall purpose of the suggested tasks.

Panelists rated each task within the category for the level of importance. From this data, the frequency distribution permitted panelists to compare their responses with that of the group and make any changes to their ratings. Round III allowed panel members to refine the outcome; and from this, 80% agreement among panelists on a task with a rating of 3-5 indicated consensus. This filtered the tasks leaving only the most important. From the original 105 tasks, 65 tasks remained as important in the role of the public school superintendent in local economic development.

Further analysis defined the role of the public school superintendent by ranking the tasks that were considered most important. From this process, tasks were redistributed back within the categories. Categorical means were then calculated to develop category rankings. During the final inspection of the category results, it became apparent that the category rankings were not beneficial to the purpose of the study. However, the lack of appropriateness in ranking categories reinforced the notion that the superintendent’s role

in local economic development should be balanced among categories, with no one category being the most important.

The ranking of individual tasks and the balanced category representation provide the most meaningful information for superintendents and those involved in economic and community development. Table 9 represents the category and individual tasks ranked by level of importance. See the table notes for category abbreviation symbols. The tasks are expressed in a descriptive format to convey the full meaning of the panelists' thoughts.

In summary, these tasks provide a list of activities that represent concrete examples of the superintendent's role in local economic development. It is a framework for superintendents to assess their current skills and activity participation and a place to begin discussion within their localities. Each school superintendent must gauge the community's needs and match this with the overall purposes of public education. It will be no small undertaking, but one that can make a significant difference for the schools and the communities they serve.

#### Recommendations for Further Research and Reflections

This research project began with an open-ended question, and its purpose was to

Table 9

Tasks Ranked by Level of Importance

Category	Task Number	Written Description of Task
Q	1	Produce high performing schools
Q	14	Recognize and respond to the need to develop programs for both college bound students and those entering the workforce following high school completion
Q	2	Engage in systematic, data driven, continuous improvement
P	68	Provide information continuously to all stakeholders about the economic development benefit to good public schools
P	67	Understand that the workforce is vital to economic development and future growth, connect the schools targeted efforts in this, and communicate it to the community
C	63	Assist the community in understanding school finance and district needs
P	66	Communicate school data, programming, and highlights to the public
B	24	Ask the business community leaders, both formally and informally, what they need from their educational system—in as much detail as possible—to provide action steps and recommendations
Q	21	Monitor dropout data and the programs designed to curtail dropouts
Q	13	Enhance/upgrade technology and its application for skill development
B	27	Develop strong business partnerships in every school

(table continued)

Table 9 continued

G	38	Actively participate in the development of a community vision for the future
P	64	Develop materials that can be distributed on a wide-spread basis regarding the school district and its performance
Q	5	Actively communicate academic and preparation needs for a global market place—create a “line of sight” for students and parents
C	52	Join and be active in the Chamber of Commerce
Q	19	Encourage counselors to focus on post secondary employment and not just college
K	94	Get to know and understand local and state governments/people
C	54	Be a regular speaker for various community groups
Q	4	Understand and apply good business practice to schooling (e.g. Deming)
Q	15	Participate in private/public partnerships to enhance curriculum supporting community’s economic development strategy
P	71	Be aware and communicate the role of economic development in creating additional taxes for schools
R	88	Coordinate efforts with technical schools, colleges and universities to prevent duplication
P	70	Develop a comprehensive plan in response to the data which keeps community members apprised of individual school and division performance
Q	6	Understand the new and emerging skills needed in the workplace

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(table continued)

Table 9 continued

B	23	Create a strong Business Advisory Board/Business Roundtable
G	39	Fully engage the Council/Board in developing strategies and funding for schools' role in supporting the economic/community vision
B	32	Encourage administrative staff to know and join their business community organizations
P	80	Promote capital improvements in school districts as "good for business"
P	77	Insure that high school graduates are viewed as the base of an attractive pool of possible employees
B	33	Advocate workforce development
G	49	Coordinate school capital improvement plan with neighborhood development activities
Q	18	Develop externships for teachers
Q	3	Promote innovative learning methods
Q	7	Apply new and emerging skills needed in the workplace to the curriculum
Q	12	Emphasize career development in the curriculum
P	75	Work with the media for coverage
K	101	Understand the specific role education (grade school) plays in the site location decision process
R	90	Be a member of a collaborative partnership needed to integrate the scientific, business, government and educational institutions in planning for the community's economic future

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(table continued)

Table 9 continued

B	25	Respond to industry needs by assessing and determining appropriate pre-graduation training
P	79	Be a spokesperson for the school division at all levels—national, state and local
C	58	Work with developers to insure a voice in the planning process
G	48	Partner in rebuilding communities
Q	8	Create educational programming for technical careers tied to industry clusters
G	46	Be knowledgeable of recruitment incentives and understand the impact for schools
B	31	Involve business leaders in the classroom (e.g. Jr. Achievement)
Q	17	Develop internships for students
B	26	Encourage employers to do diploma verification and communicate results/deficiencies to the school district
P	76	Hold public forums to communicate goals and objectives, as well as shortcomings—make education an open debate
C	60	Participate in job fairs
K	96	Network with other superintendents around the country on best practices related to economic development
K	105	Actively seek out and assume a leadership role in task forces, boards, or study groups that promote math and science achievement
C	57	Encourage community participation in schools by informing members of volunteer and mentor opportunities

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(table continued)

Table 9 continued

C	55	Actively participate with as many community groups as possible
R	87	Work with other school divisions to pool appropriate resources/programs
G	47	Demonstrate willingness to plan for different program needs as it relates to special development projects
C	56	Develop partnerships for school facility use and expense sharing
B	28	Develop part-time work opportunities for high school juniors and seniors with industries in which they are interested (which may lead to cooperative college scholarship opportunities)
G	42	Be an active participant in the recruitment of local business
K	92	Attend staff development activities related to business, economic and workforce development
Q	9	Create educational programming tied to economic development initiatives
K	104	Understand the principles of diversification and its value in changing economic times
Q	10	Develop apprenticeship programs to meet local needs

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Notes. Categories are represented using: Q=Quality Schools, P=Information & Public Relations, C=Community Involvement, B=Cooperation with Business, K=Improved Knowledge & Understanding, G=Cooperation with Local Government; R=Regional Cooperation.

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develop a list for consensus among a national panel group. Replicating this study at a state, regional, or local level would provide additional data for comparison. This would allow superintendents to see commonalities between a broad perspective and a more narrow or focused view.

Economic development strategies vary based upon the desires of the community and whether an area is urban, suburban or rural. A comparative study looking at the differences in these perspectives and expectations would provide depth to the knowledge related to specific locations. This would allow superintendents to better sharpen the distinct skills needed in a particular geographic area. A qualitative study, looking specifically at a community recognized for successful schools and positive economic growth, would also contribute explicit information for possible replication. This precise, detailed view could bring nuances to the surface that might otherwise be missed.

In completing this study, or carrying out a future study with a similar topic and format, one valuable insight is the necessity to network across disciplines with persons noted in each field. Creating a qualified panel would be extremely difficult without the support of knowledgeable, well-respected members from the dissertation and internal committees. Gaining access to qualified panelists is only the beginning in securing a skilled panel. These individuals are known in their respective fields, and this makes them busy people with limited time. Their schedule may not meet your schedule due to travel and other commitments. The Delphi process requires a time commitment. Although it is outlined for the participants, the reality of the involvement may be different. This

requires a real connection for participants to the study and a respectful persistence on the part of the researcher.

In spite of these drawbacks, the Delphi allows the researcher to have the best of both worlds—human contact and quantitative analysis. Talking with individuals from around the country provides networking opportunities and a broadening of perspective. Just the experience enhances professional growth and lays a path for future development. The Delphi technique is truly an adventure for everyone involved.

#### Final Thoughts

The Delphi method provided an excellent way to get experts and practitioners from around the country together. There were no power struggles among individuals or groups. Members evaluated each task based on merit and their experience and knowledge. This broad perspective laid a marvelous foundation for future study and provided a framework for discussion. A traditional survey would have relied on limited data and not taken into account the new and emerging ideas in this area. From this broad view, superintendents and communities can use this information to shape the superintendent's role in local economic development.

Creating quality schools within a community was identified by panelists as the most significant task for school superintendents, and there would appear to be complete agreement on this. The complexity lies in how one defines quality and what steps one selects to achieve quality. In many communities there will be constituent groups who would define quality by standardized test scores alone. Each audience is looking from different and sometimes competing perspectives. A superintendent must work to create

schools that address the various purposes of education, while at the same time keeping the various scales balanced.

Communication is a thread running through most of the tasks listed. Gathering and imparting information to and from the community is strategic to growth and improvement. One stumbling block to this process is language. The words used by different segments of the community can have altered meanings. Each group may not be aware of these slight differences; therefore, communication may appear clear when in fact it is not. Superintendents must know their audience and adjust accordingly, always having every segment of the population seeing their “investment connection” and the pay off to quality schools.

Education is touted as essential to a community’s growth and development. Schools need businesses and businesses need schools. This interdependence is quite visible in the tasks listed. Communities need high performing schools to create a community that is attractive to business, and schools need the financial support generated from the community. Understanding a community’s vision and being part of its development allows schools to play the pivotal role that is necessary in a quality, comprehensive plan. Superintendents must constantly be discussing education in this context and expressing education as an investment in this vision. Schools must be seen as a primary contributor to human capital development and not just as an expenditure.

In order for superintendents to successfully collect information, lead for positive change, communicate growth and needs, and gather resources for this cycle of improvement, they must surround themselves with qualified, dynamic people and keep

abreast of the latest ideas in various disciplines. Schools should be a place of vision and creativity—on the cutting edge and not promoting obsolete practices. In the comments listed by the panel members, staff support came through as critical for the superintendent's success. One individual cannot effectively perform all 65 tasks listed and encompass all the strengths needed in this process. Although each task is important to the superintendent's role in local economic development, it could be and often should be, supported by staff involvement.

The tasks ranked by the panelists' responses emphasize the need for balance. No one category emerged as the most important area for the superintendent's focus in local economic development. In contrast, a complex network of task interrelationships was shown in the task rankings. Quality schools was important, but Public Relations and Cooperation with Business tasks were also sited in the highest ranks. Once again showing the need for a multifaceted approach to school and community relationships and growth.

Superintendents and the Universities charged with superintendent preparation need to explore the superintendent's role in local economic development to better prepare leaders for what is ahead. The tasks listed by this national panel provide a foundation to begin the discussion and a framework for staff development. By helping superintendents better understand this role and helping them see the benefit to time spent in this area, schools and communities can profit. Producing high performing schools, not just for the college bound students but all students, is only part of the equation. Using various data to plot success and communicating this in a meaningful way to diverse audiences, superintendents connect communities with what is happening in the schools. This allows

community leaders to actively seek ways for schools to participate in developing the community's vision. The superintendent must constantly show passion for the potential of public education to carry out this vision.

Economic development may not be a traditional role, but it is certainly an important one. Superintendents that embrace growth in this area will be better prepared to address business and community needs. School districts can actively participate in community development and not just reflect the current status. Business and school relationships are changing, and superintendents must take the lead in helping to develop strategies in this process or business and government will.

In a December 2001 issue of Expansion Management, King sums up the importance of the schools in economic development.

Tomorrow's workforce depends upon today's schools. Good schools are just as important to employers as they are to parents because the quality of tomorrow's labor force depends upon how good those schools are. (p. 37)

In the same issue, King (2001) goes on to discuss the education quotient which is a way to measure schools for the purpose of site selection by companies. School divisions are scored on Graduate Outcomes, the Resource Index, and the Community Index. These areas look at number graduates, college board scores, financial support to schools, and the educational level of adults. As businesses attempt to find ways to measure school districts and their performance, it is imperative that public school superintendents actively connect with businesses and participate in this process. As the leader of public schools, the superintendent's role in this process is extremely critical.

This article, “Education Quotient” (King, 2001), reinforces the importance and timeliness of this topic. As the involvement changes, so will the relationship between schools and business. But one thing is clear, there is no turning back, schools and businesses are connected more than ever... and so are the individuals that lead them.

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## **Appendix A**

### **Internal Committee**

#### **Superintendent**

Information for publication not submitted

#### **Business & Economic Development**

J. Gregory Kelly  
Vice President,  
Versar Global Solutions, Inc.  
Springfield, VA

William Stafford  
Economic Development Consultant  
Manakin-Sabot, VA

#### **Government**

J. T. "Jack" Ward  
Hanover County Board of Supervisors  
Mechanicsville District, VA

## **Appendix B**

### **List of Recommended Source Organizations**

American Association of School Administrators

Chambers of Commerce

International Economic Development Council

National Alliance of Business

National Association of Counties

National Association of Partners in Education

National Center for Small Communities

National School Boards Association

Southern Economic Development Council

The Rural School and Community Trust

Urban Superintendents Association of America

## Appendix C

### Panelists Completing Round III and Agreeing to Publication

Jim Blanche  
Superintendent  
Davenport Community School District  
Davenport, IA

Tony Grindberg  
Executive Director  
North Dakota State University  
Research & Technology Park, Inc.  
Fargo, ND

Tamra Busch-Johnsen  
Executive Director  
Business-Education Compact  
Beaverton, OR

Paul J. Hagerty  
Superintendent  
Seminole County Public Schools  
Sanford, FL

Kathy Conklin  
Executive Committee  
Saginaw County Business & Education  
Partnership  
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Board of Trustees  
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Phoenix, AZ

Albert L. Prillaman  
Chairman & CEO  
Stanley Furniture Co.  
Stanleytown, VA

Mark A. Edwards  
Superintendent  
Henrico County Public Schools  
Richmond, VA

Michael D. Silva  
President  
Rio Grande Educational Collaborative  
Albuquerque, NM

Thomas D. Engler  
Superintendent  
Yorkville C.U.S.D.#115  
Yorkville, IL

Wayne L. Sterling  
CEO  
Office of Commerce  
Henry County, VA

Thomas M. Flynn  
Economic Development Manager  
City of Charlotte  
Charlotte, NC

Gene A. Stinson  
President  
Southern Economic Development Council  
Augusta, GA

C. Vernon Gray  
Chairman  
Howard County Council  
Howard County, MD

James F. West, Jr.  
President & CEO  
Augusta Metro Chamber of Commerce  
Augusta, GA

## Document A

Dear \_\_\_\_\_:

Thank you for agreeing to participate in this study concerning *the role of the public school superintendent in local economic development*. The fundamental purpose of this research is to obtain consensus on what tasks a superintendent should be involved in the area of local economic development. Your input is valuable in developing a deeper understanding of this topic.

As we have discussed, a Delphi study is a structured-group communication process where individual feedback comes together to create a group response. Since there appears to be little research in this area, a broad, national perspective will lay the best foundation. A Delphi study is conducted in rounds, and an outline of this process is listed below.

- Round I            In this initial phase, panelists respond to an open-ended question. The Round I Instrument and Participation Agreement Form are enclosed.
- Round II           Once data from the Round I Questionnaire are compiled and placed with a scale, panelists rate each task for importance on the Round II Instrument.
- Round III          The Round III Instrument will consist of the tasks, the modal rating and frequency distribution, individual rating response for each task, and a new response area where panelists can revise initial responses based on group statistical feedback.

Each phase will require approximately 30 minutes or less to complete. The responses may be returned by E-mail, FAX, or postage paid envelope. The process will begin in November and be completed in January, with each response time being approximately two weeks. The exact dates for each questionnaire will be listed on the instrument.

Since panel members never meet and responses are not identified by name, all individual responses remain anonymous. If permission is given, names of panelists participating in the study will be listed in the final report. The results of the study will be made available upon receipt of the request form. This form will be enclosed with the Round III Instrument.

Thank you in advance for your time, talent, and willingness to serve. If you should have any questions or comments, please do not hesitate to contact me.

Respectfully,

Cheryl Thomas  
Doctoral Candidate

Dr. Stephen Parson  
Committee Chairperson

Enclosures

**Document B**

**Participation Agreement Form**

To: \_\_\_\_\_

From: Cheryl K. Thomas  
8910 Three Chopt Road  
Richmond, VA 23229  
PHONE (804) 673-3745 FAX (804) 673-3754

Date: Date

\_\_\_\_\_ Yes, I would be pleased to serve as a member of your Select Panel in the Delphi study concerning *The Role of the Public School Superintendent in Local Economic Development*. I understand this will be a three-round process.

I would prefer correspondence to be through:

\_\_\_\_\_ E-mail address youraddress@email.com

\_\_\_\_\_ FAX number your fax number

\_\_\_\_\_ Regular Mail address your street address  
your city and state  
your zip

\_\_\_\_\_ No, I regret that I will not be able to participate in this study.

Comments: Type your comments here.

Please **return** this **completed form** as soon as possible. The Round I Instrument may be included or faxed.

**Document C**

**Round I Instrument**

**Return by Date**

**Panel Member Name:** \_\_\_\_\_

**Introduction**

The purpose of this study is to provide a taxonomic structure with supporting sub components for the emerging role of the public school superintendent in local economic development. By developing consensus on the categories and specific activities related to this role, communication among superintendents and community leaders can be enhanced and overall performance improved.

To anchor panelists' responses, the following definitions will be used:

Public School Superintendent-chief executive officer to the school board

Economic Development- the process in which governments or community-based (neighborhood) organizations engage to stimulate or maintain business activity and/or employment. The principal goal of local economic development is to stimulate local employment opportunities in sectors that improve the community, using existing human, natural, and institutional resources (Blakely, 1989, 1994)

Based on your knowledge and experience, **In what tasks should a public school superintendent be involved in the area of local economic development?** List specific tasks and use as much space as needed.

(example) become an active member in the local chamber of commerce

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1. \_\_\_\_\_
2. \_\_\_\_\_
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16. \_\_\_\_\_
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23. \_\_\_\_\_
24. \_\_\_\_\_
25. \_\_\_\_\_

**Use additional space if needed.**

**THANK YOU FOR YOUR TIME!!**

## **Document D**

Dear \_\_\_\_\_ ,

Thank you for completing Round I of this study concerning "the role of the public school superintendent in local economic development." I am thrilled with the response. Twenty-six individuals representing various experiences and areas of the country have agreed to participate and returned the Round I document.

The tasks submitted by all panelists have been compiled and placed in categories to form the Round II document. My Internal Committee reviewed the tasks for clarity and repetition. The Round II questionnaire has been attached and/or sent to you as requested.

Your input remains extremely valuable in this process. Please let me know if you have any difficulty receiving the forms or have any questions. Round II should be returned by January 25, 2002. I am looking forward to your responses. Once again, thank you for your time and attention.

Cheryl Thomas  
(804) 673-3745

**Document E**

**Return by January 25, 2002**

**Panel Member Name:**

The compiled list of tasks presented by panel members and the emerging categories are listed below. Each task is accompanied with a rating scale response area. Please consider the importance of each task listed and **mark** your response using the following scale:

- 1=not important
- 2=slightly important
- 3=important
- 4=very important
- 5=extremely important

Note that **1** correlates with the lowest value of importance and **5** correlates with the highest value of importance. If you have a comment concerning any task or category, please write it in the space provided.

	1 not important	2 slightly important	3 important	4 very important	5 extremely important	Comments
<u>Category A: Quality Schools</u>						
1. Produce high performing schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Engage in systematic, data-driven, continuous improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Promote innovative learning methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Understand and apply good business practice to schooling (e.g. Deming)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Actively communicate academic and preparation needs for a global market place-- create a "line of sight" for students and parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Understand new and emerging skills needed in the workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	1 not important	2 slightly important	3 important	4 very important	5 extremely important	Comments
7. Apply new and emerging skills needed in the workplace to the curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Create educational programming for technical careers tied to industry clusters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Create educational programming tied to economic development initiatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. Develop apprenticeship programs to meet local needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11. Communicate with colleges and other institutions to track success and establish goals (e.g. % not needing remediation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12. Emphasize career development in the curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13. Enhance/upgrade technology and its application for skill development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14. Recognize and respond to the need to develop programs for both college bound students and those entering the workforce following high school completion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15. Participate in private/public partnerships to enhance curriculum supporting the community's economic development strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
16. Advocate and provide resources for student entrepreneurship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17. Develop internships for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18. Develop externships for teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
19. Encourage school counselors to focus on post secondary employment and not just college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
20. Provide incentives for counselors based on their success in placing students in technical areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
21. Monitor dropout data and the programs designed to curtail dropouts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
22. Sponsor community-wide international club for students and parents to prepare for the global marketplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<u>Category B: Cooperation with Business</u>						
23. Create a proactive Business Advisory Board/Business Roundtable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	1 not important	2 slightly important	3 important	4 very important	5 extremely important	Comments
24. Ask the business community leaders, both formally and informally, what they need from their educational system—in as much detail as possible-- to provide action steps and recommendations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
25. Respond to industry needs by assessing and determining appropriate pre-graduation training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
26. Encourage employers to do diploma verification and communicate results/deficiencies to the school district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
27. Develop strong business partnerships in every school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
28. Develop part-time work opportunities for high school juniors and seniors with industries in which they are interested (which may lead to cooperative college scholarship opportunities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
29. Hire business persons for appropriate jobs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
30. Advocate use of and contract with local business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
31. Involve business leaders in the classroom (e.g. Jr. Achievement)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
32. Encourage administrative staff to know and join their business community organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
33. Advocate workforce development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
34. Join with the local professional economic developer in calling on local industries, encouraging them to remain and expand locally, and asking their help in identifying additional prospects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Category C: Cooperation with Local Government

35. Meet regularly with government officials to discuss economic matters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
36. Attend local Council and Planning Commission meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
37. Serve on the local Economic Development Board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
38. Actively participate in the development of a community vision for the future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
39. Fully engage the Council/Board in developing strategies and funding for the school's role in supporting the economic/community vision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
40. Industrial business or office parks are the most appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	1 not important	2 slightly important	3 important	4 very important	5 extremely important	Comments
location for most industries, and educators should take the lead in long range planning to make certain in the era of sprawling residential subdivisions, that large sites are set aside and zoned for industrial, business and office uses.						
41. Work with local agencies to encourage improved infrastructure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
42. Be an active participant in the recruitment of local business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
43. Participate in industry recruiting trips	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
44. Support tax increment financing programs as a district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
45. Be prepared to encourage local tax incentive programs on behalf of new or expanding business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
46. Be knowledgeable of recruitment incentives and understand the impact for schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
47. Demonstrate willingness to plan for different program needs as it relates to special development projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
48. Partner in rebuilding communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
49. Coordinate school capital improvement plan with neighborhood development activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
50. Volunteer to serve on a task force defined as a priority by economic development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
51. Be involved in research projects conducted by local government and/or economic development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<u>Category D: Community Involvement</u>						
52. Join and be active in the Chamber of Commerce	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
53. Promote the concept of diversification with Chamber and economic groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
54. Be a regular speaker for various community groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
55. Actively participate with as many community groups as possible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
56. Develop partnerships for school facility use and expense sharing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
57. Encourage community participation in schools by informing members of volunteer and mentor opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
58. Work with developers to ensure school voice in the planning process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	1 not important	2 slightly important	3 important	4 very important	5 extremely important	Comments
59. Work with real estate brokers to help them understand the needs of the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
60. Participate in job fairs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
61. Encourage student volunteerism in the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
62. Support student initiated contests where the best industrial engineer, system designer, software programmer, or other such are recognized—by doing this, students and teachers will learn the skills needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
63. Assist the community in understanding school finance and district needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Category E: Information and Public Relations

64. Develop materials that can be distributed on a wide-spread basis regarding the school district and its performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
65. Develop materials targeted to specific prospective businesses and communicate in their terms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
66. Communicate school data, programming and highlights to the public	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
67. Understand that the workforce is vital to economic development and future growth, connect the school's targeted efforts in this, and communicate it to the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
68. Provide information continuously to all stakeholders about the economic development benefit to good public schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
69. Facilitate information for realtors regarding location efforts that provide pertinent data related to the school system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
70. Develop a comprehensive plan in response to the data which keeps community members apprised of individual school and division performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
71. Be aware and communicate the role of economic development in creating additional taxes for schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
72. Provide information to district employers on growth strategies that relate to the school curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	1 not important	2 slightly important	3 important	4 very important	5 extremely important	Comments
73. Take the lead in preparing and publishing reports revealing the value of industry to the local economy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
74. Lend enthusiastic support and assistance to “industry appreciation” activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
75. Work with the media for ongoing coverage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
76. Hold ongoing public forums to communicate goals and objectives, as well as shortcomings—make education an open debate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
77. Insure that high school graduates are viewed as the base of an attractive pool of possible employees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
78. Hold regular school tours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
79. Be a spokesperson for the division at all levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
80. Promote capital improvements in school districts as “good for business”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
81. Set up visitation programs where students visit all major industries and are shown required skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
82. Set up regular contact with the major tax-paying industries and require administrators/teachers to visit each one on a regular rotation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
83. Create a specialty/marketing team within the school division that meets regularly and can be ready for quick involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
84. Create and encourage principal or teacher for a day programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<u>Category F: Regional Cooperation</u>						
85. Work well with other divisions for regional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
86. Become an active member in the Regional Economic Development Partnership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
87. Work with other divisions to pool appropriate resources/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
88. Coordinate efforts with technical schools, colleges and universities to prevent duplication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
89. Help create and align a local Intermediary Organization that will act as a single point of contact between education and employers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	1 not important	2 slightly important	3 important	4 very important	5 extremely important	Comments
90. Be a member of a collaborative partnership needed to integrate the scientific, business, government and educational institutions in planning for the community's economic future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
91. Work in developing a state-wide program that provides information regarding the school systems which could be accessed by individuals wanting to relocate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Category G: Improved Knowledge &amp; Understanding</b>						
92. Attend staff development activities related to business, economic and workforce development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
93. Regularly read business journals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
94. Get to know and understand local and state governments/people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
95. Structure the school system so the superintendent can stay abreast of community needs, both long and short term	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
96. Network with other superintendents around the country on best practices related to economic development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
97. Attend a formal course of study in economic development such as EDI (Economic Development Institute)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
98. Gain an understanding of why industrialists invest or retain an investment in a certain geographic area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
99. Learn the value of the revenue stream to the county and to the schools from each resident industry, and the cost to the school of the loss of each	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
100. Understand the non-education location requirements so well that any question by the school board can be answered.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
101. Understand the specific role education (grade school) plays in the site location decision process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
102. Become aware of the effect of Department of Transportation plans for area road development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
103. Be knowledgeable about concerns dealing with such areas as water, sewer, . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
104. Understand the principles of diversification and its value in changing economic times.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	1 not important <input type="checkbox"/>	2 slightly important <input type="checkbox"/>	3 important <input type="checkbox"/>	4 very important <input type="checkbox"/>	5 extremely important <input type="checkbox"/>	Comments
105. Actively seek out and assume a leadership role in task forces, boards, or study groups that promote math and science achievement.						

## **Document F**

Dear Panel Member,

Thank you for completing Round II of this study concerning "the role of the public school superintendent in local economic development." We are now at the final phase--Round III!! You are at the end!!

Round III is attached and/or being faxed as was requested. The Round III packet includes the Round III response document and a "Publication and Receipt of Results" Form. The Round III response document shows the frequency distribution for each task and your response. Review the group statistical information and comments. If you choose to revise your response based on this information or accidentally skipped a task on the Round II document, please mark the new response in the response column. This information will be compiled and a secondary analysis will be applied to clarify the role of the public school superintendent in the area of economic development.

There was one question that arose which may have been reflected in some skipped responses. School "district" and school "division" were used interchangeably.

Just as a summary: Tasks receiving a rating of 3-5 by 80% of the panel members will be considered important in defining the superintendent's role in this area. A secondary analysis will calculate the level of importance of these identified tasks.

I hope to have all analysis completed and summarized by February 25. Once I have met with my dissertation committee and approval is given, I will forward result summaries to those requesting it.

Your input remains extremely valuable in this process. Please let me know if you have any difficulty receiving the forms or have any questions. Round III packet materials should be returned by February 18, 2002. I am looking forward to your responses. Once again, I truly appreciate all you have done to see this project through. I will be forever grateful!!

Cheryl Thomas  
(804) 673-3745

**Document G**

**Return by February 18, 2002**  
**Panel Member Name:** \_\_\_\_\_

The compiled list of tasks presented by panel members and the emerging categories are listed below. Each task is accompanied with the frequency distribution for the group responses from Round II and a revised rating scale response area. Your response to each task is underlined for easy comparison with the group. Panel member comments are noted in the comment section. Please consider your response with that of the group and make any changes in the revised response area. Some responses may have been omitted in your original document. You may present your rating at this time. Mark your response using the following scale:

1=not important      2=slightly important      3=important      4=very important      5=extremely important

If you have a comment concerning any task or category, please write it in the space provided.

	Frequency					1 not important	2 slightly important	3 important	4 very important	5 extremely important	Comments
	Distribution										
	1	2	3	4	5						
<u>Category A: Quality Schools</u>											
1. Produce high performing schools	0	0	1	<u>5</u>	12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Engage in systematic, data-driven, continuous improvement	0	0	3	7	7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	That can be explained to non educators
3. Promote innovative learning methods	0	2	4	9	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Principal's job
4. Understand and apply good business practice to schooling (e.g. Deming)	0	0	6	7	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Actively communicate academic and preparation needs for a global market place- create a "line of sight" for students and parents	0	0	2	10	6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Understand new and emerging skills needed in the workplace	0	0	3	11	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Creating a seamless flow

	Frequency					1 not important	2 slightly important	3 important	4 very important	5 extremely important	Comments
	Distribution										
	1	2	3	4	5						
											from educational experience to employment readiness
7. Apply new and emerging skills needed in the workplace to the curriculum	0	1	5	8	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Seamless flow; principal's job
8. Create educational programming for technical careers tied to industry clusters	0	2	6	5	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Seamless flow; principal's job
9. Create educational programming tied to economic development initiatives	0	3	10	4	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	If consistent with local education mission
10. Develop apprenticeship programs to meet local needs	1	2	10	4	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Staff job
11. Communicate with colleges and other institutions to track success and establish goals (e.g. % not needing remediation)	0	3	4	5	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12. Emphasize career development in the curriculum	0	1	5	8	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Staff job
13. Enhance/upgrade technology and its application for skill development	0	0	4	6	8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Insure training & resources to keep teachers/techs familiar with technology & materials
14. Recognize and respond to the need to develop programs for both college bound students and those entering the workforce following high school completion	0	0	2	4	12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15. Participate in private/public partnerships to enhance curriculum supporting the community's economic development strategy	0	1	3	10	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
16. Advocate and provide resources for student entrepreneurship	0	5	6	6	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Staff job
17. Develop internships for students	0	2	5	9	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Staff job
18. Develop externships for teachers	0	2	4	8	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Staff job
19. Encourage school counselors to focus on post secondary	0	0	5	8	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	Frequency					1 not important	2 slightly important	3 important	4 very important	5 extremely important	Comments
	Distribution										
	1	2	3	4	5						
employment and not just college											
20. Provide incentives for counselors based on their success in placing students in technical areas	2	7	4	5	0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Contract restrictions
21. Monitor dropout data and the programs designed to curtail dropouts	0	0	4	6	8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
22. Sponsor community-wide international club for students and parents to prepare for the global marketplace	2	7	5	3	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<u>Category B: Cooperation with Business</u>											
23. Create a proactive Business Advisory Board/Business Roundtable	0	0	6	9	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
24. Ask the business community leaders, both formally and informally, what they need from their educational system—in as much detail as possible-- to provide action steps and recommendations	0	0	3	8	7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Clarify what is realistic
25. Respond to industry needs by assessing and determining appropriate pre-graduation training	0	1	9	3	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
26. Encourage employers to do diploma verification and communicate results/deficiencies to the school district	1	2	6	6	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
27. Develop strong business partnerships in every school	0	0	5	8	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Staff job
28. Develop part-time work opportunities for high school juniors and seniors with industries in which they are interested (which may lead to cooperative college scholarship opportunities)	0	2	7	7	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Staff job
29. Hire business persons for appropriate jobs	2	4	4	6	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
30. Advocate use of and contract with local business	0	6	7	1	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
31. Involve business leaders in the classroom (e.g. Jr. Achievement)	0	2	5	7	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Staff job
32. Encourage administrative staff to know and join their business community organizations	0	1	5	5	7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
33. Advocate workforce development	0	1	5	7	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
34. Join with the local professional economic developer in calling on local industries, encouraging them to remain and expand locally, and asking their help in identifying additional prospects	1	2	4	3	8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	Frequency					1 not important	2 slightly important	3 important	4 very important	5 extremely important	Comments
	Distribution										
	1	2	3	4	5						
<u>Category C: Cooperation with Local Government</u>											
35. Meet regularly with government officials to discuss economic matters	0	2	6	4	6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
36. Attend local Council and Planning Commission meetings	3	3	8	3	0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Or assign staff
37. Serve on the local Economic Development Board	1	3	5	8	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
38. Actively participate in the development of a community vision for the future	0	0	6	4	8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
39. Fully engage the Council/Board in developing strategies and funding for the school's role in supporting the economic/community vision	0	1	4	6	6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
40. Industrial business or office parks are the most appropriate location for most industries, and educators should take the lead in long range planning to make certain in the era of sprawling residential subdivisions, that large sites are set aside and zoned for industrial, business and office uses.	2	8	5	0	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Role of govt.
41. Work with local agencies to encourage improved infrastructure	1	5	6	3	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Role of govt.
42. Be an active participant in the recruitment of local business	1	2	7	4	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
43. Participate in industry recruiting trips	2	5	4	4	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
44. Support tax increment financing programs as a district	3	6	2	4	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	What is the impact for schools
45. Be prepared to encourage local tax incentive programs on behalf of new or expanding business	3	4	5	4	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
46. Be knowledgeable of recruitment incentives and understand the impact for schools	2	0	4	8	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
47. Demonstrate willingness to plan for different program needs as it relates to special development projects	0	3	7	6	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
48. Partner in rebuilding communities	1	1	8	6	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	Frequency					1 not important	2 slightly important	3 important	4 very important	5 extremely important	Comments
	Distribution										
	1	2	3	4	5						
49. Coordinate school capital improvement plan with neighborhood development activities	0	1	6	8	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
50. Volunteer to serve on a task force defined as a priority by economic development	0	5	8	3	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Or assign staff
51. Be involved in research projects conducted by local government and/or economic development	1	4	7	4	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<u>Category D: Community Involvement</u>											
52. Join and be active in the Chamber of Commerce	0	0	5	7	6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
53. Promote the concept of diversification with Chamber and economic groups	1	1	5	6	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
54. Be a regular speaker for various community groups	1	1	3	7	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Define regular
55. Actively participate with as many community groups as possible	0	5	5	7	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	No-only key ones; Not at the expense of the school district
56. Develop partnerships for school facility use and expense sharing	0	4	5	6	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
57. Encourage community participation in schools by informing members of volunteer and mentor opportunities	0	3	5	8	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
58. Work with developers to ensure school voice in the planning process	0	2	5	8	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
59. Work with real estate brokers to help them understand the needs of the school	0	4	5	5	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
60. Participate in job fairs	2	0	6	7	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Not the Supt.
61. Encourage student volunteerism in the community	0	4	5	5	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
62. Support student initiated contests where the best industrial engineer, system designer, software programmer, or other such are recognized—by doing this, students and teachers will learn the skills needed	0	3	4	7	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
63. Assist the community in understanding school finance and district needs	0	1	1	7	9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	Frequency					1 not important	2 slightly important	3 important	4 very important	5 extremely important	Comments
	Distribution										
	1	2	3	4	5						
<u>Category E: Information and Public Relations</u>											
64. Develop materials that can be distributed on a wide-spread basis regarding the school district and its performance	0	2	1	6	8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
65. Develop materials targeted to specific prospective businesses and communicate in their terms	2	3	5	4	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
66. Communicate school data, programming and highlights to the public	0	0	5	5	8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
67. Understand that the workforce is vital to economic development and future growth, connect the school's targeted efforts in this, and communicate it to the community	0	0	4	5	9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
68. Provide information continuously to all stakeholders about the economic development benefit to good public schools	0	1	4	1	12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
69. Facilitate information for realtors regarding location efforts that provide pertinent data related to the school system	0	3	4	7	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
70. Develop a comprehensive plan in response to the data which keeps community members apprised of individual school and division performance	0	0	7	5	6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
71. Be aware and communicate the role of economic development in creating additional taxes for schools	0	3	4	4	7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
72. Provide information to district employers on growth strategies that relate to the school curriculum	1	4	3	6	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
73. Take the lead in preparing and publishing reports revealing the value of industry to the local economy	3	6	5	1	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Only as it relates to schools; not their role
74. Lend enthusiastic support and assistance to "industry appreciation" activities	1	5	6	2	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
75. Work with the media for ongoing coverage	0	3	5	4	6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
76. Hold ongoing public forums to communicate goals and objectives, as well as shortcomings—make education an open debate	0	2	7	5	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
77. Insure that high school graduates are viewed as the base of an	0	1	5	6	6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	Frequency					1 not important	2 slightly important	3 important	4 very important	5 extremely important	Comments
	Distribution										
	1	2	3	4	5						
attractive pool of possible employees											
78. Hold regular school tours	1	3	6	3	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
79. Be a spokesperson for the division at all levels	1	0	6	6	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Local, state & national
80. Promote capital improvements in school districts as “good for business”	0	3	3	6	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
81. Set up visitation programs where students visit all major industries and are shown required skills	1	4	3	7	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	More important for teachers
82. Set up regular contact with the major tax-paying industries and require administrators/teachers to visit each one on a regular rotation	2	5	4	4	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
83. Create a specialty/marketing team within the school division that meets regularly and can be ready for quick involvement	1	4	6	4	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Meet with prospective businesses
84. Create and encourage principal or teacher for a day programs	1	6	4	6	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<u>Category F: Regional Cooperation</u>											
85. Work well with other divisions for regional development	0	3	3	9	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
86. Become an active member in the Regional Economic Development Partnership	1	4	3	8	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
87. Work with other divisions to pool appropriate resources/programs	0	3	6	7	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
88. Coordinate efforts with technical schools, colleges and universities to prevent duplication	0	0	5	7	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
89. Help create and align a local Intermediary Organization that will act as a single point of contact between education and employers	3	2	6	5	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Contact must be direct
90. Be a member of a collaborative partnership needed to integrate the scientific, business, government and educational institutions in planning for the community’s economic future	1	1	5	8	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
91. Work in developing a state-wide program that provides	2	2	6	6	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Local

	Frequency					1 not important	2 slightly important	3 important	4 very important	5 extremely important	Comments
	Distribution										
	1	2	3	4	5						
information regarding the school systems which could be accessed by individuals wanting to relocate											information sometimes more important
<u>Category G: Improved Knowledge &amp; Understanding</u>											
92. Attend staff development activities related to business, economic and workforce development	0	3	7	5	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
93. Regularly read business journals	1	5	5	4	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
94. Get to know and understand local and state governments/people	0	0	5	8	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
95. Structure the school system so the superintendent can stay abreast of community needs, both long and short term	0	0	5	5	8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
96. Network with other superintendents around the country on best practices related to economic development	1	1	7	3	6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
97. Attend a formal course of study in economic development such as EDI (Economic Development Institute)	3	5	3	4	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
98. Gain an understanding of why industrialists invest or retain an investment in a certain geographic area	1	3	7	3	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
99. Learn the value of the revenue stream to the county and to the schools from each resident industry, and the cost to the school of the loss of each	1	4	4	5	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
100. Understand the non-education location requirements so well that any question by the school board can be answered.	2	2	6	3	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
101. Understand the specific role education (grade school) plays in the site location decision process.	1	3	5	3	6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
102. Become aware of the effect of Department of Transportation plans for area road development	2	4	4	7	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
103. Be knowledgeable about concerns dealing with such areas as water, sewer, . . .	2	6	5	4	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Staff job
104. Understand the principles of diversification and its value in changing economic times.	2	0	9	5	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
105. Actively seek out and assume a leadership role in task forces,	2	0	9	3	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Staff should

	Frequency				
	Distribution				
	1	2	3	4	5
boards, or study groups that promote math and science achievement.					

1                      2                      3                      4                      5  
not                      slightly                      important                      very                      extremely  
important                      important                      important                      important                      important

Comments
participate

Document H

**Publication and Receipt of Results Form**  
**Return with Round III Instrument**

Panel Member Name:

- Yes, I agree to have my name and current position published with the results of this study.

Please provide the information as you would like it published.

Name:  
Title:  
Business:  
Other:

- No, I do not want my name and current position published with the results of this study. I wish to remain anonymous.
- 

- Yes, I would like a copy of the study summary.

e-mail

Mailing Address: Please provide your full address

- No, I do not want to be sent a copy of the study summary.

Thank you for your participation throughout the process!

## **Document I**

Dear Panel Member,

This is just a gentle reminder that the Round I document in the study of "the role of the public school superintendent in local economic development" is due this Friday, December 14. Thank you in advance for returning your responses. Once again, I really appreciate your time and effort!!!

Cheryl Thomas

## **Document J**

Dear Panel Member,

This is just a gentle reminder that the Round II document in the study of "the role of the public school superintendent in local economic development" is due this Friday, January 25. Thank you in advance for returning your responses. All information will be compiled during the weekend of January 26, and your input is critical to the process. Once again, I really appreciate your time and effort!!!

Cheryl Thomas

**Document K**

Dear Panel Member,

This is just a gentle reminder that the Round III documents in the study of "the role of the public school superintendent in local economic development" are due this Monday, February 18. Thank you in advance for returning your responses. This is the end... and I cannot possibly tell you how much I appreciate your time and effort during this entire process!!!

Cheryl Thomas

VITA  
**Cheryl Kelly Thomas**  
14216 County Club Drive  
Ashland, Virginia 23005  
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**EDUCATION**

Doctor of Education  
Educational Leadership and Policy Studies  
Virginia Polytechnic Institute and State University, April 2002

Master of Education  
Administration and Supervision  
Virginia Commonwealth University, August 1989.

Bachelor of Arts  
Elementary Education  
Virginia Polytechnic Institute and State University, May 1982.

**ENDORSEMENTS** Administration and Supervision

School Principal (Elementary and Middle)  
Supervisor (Elementary and Middle)

Teaching

Teacher (NK-7)

**EXPERIENCE**

Elementary Principal

Ridge Elementary, Henrico County Public Schools,  
July 1997 to present.

Sandston Elementary, Henrico County Public Schools,  
July 1992 to June 1997.

Educational Specialist, Henrico County Public Schools,  
August 1990-1992.

Adult Education Instructor, Henrico County Public Schools,  
August 1990-1992.

Elementary Teacher, Pemberton Elementary, Henrico County  
Public Schools, August 1985-1990.

Middle School Teacher, Battlefield Intermediate, Spotsylvania  
County Public Schools, August 1982-1985.