

SCRIPTURE COMMENTARY

BY CHRIS LIU BEERS, PROGRAM ASSOCIATE,
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Psalm 78, one of the longest in the psalter, stands as an extended meditation on the history of God's saving work among God's people, the people of Israel. As the Psalm outlines, God "worked marvels," "divided the sea," led the people "with a cloud," gave them the "grain of heaven," "brought them in safety," "built his sanctuary like the high heavens," and "chose his servant David" (NRSV). This recitation of the works of the Lord has a very clear purpose: to teach the next generation, "so that they should set their hope in God, and not forget the works of God, but keep his commandments; and that they should not be like their ancestors, a stubborn and rebellious generation, a generation whose heart was not steadfast, whose spirit was not faithful to God" (78:7-8). We might think of this psalm as an early "Sunday School lesson," which served the vital liturgical function of teaching the children what they need to know about the God of Israel.

Hebrew Bible scholar Konrad Schaefer offers this probing analysis: "The poet introduces the reflection as a parable and 'dark sayings' or enigmas (78:2). He or she intends to review God's benefactions, the people's failure to respond adequately, and God's loyalty (3-6). Tradition is, besides a lesson, a 'decree' of God, who revealed himself and intended this revelation to be handed on. The purpose of the instruction is that the next generation not repeat the past but rather stay loyal to God (7-8), that they not 'forget' but 'remember' (7, 11, 35, 39, 42). To 'forget' God is a capital crime and the major theme of this psalm" (Schaefer, *Berit Olam Series: Studies in Hebrew Narrative and Poetry*, p. 192).

For the ancient Israelites, it is clear that children and young people play a crucial role in society. In each generation, to them is given the task of learning, remembering, and retelling the character of their God and the history of their salvation. For example, in Deuteronomy 6 – which continues to this day to function as a central part of Jewish prayer – God commands the people of Israel: "Hear, O Israel: The LORD is our God, the LORD alone. You shall love the LORD your God with all your heart, and with all your soul, and with all your might. Keep these words that I am commanding you today in your heart. Recite them to your children and talk about them when you are at home and when you are away, when you lie down and when you rise" (Deut. 6:4-7, emphasis added). Thus, the society had both the grave responsibility and the joyous opportunity to consistently engage in teaching children about God. This teaching was to take place at all times and places, and the extent to which leaders failed to properly instruct young people became, in time, the extent to which society forgot the Lord.

PASTORAL REFLECTION

BY REV. TOM TATE, PLAZA PRESBYTERIAN
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Psalm 78 is a *maskil*, an artful song that includes didactic elements to be recited in the presence of the community. Preaching is *maskil*. So is teaching, whether it is found in the church house or in the school house. In Psalm 78 the sanctioned curriculum that has been passed down through generations for the sake of the children¹ is summarized in verse 4, the "glorious deeds of the LORD, and his might, and the wonders that he has done." Freedom and fidelity are highlighted in order "to inspire hope and obedience in the hearers and, indeed, in all subsequent generations."² This is the purpose of education wherever it takes place, moving beyond rote repetition to provide each learner the possibility of a future better than what might otherwise be expected. Psalm 78 invites humility, gratitude, and "the exercise of power in the form of love, not of force."³

When we read the whole psalm, we discover that this curriculum is not just about spiritual subjects such as prayer and faith. Since it is difficult to teach a person who is hungry, thirsty, and homeless, God takes care of Israel's physical needs, providing water from a rock, manna from heaven, and a promised land.

We have found something similar to be true in our public schools. Because educating everyone is our task, the school day begins for some students with breakfast. After a few classes comes a free lunch. On Friday some of them take home an extra backpack filled with food for the weekend. Social workers deal with the needs of homeless students, who are as thirsty for drink as they are for knowledge. Teachers tell the coming generation what they need to know. For some they provide stability unknown anywhere else. And they impart love – love for learning, love for self, love for neighbor, love for the creation in which we live.

In the last fifty-some years, it has been made clear the compulsory segregation of the races in public schools will not be tolerated. In June 2007, the United States Supreme Court struck down voluntary race-conscious student assignment plans in Seattle, WA and Jefferson County, KY. While Justice Anthony Kennedy agreed with the majority that the two plans were unconstitutional, he also said the following, "This Nation has a moral and ethical obligation to fulfill its historic commitment to creating an integrated society that ensures equal opportunity for all of its children. A compelling interest exists in avoiding racial isolation, an interest that a school district, in its discretion and expertise, may choose to pursue. Likewise, a district may consider it a compelling interest to achieve a diverse student population.... The decision today should not prevent school districts from continuing the important work of bringing

¹ James Limburg, *Psalms*, Westminster Bible Companion (Louisville: Westminster John Knox, 2000), 266.

² J. Clinton McCann Jr., *The New Interpreter's Bible, Volume IV* (Nashville: Abingdon Press, 1996), 989.

³ Limburg, 992.

together students of different racial, ethnic, and economic backgrounds" (June 28, 2007). Without knowing it, Justice Kennedy may have been lifting up the past and our failures in order to help us in the present prepare for the future. He may even have sounded a note from Psalm 78.

How we will educate everyone, of course, remains to be seen. In the era of No Child Left Behind, public education requires accountability at every level. Teachers are accountable for making sure that students learn. Parents are accountable for getting their children to school prepared to learn. Students are accountable for making the grade, becoming proficient, and passing the test. In the process, education can become overly technical, even losing access to the stories that make a difference in student's lives.

Public education reform has not yet found a way to close achievement gaps measured by race, ethnic background, or economic status. For the most part, public policy has focused on what happens in the schools. Expectations are too low, we are told. Teachers are not highly-qualified. Curricula are badly designed. Classes are too large. School climates are not disciplined. Leadership is not focused. Or it's a combination of these factors.

"Americans have come to the conclusion that the achievement gap is the fault of 'failing schools,'" writes Richard Rothstein, "because it makes no common sense that it could be otherwise. After all, how much money a family has, or the color of a child's skin, should not influence how well that child learns to read. If teachers know how to teach reading, or math, or any other subject, and if schools emphasize the importance of these tasks and permit no distractions, children should be able to learn these subjects whatever their family income or skin color." While that sounds like common sense, it overlooks a number of social and cultural characteristics that influence learning in school. Rothstein calls these "a collection of occupational, psychological, personality, health, and economic traits that interact, predicting performance not only in schools but in other institutions as well."⁴ Among these are styles of rearing children; ways of disciplining children; different ways of communicating expectations; different ways of reading to children; health, especially regarding vision and hearing; adequate vs. substandard housing; student mobility; homelessness; differences in the accumulation of wealth; and attitudes toward education and work. While none of these is determinative on its own, taken together they can affect student achievement. These are not excuses for the failure to educate everyone who comes through the school house door. They are, however, factors that the whole community, including houses of worship, must address together.

From Egypt to Canaan, Psalm 78 declares that God leads us, cares for us, loves us, teaches us. The faith community has taken this movement from slavery to freedom seriously and has advocated for equal opportunity, equal education, and equal treatment under the law. May it be so for the coming generations.

⁴ Richard Rothstein, *Class and Schools* (Washington, D.C.: Economic Policy Institute, 2004) 1, 4.

WORSHIP AID - 'TELL THE COMING GENERATION'

RESPONSIVE READING

LEADER: *Will the teachers, school administrators, counselors, school volunteers, support staff, cafeteria workers, school bus drivers, and all others who work in our schools, please stand at this time.*

Today we remember the children and youth of this congregation and those involved in their education. The call to be involved in education is a high calling. Those who teach our children help shape the future. We give thanks to a gracious God for the teachers, school administrators, counselors, school volunteers, support staff, cafeteria workers, school bus drivers, and all others in our congregation who work in our schools.

PEOPLE: **We celebrate your calling and pledge to support you and others in our communities who are involved in the education of children and youth.** (School personnel may be seated.)

LEADER: *As we recognize those who teach in schools, we recognize as well that teaching also happens at home. Will parents or guardians of our children and youth in school, please stand.*

Education involves a partnership between school, home, and community. The support of parents and guardians is essential to a child's success. This morning we recognize you for the support you give the students in your home. We hold in prayer all those in this congregation who have children and youth in school and pray that all homes will be a place where learning is valued and encouragement offered.

PEOPLE: **We pledge our support to parents and guardians. We pray that our ministries will encourage and strengthen those in our church families who provide care for children.** (Parents and guardians may be seated.)

LEADER: *At this time I would like to invite our youth and children in preschool, kindergarten, elementary, junior high, or high school, to stand.*

Your church family believes that each of you is a gift from God, filled with potential and possibility. We pray that as you learn and grow you will develop caring hearts and minds that think clearly. We believe in you and care about your education.

(continued on next page)

PEOPLE: As your faith community, we pledge to be with you on your educational journey. We affirm that each of you is a precious gift from God. We will do all that we are able to ensure that your schools are positive places filled with hope and the resources necessary for learning. (Children and youth may be seated.)

LEADER: Let us pray – Gracious God, we lift up to you all those involved in education in this community and in all the communities in our nation and world. Guide us, great God, that we will know the best way to show our interest and support for our students, teachers, and all those involved in education.

PEOPLE: We pray for wisdom and strength to make a positive difference in the lives of those in school. We pray for courage to explore new ways of supporting the people and institutions that teach our children and youth. We pray in the name of the great teacher, Jesus. Amen.

(adapted from the National Council of Churches, "A Litany for Education and Schools," www.nccusa.org/gifs/Litanyhandout.pdf)

PRAYER OF CONFESSION

Loving God, we confess that we have failed our children by not assuring that every child receives a proper education. We have bought into the world's system of competition, happy for some children to excel, while others of little means fall behind for lack of resources they need – crippling their chances of future success and perpetuating a cycle of poverty and despair. As a society, we have neglected our children – turn us from our sin of neglect. Give us the strength to take the time our children need from us to feel valued and to be helped in times of questioning, failure, and stress. Remind all of us that our lives are safe in your hands – our pasts, our todays, and our futures because of the love of Jesus Christ, our Savior. *Amen.*

(by B. J. Morton)

SUGGESTED HYMNS

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| ✠ <i>I Heard the Voice of Jesus Say</i> | AM 249/AZ 198/BH 551/CM 310/ GC 646/LW 348/MW 606/ NCH 489/TH 692 |
| ✠ <i>Lord Whose Love in Humble Service</i> | CH 461/GC 681/PH 427/TH 610/ UMH 581 |
| ✠ <i>Now in the Days of Youth</i> | MW 801/NCH 350 |
| ✠ <i>Open My Eyes That I May See</i> | AM 285/BH 502/CH 586/CM 129/ PH 324/UMH 454 |
| ✠ <i>Tell Me The Stories of Jesus</i> | AM 550/BH 129/CH 190/CM 459/ UMH 277 |

◆ Hymnal Legend ◆

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| ✠ AM | – African Methodist Episcopal |
| ✠ AZ | – African Methodist Episcopal Zion |
| ✠ BH | – Baptist Hymnal |
| ✠ CH | – Chalice Hymnal (Disciples of Christ) |
| ✠ CM | – Christian Methodist Episcopal |
| ✠ GC | – Gather Comprehensive (Rom Cath) |
| ✠ LW | – Lutheran Worship |
| ✠ MW | – Moravian Book of Worship |
| ✠ NCH | – New Century Hymnal (UCC) |
| ✠ PH | – Presbyterian Hymnal |
| ✠ TH | – The Hymnal 1982 (Episcopal) |
| ✠ UMH | – United Methodist Hymnal |

ADDITIONAL PRAYERS

For Young Persons

God our loving Parent, you see your children growing up in an unsteady and confusing world: Show them that your ways give more life than the ways of this world, and that following you is better than chasing after selfish goals. Help them to take failure, not as a measure of their worth, but as a chance for a new start. Give them strength to hold their faith in you, and to keep alive their joy in your creation; through Jesus Christ our Lord. *Amen.*

(adapted from the Book of Common Prayer, p. 829, #47)

Lord, this world needs this marvelous wealth that is youth. Help young people! They possess the inexhaustible wealth of the future. Do not allow an easy life to corrupt them, nor difficulties to quench their spirit. *Amen.*

("Dom Helder Camara's Prayer for Young People," www.sm3a.org.uk/prayer_of_the_month/dom_helder_camara.html)

For the Care of Children

Almighty God, heavenly Parent, you have blessed us—as parents and as the church—with the joy and care of children: Give us calm strength and patient wisdom as we bring them up, that we may teach them to love whatever is just and true and good, following the example of our Savior Jesus Christ. **Amen.**

(adapted from the Book of Common Prayer, p. 829, #46)

Right to education

We pray for all those around the world who want to learn,
But are denied their right to education.
We pray too for those who teach, especially
Those who work with few resources and little support.
We give thanks for the knowledge, skills and understanding we have
And we ask your help to remember how much we have still to learn.
Teach us to respect wisdom, wherever we find it.
As you walked with the disciples on the road to Emmaus
Walk with us as we try to understand.
Open our hearts and minds to new learning
Even when it challenges us to change.
Give us the courage to tackle injustice and
Guide us towards a new, shared future,
Where everyone has the chance to learn,
and all may grow in wisdom and understanding. **Amen**

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ADDITIONAL HELPS

▣ QUOTES ▣

If all the rich and all of the church people should send their children to the public schools they would feel bound to concentrate their money on improving these schools until they met the highest ideals.

Susan B. Anthony

The question is not whether we can afford to invest in every child, the question is whether we can afford not to.

Marian Wright Edelman

Our progress as a nation can be no swifter than our progress in education. Our requirements for world leadership, our hopes for economic growth, and the demands of citizenship itself in an era such as this all require the maximum development of every young American's capacity. The human mind is our fundamental resource.

John F. Kennedy

Don't leave a better world for the kids. Leave better kids for the world.

Author unknown

As we approach the new millennium, we see how much remains to be done to give our young and future generations a better world to live in: a more peaceful society with a healthier, cleaner environment and a pattern of sustainable development which seeks to eradicate poverty. Education is the single most powerful means to improve the quality of life... the single most powerful weapon against poverty and intolerance. Education builds a culture of peace ... it empowers human beings, both young and adult, to be effective in their chosen sphere of activity ... education in its essence, opens doors to both personal and social development.

Federico Mayor

Education is a vaccine for violence.

Edward James Olmos

▪ PERSONAL VIGNETTE ▪

Communities in Schools – A Success Story

BY BUD REITER-LAVERY, EXECUTIVE DIRECTOR, COMMUNITIES IN SCHOOLS OF DURHAM

We'd like to tell you the story of one of Communities in Schools of Durham's (CIS) students, Tom Smith.* Three years ago he was a high school freshman who was getting into regular arguments with several other students and was struggling academically. The other students were provoking him, but Tom also admits that he had some anger issues. He dropped out of high school after getting into a fight with one of the students.

Tom was referred to CIS' Career Mentoring Program by one of our community partners, The Durham Literacy Center, where he was enrolled in the Teen GED program. CIS connected him to a mentor who had had troubles earlier in his life, but was now on staff at TROSA, a drug rehabilitation program. His mentor discovered that Tom was passionate about auto mechanics. Tabatha McEachin, a VISTA Volunteer at CIS, found a small automotive repair shop, Rufus Butler's auto mechanic shop, willing to take Tom on as a summer intern. So Tom's life path was looking much better than it had a few months before.

Just days before his internship began, however, Tom was arrested for possession of drugs and a gun. It also became apparent that Tom may have been involved in some gang activity. Many of the adults in his life, including his mentor, began to despair that Tom had blown it. While in jail, Tom used one of his few phone calls to call Rufus to apologize. He was in tears, realizing that he may have blown one of the few opportunities he had been given for a positive future. He pleaded with Rufus to let him do his internship if he was released from jail. In fact, he was released because it was determined that the drugs and gun were his friend's.

Tom's internship was a huge success. Not only did he complete the four week internship (which was funded by Durham City's Workforce Preparedness Board), but he wanted to continue. Both he and his mother knew that the financial incentives of selling drugs would tempt Tom if he did not have an opportunity to earn money from legitimate work. CIS then began soliciting private donations to help Tom continue his internship at the auto mechanics shop. Several generous individuals sent in checks that paid for Tom to continue his internship. Once those funds were exhausted, CIS staff found a supervisor at a local Jiffy Lube shop that was willing to help Tom by hiring him. Since then, Tom has earned his GED and plans on attending Durham Tech to take classes in car repair.

CIS' experience with Tom shows the importance of not giving up on our at-risk teens. There were multiple points at which CIS and its partners could have given up on Tom. The crisis and barriers he had to overcome seemed insurmountable at times. His experience also shows the importance of creating pro-social opportunities for our youth. Tom wanted to work and wanted to follow his passion of working with cars. He wanted the opportunity to do legitimate work as opposed to selling drugs on the street. "Without CIS' support," Tom says, "I'd probably be hanging out somewhere...I might still have been working, but I might have been on the streets." Tom's experience also shows the importance of community partnerships. Helping Tom succeed took the work of several agencies with different types of expertise, funding from city-run and federally-funded programs, and donations from individuals. It took the community to help Tom.

(*Student's name changed.)

▪ CONTACTS AND OTHER RESOURCES ▪

- ✦ www.nccouncilofchurches.org/areasofwork/issues/public_education/public_education_issue.html - The North Carolina Council of Churches' focus site on Public Education includes the Council's Policy Statement entitled "Congregations and the Public Schools: A Statement of the Public Education Committee," as well as a link to the Council's Public Education Committee.
- ✦ www.ncjustice.org – North Carolina Justice Center, North Carolina's leading private, nonprofit anti-poverty organization. Its mission is to reduce and eliminate poverty in North Carolina by helping to ensure that every North Carolina household gains access to the resources, services, and fair treatment that it needs in order to enjoy economic security. The Justice Center's focus on Public Education can be found on their homepage, under 'Areas of Work.'
- ✦ www.nccare.org -- North Carolina Community Advocates for Revitalizing Education is a grassroots organization developed by parents, community members, and the Education and Law Project of the North Carolina Justice Center. NCCARE is a statewide grassroots advocacy group working to ensure that all children in North Carolina have an opportunity to receive a sound basic education as mandated under our state constitution.

- ✦ <http://hcforum.org> – *Public School Forum of North Carolina*, a not-for-profit policy think tank which is a partnership of business leaders, education leaders, and government leaders in North Carolina. In addition to research and work in the public policy arena, the Forum oversees programs in communities across the state.
- ✦ www.ncchild.org – *Action for Children North Carolina*, As a statewide, non-profit, nonpartisan organization, Action For Children promotes well-informed governmental decisions by compiling accurate, up-to-date statistics; analyzing indicators of child well-being; and conducting policy research and development. Action for Children currently focuses on four issue areas: Child Health and Safety, Early Care and Education, Child Maltreatment, and Juvenile Justice.
- ✦ www.cisnc.org - *Communities in Schools of North Carolina*, an independently incorporated not-for-profit directed by a board of directors representing both private and public interests in the state... CIS is the nation's largest stay-in-school network, serving just over one million youth in 154 communities across the United States. CIS is providing the link between teachers and the community by bringing caring adults into the schools and community sites to meet children's needs.
- ✦ www.nccumc.org/hand – *Hand in Hand*, a project of the North Carolina Conference of the United Methodist Church that equips churches of all sizes to build a supportive partnership with a local public school in order to reach out to children and youth in the community who are in need of support. The partnership also strives to build a more supportive relationship between the church and the school staff.
- ✦ www.epi.org/subjectpages/edu.cfm?CFID=10498959&CFTOKEN=86431310 – The *Economic Policy Institute* is a non-profit, nonpartisan think tank that seeks to broaden the public debate about strategies to achieve a prosperous and fair economy. EPI's mission is to inform people and empower them to seek solutions that will ensure broadly shared prosperity and opportunity, including quality education for children.

KEY FACTS

DID YOU KNOW?

- ❑ The federal “No Child Left Behind” law mandates that every state assign “highly qualified teachers” on an equal basis to students of color and low-income students. This is not happening in North Carolina. Reviewing North Carolina Department of Public Instruction data, researchers determined that in any grade, a black student in North Carolina is more likely than a white student to be taught by a novice teacher.¹
- ❑ Although there has been steady improvement in the percentage of students scoring at or above grade level in grades 3 through 8, the achievement gap has not been closed but merely reduced. In the 2000-2001 school years, 18 percent of white students performed below grade level, and 48 percent of black students performed below grade level. Statistics for the 2004-2005 school year show improvement for both sets of students, with only 12 percent of white students and 34 percent of black students performing below grade level. The overall achievement gap between black and white students in grades 3 through 8 has been reduced to 21.6 percent. However, reciting percentages may detract focus from the individual children who are not receiving the sound basic education to which they are entitled under North Carolina's State Constitution. The harsh reality is that one in three (or more than 70,000) black students did not receive a sound basic education in the 2004-2005 school years.²
- ❑ High schools in North Carolina reported that 23,550 students dropped out during the 2006-2007 school year.³ Over one-third of high-school students fail to graduate four years after starting school.⁴
- ❑ Minority students have a 50-50 chance of graduating high school on time. In North Carolina, Native Americans have the highest dropout rates, followed in rank order by Latinos, African Americans, whites, and persons of Asian descent. No matter the race or ethnicity, boys are more likely to drop out than girls.⁵
- ❑ According to the Education Trust, in the United States in 2003, we spent approximately \$900 less per student each year in the school districts with the most poor students than we do in the school districts with the fewest poor students. North Carolina fares better than the national average; however, North Carolina also spent \$331 less per student in 2003 in school districts with the most poor students.⁶
- ❑ Quality early care and education help prepare children for academic and economic success in the future, as well as provide a significant economic return on investment. In 2004, analysis for the Economic Policy Institute found that if the nation provided quality early education for all low-income three- and four-year-olds starting in 2005, by 2050, \$61 billion in taxpayer dollars would be saved. Currently over 30,000 North Carolina children languish on a waiting list for child care subsidies.⁷

A Leandro Update⁸

In an attempt to ensure every child has access to a sound basic education, parents, students, and school boards from low-wealth counties filed a lawsuit in 1994 against the State of North Carolina and the State Board of Education for failing to provide fair and adequate public education funding. Known as the *Leandro* decisions, the North Carolina Supreme Court twice ruled (first in 1997, then in 2004) that every child in North Carolina has a constitutional right to “an equal opportunity to receive a sound basic education.”

Ten years after the first *Leandro* decision, many students are not receiving a sound basic education. Data on end-of-grade tests clearly show that many students, especially those in low-wealth areas and high-poverty schools in urban districts, are not receiving a sound basic education. Test results for all K-12 schools for the 2005-2006 school year show that in 1 out of 6 schools, fewer than 60% of students scored at or above proficient on end-of-grade and end-of-course tests.

The UNC Center for Civil Rights Leandro Advocacy Project suggests the following policy options to address these issues:

- Adequate funding must be provided for disadvantaged students and school systems.
- Implementation of a Personal Education Plan (PEP) should be ensured for every student who is at risk of academic failure.
- Salary incentives should be provided to teachers and administrators working in hard-to-staff schools to help school districts attract and retain highly qualified teachers.
- North Carolina must increase the supply of highly qualified new teachers.
- Teachers must be provided with educational and workplace supports.
- Principals must receive training in school management both at the beginning and throughout their careers.
- Appropriate facilities must be provided so that students, teachers, and principals can focus on their jobs.

North Carolina must act to ensure that *all* children receive a sound basic education. The three fundamentals—high quality teachers, excellent administrators, and adequate resources—are interrelated. Individually, each is necessary but is not enough. North Carolina must find a way to ensure that *all* schools have every piece of this interlocking puzzle in place to fulfill the promise of *Leandro* to all students regardless of where they live. While important strides have been made, North Carolina must step up its efforts to address education inadequacies and guarantee that *every* child has an equal opportunity to receive a sound basic education.

¹ www.ncchild.org/images/stories/LeandroReport_final_forWeb.pdf, p.2

² NC Justice Center, “The Achievement Gap REVISITED,” March 2006, www.ncjustice.org/assets/library/703_ncachievementgapreport.pdf

³ www.ncpublicschools.org/newsroom/news/2007-08/20080207-01.

⁴ www.ncjustice.org/media/library/660_ncfacts2005.pdf; Trip Stallings, “Missing Persons: Understanding and Addressing High School Dropouts in North Carolina” in *North Carolina Insight*, May 2007, p. 70.

⁵ Ibid.

⁶ <http://www2.edtrust.org/NR/rdonlyres/31D276EF-72E1-458A-8C71-E3D262A4C91E/0/FundingGap2005.pdf>

⁷ North Carolina Child Advocacy Institute, “The bottom line: Investing in child care is good business” May 2006; www.ncchild.org/images/stories/Child_Care_is_Good_Business.pdf

⁸ Action for Children North Carolina and the UNC Center for Civil Rights Leandro Advocacy Project, “What Stands Between North Carolina Students and A Sound Basic Education?” March 2007; www.ncchild.org/images/stories/LeandroReport_final_forWeb.pdf