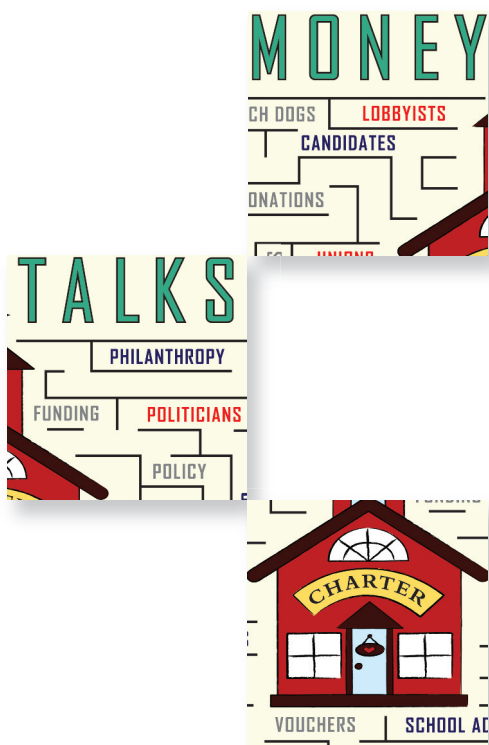


FROM THE EDITOR

Money Talks



Del Stover didn't know what he was facing when he proposed this issue's cover package several months ago.

One of three senior editors on *ASBJ's* staff, Del has covered and written about key education topics for more than two decades for the National School Boards Association. So he knew he was about to enter a maze when he pitched a story on the money behind charter schools.

What he didn't realize was the breadth and depth of the maze.

The result is a package totaling more than 5,000 words and spanning three stories that start on Page 12. It examines how charters are being influenced by foundations, for-profit companies, and other forms of private money. It also looks at how, at least in some states, the charter movement is influencing policy decisions at the local, state, and federal level. Finally, it examines how school boards increasingly are, if not openly embracing the movement, developing closer ties with charters.

Like most stories Del has written, this package is the result of dogged reporting and insightful analysis into a game-changing movement that is entering its third decade. Over the past several months, he has pored through reams of information as he followed the money trail.

"*ASBJ* won't answer the question of whether the private money being

poured into the charter school movement is appropriately spent—or if the nation's expanding reliance on charter schools is sound policy," Del writes in the overview story. "... However, examining how and where this private, pro-charter advocacy money is coming from—and how it's being spent—shines a spotlight on a complex, partially out-of-sight political campaign to promote charters as a viable option to traditional public schools."

This month's issue also features another topic that you might not know as much about as you should. In "The Backup Plan," Senior Editor Naomi Dillon looks at how school districts can—and should—safeguard critical information from natural and man-made disasters.

Looking back over the past year, districts across the country have learned—some the hard way—that deciding where and how to store data is as important as how you use it to improve instruction. Many are moving data storage off site or up into "the cloud."

Ensuring that your district has the right infrastructure to accommodate learning at any time at any place is critical. As both of these staff-written stories point out, sticking with the status quo without understanding the outside forces you face is a certain path to problems.

Until next month ...

Glenn Cook, Editor-in-Chief