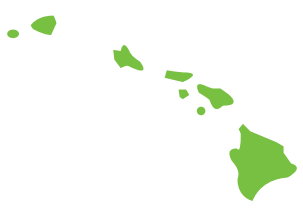
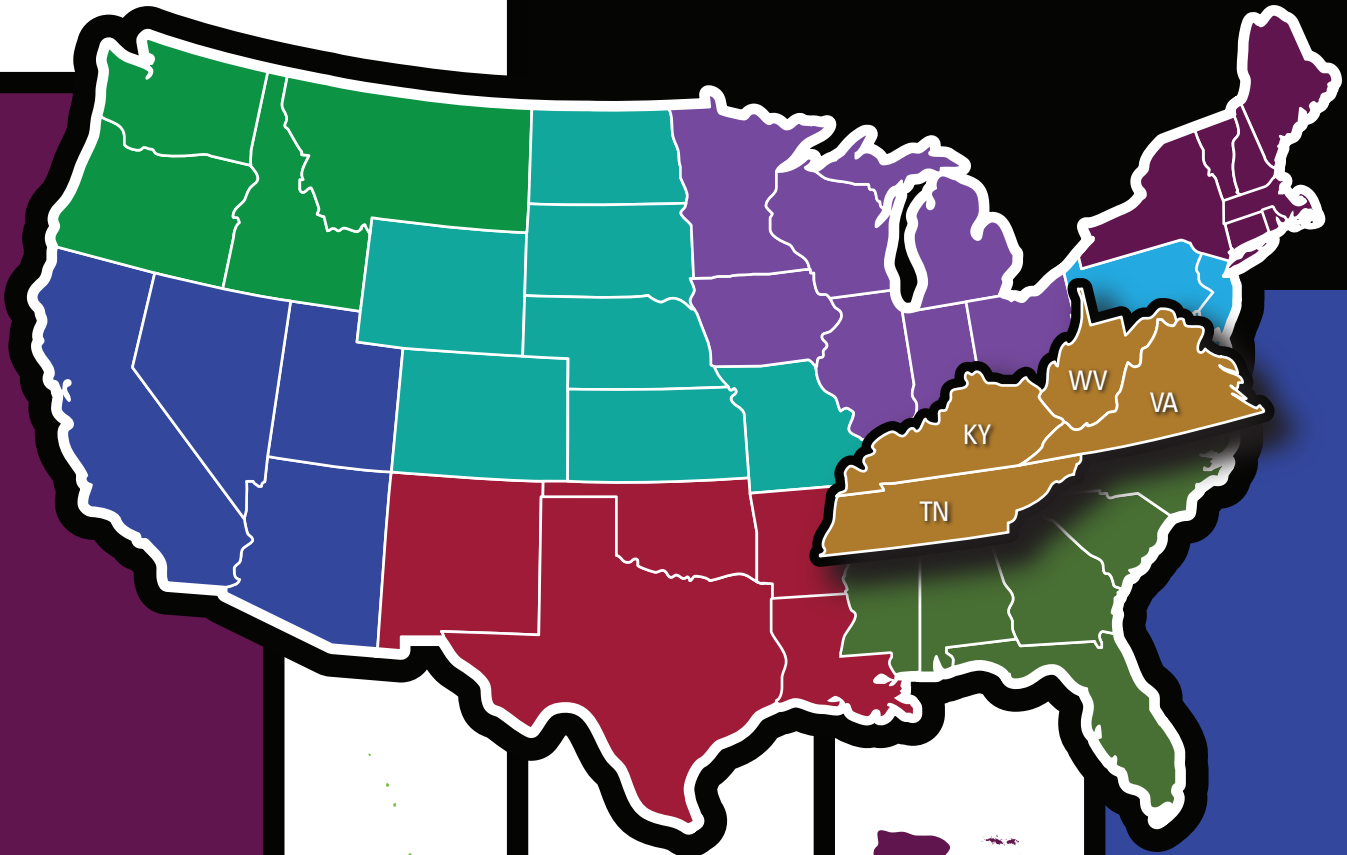
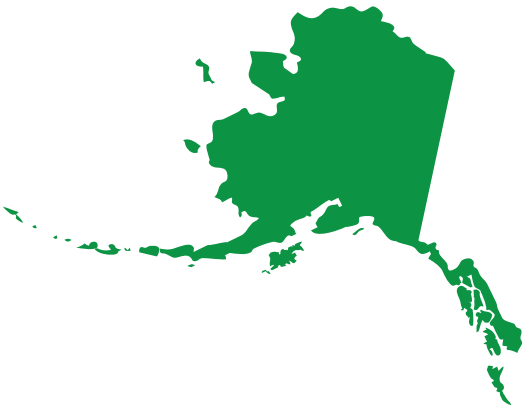


# APPALACHIAN REGION: A REPORT IDENTIFYING AND ADDRESSING THE EDUCATIONAL NEEDS



U.S. Department of Education  
Regional Advisory Committee  
(RAC)



July 2011

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## PREFACE

This report presents the deliberations of the Appalachia Regional Advisory Committee (Appalachia RAC), one of 10 RACs established under the Educational Technical Assistance Act of 2002 (20 U.S.C. sections 9601 et. seq.) to assess the educational needs of the region. The Committee's report outlines the educational needs across the four states of Virginia, West Virginia, Tennessee, and Kentucky that comprise the Appalachia region. Committee deliberations took place May 23, 2011, through June 21, 2011.

Appalachia RAC members represented local and state education agencies; institutions of higher education; practicing educators, including classroom teachers, school board members, and other local school officials; business; and researchers. Members included:

Name	Affiliation
Barbara 'Bobbi' Lussier, Chair	Tennessee Department of Education
Dee Hopkins	West Virginia University, College of Human Resources and Education
Terry Lashley	SouthEast Educational, Inc., Tennessee
Lana Mullins	Trigg County Public Schools, Kentucky
Carol Muniz	Morgantown Public Schools, West Virginia
Kathleen Smith	Virginia Department of Education, Office of School Improvement
LaTonya Waller	Richmond City Public Schools, Virginia
Nancy Williamson	Tennessee School Boards Association

## ACKNOWLEDGEMENTS

The Appalachia RAC would like to thank Ronn Friend, Designated Federal Official (DFO) from the U.S. Department of Education (ED) and Rhonda Crenshaw, RAC Facilitator from Synergy Enterprises, Inc., for their assistance and support. The Appalachia RAC also would like to thank Rocky Knox, Bridget Belknap, Kipchumba Kitur, Akshay Jakatdar, and Clare Corroone from Synergy Enterprises, Inc., who assisted the Appalachia RAC by preparing the Regional Profile, helping the RAC organize the information gathered by the RAC, and documenting and providing logistical support for the Committee's public meetings, including webinars, under U.S. Department of Education Contract No. ED-ESE-11-C-0017 (Nancy Loy, Project Officer).

## EXECUTIVE SUMMARY

There are 10 Regional Advisory Committees (RACs) authorized by the Educational Technical Assistance Act of 2002 (Pub. L. 107-279; 20 U.S.C 9605). This report represents the work of the Appalachia Regional Advisory Committee (Appalachia RAC), which includes Virginia, West Virginia, Tennessee, and Kentucky. From May 23 – June 21, 2011, the Appalachia RAC worked to predict and prioritize the region’s educational needs in the coming years and identify strategies to meet those needs. The Appalachia RAC members met with each other in three public meetings and reached out to their constituencies for input to include in their deliberations about the region’s educational needs.

School districts in Appalachia are in largely rural territories. In fact, only one of the four states in the region (Virginia) has a sizable number of urban and suburban districts. The region also has a substantial percentage of students from low socio-economic backgrounds as evidenced by the percentages of students receiving free and reduced lunches daily. (See Tables 1 through 5 in this report for more information on the educational profile of the region.) Given these factors that reflect the region’s unique educational environment, members of the Appalachia RAC identified the following seven needs:

- Closing the Achievement Gap.
- Improving Instructional Leadership and Effectiveness.
- Building and Sustaining Systemic Capacity.
- Addressing Legislation.
- Ensuring Equity.
- Promoting Family/Community Engagement and Understanding Socio-Economic Status (SES) Factors.
- Re-Thinking Education.

These identified needs were overwhelmingly supported by various education stakeholders. To verify the needs, the Committee proposed and executed an outreach strategy that involved developing and administering an online survey via Survey Monkey. Individuals who responded to the survey included, but were not limited to, teachers, principals, parents, superintendents, community members, students, central office staff, staff from institutions of higher education, the business community, and staff from state and local government employees. The survey was administered to and received responses from 2,532 individuals. Members of the public were also given opportunities to comment on needs through the RAC website. Seventeen individuals commented using this site. Each of the needs conceptualized by the RAC is discussed in greater detail in this report, along with recommendations to address them from both members of the RAC and from the public.

## **INTRODUCTION**

This report represents the regional needs assessment of the Regional Advisory Committee (RAC) for the Appalachia region, which includes Virginia, West Virginia, Tennessee, and Kentucky. The Appalachia RAC members conducted outreach activities to obtain input from various constituencies on regional needs and how to address those needs, used statistical data from the Appalachia Regional Profile (Appendix A), and deliberated during three public meetings from May 23 through June 21, 2011.

### **Legislative Background**

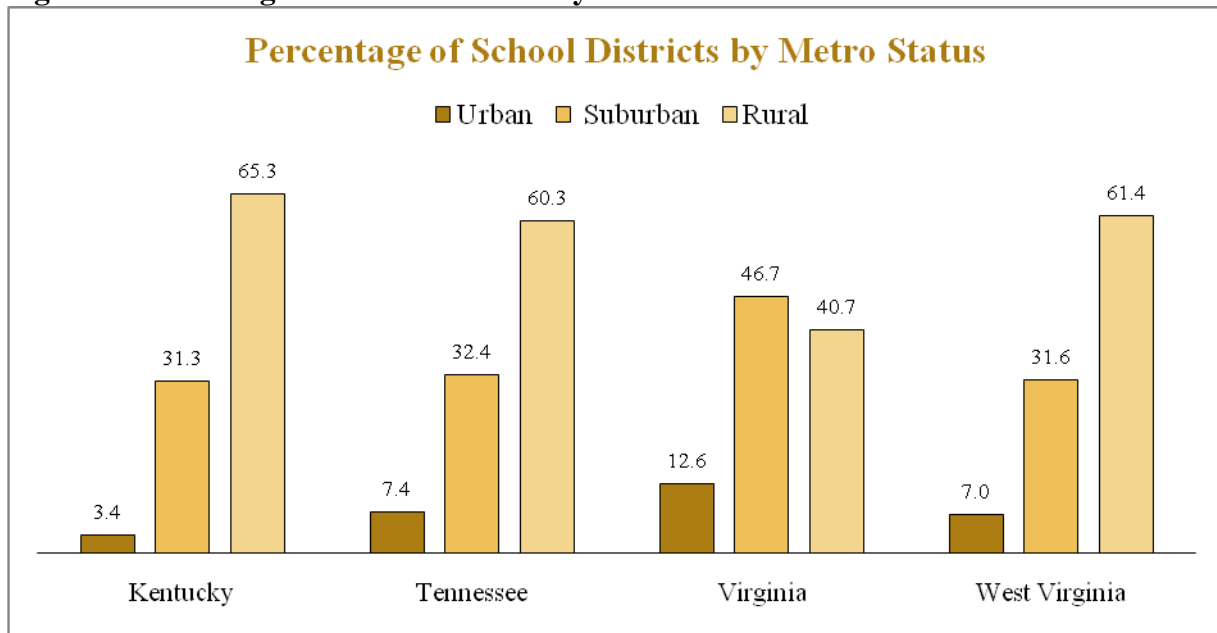
There are ten Regional Advisory Committees (RACs) authorized by the Educational Technical Assistance Act of 2002 (20 U.S.C. sections 9601 et. seq.). The RACs are governed by the provisions of the Federal Advisory Committee Act (FACA) (Public Law 92-463). Each RAC also has a charter that defines the RAC's roles and responsibilities.

### **Regional Background Information**

A wealth of educational data is available about the Appalachia region, and was used to create a regional Profile that represents a descriptive statistical snapshot of the Appalachia states' educational status in various areas. The Appalachia RAC used member expertise, information from the Profile, and input from constituencies to identify the region's most pressing needs. The entire Profile can be found in Appendix A but excerpts are presented below that relate to the seven priority need areas identified by the Appalachia RAC. These areas are: (1) closing the achievement gap; (2) improving instructional leadership and effectiveness; (3) building and sustaining systemic capacity; (4) addressing legislation; (5) ensuring equity; (6) promoting family/community engagement and socio-economic (SES) factors; and (7) re-thinking education. The following data were considered when identifying all seven of the need areas and devising potential strategies to address the needs.

**Percentage of School Districts by Metro Status.** Figure 1 shows the percentage of school districts by metro status for the Appalachia region states. In three of the four region’s states, a majority of school districts were located in rural areas. Virginia had the highest number of suburban and urban school districts. A rural area is a territory that is away from an urbanized area or urban cluster. An urban metro area is a territory that is inside an urbanized area and inside a principal city. A suburb is a territory that is outside a principal city and inside an urbanized area.<sup>1</sup>

**Figure 1: Percentage of School Districts by Metro Status**



SOURCE: Common Core of Data, 2003-2004.

**Selected Student Subgroups.** Table 1 displays data, such as the percentage of students receiving free and reduced-price lunch (FRPL), the percentage of students identifying as English language learners (ELL), and the percentage of students receiving special education services, as well as students considered homeless.

**Table 1: Selected Student Subgroups**

State	Percent of Students Receiving Free and Reduced-Price Lunch <sup>1</sup>	Percent of Students in ELL/LEP <sup>1</sup>	Percent of Students With an IEP <sup>1</sup>	Number of Migrant Students <sup>2</sup>	Number of Homeless Students <sup>2</sup>
Kentucky	51.6	2.2	16.1	3,105	22,626
Tennessee	50.0	2.8	12.2	3,072	9,836
Virginia	33.1	7.0	13.5	1,171	12,768
West Virginia	50.0	0.6	16.5	<100	4,257

SOURCES: <sup>1</sup>Common Core of Data, SY2008-2009; <sup>2</sup>Consolidated State Performance Reports: SY2008-2009.

<sup>1</sup> NCES’s urbandcentric locale categories, released in 2006: <http://nces.ed.gov/surveys/ruraled/page2.asp>. Last accessed on May 5, 2011.

**Socioeconomic Indicators.** Table 2 reveals data such as the total number of families, the percentage of families below the poverty level, and the percentage of families with children below the poverty level.

**Table 2: Socioeconomic Indicators**

State	Total Number of Families <sup>1</sup>	Percent of Families Below the Poverty Level <sup>1</sup>	Percent of Families With Children Below the Poverty Level <sup>1</sup>	Percent of Children With at Least One Parent With a Postsecondary Degree <sup>2</sup>	Percent of Students Receiving Free and Reduced-Price Lunch <sup>3</sup>
Kentucky	1,128,816	13.4	20.4	39.4	51.6
Tennessee	1,617,722	12.2	18.8	38.8	50.0
Virginia	1,967,020	7.2	11.0	51.8	33.1
West Virginia	496,656	13.2	21.8	36.5	50.0

SOURCES: <sup>1</sup>American Community Survey, 2005-2009; U.S. Census Bureau; <sup>2</sup>EPE Research Center, 2011; <sup>3</sup>Common Core of Data, SY2008-2009.

**Educational Standards.** Table 3 displays data such as high school graduation rate, percentage of students receiving high AP test scores and the number of credits required to earn a standard diploma.

**Table 3: Educational Standards**

State	High School Graduation Rate, SY2007-2008 <sup>1</sup>	Advanced Placement High Test Scores (3 or Above) Per 100 Students in Grades 11 and 12 for 2009 <sup>2</sup>	Total Number of Credits Required To Earn Standard Diploma <sup>2</sup>	Alternative Credential for Not Meeting All Standard Requirements <sup>2</sup>	Basis for Alternative Credential <sup>2</sup>	State Has Exit Exam <sup>2</sup>	State Finances Remediation for Students Failing Exit Exams <sup>2</sup>
Kentucky	84.5	14.6	22.0	✓	Disabilities		
Tennessee	82.2	10	20.0	✓	Disabilities, Fail Exit Exam	✓	
Virginia	80.0	35.2	22.0	✓	Disabilities, District Criteria	✓	✓
West Virginia	84.0	8.8	24.0	✓	Disabilities		

SOURCES: <sup>1</sup>EDFacts/Consolidated State Performance Report, 2008-09; <sup>2</sup>EPE Research Center, 2011.

**Meeting Requirements to Establish Standards.** Table 4 displays whether states are meeting requirements to establish state standards in the areas of reading, math and science or have agreed to adopt Common Core State Standards.

**Table 4: Meeting Requirements To Establish Standards**

State	Reading <sup>1</sup>	Mathematics <sup>1</sup>	Science <sup>1</sup>	Agreed To Adopt Common Core Standards <sup>2</sup>
Kentucky	Yes	Yes	Yes	Yes
Tennessee	Yes	Yes	Yes	Yes
Virginia	Yes	Yes	Yes	No
West Virginia	Yes	Yes	Yes	Yes

SOURCES: <sup>1</sup>Education Commission of the States NCLB database, downloaded March 2011; <sup>2</sup>Common Core State Standards, downloaded March 2011.

**Professional Development.** Table 5 displays whether Appalachia has formal professional development standards or not, whether or not these are financed by the state and whether or not the state requires districts to align professional development with local priorities and goals.

**Table 5: Professional Development**

State	State Has Formal Professional Development Standards	State Finances Professional Development for All Districts	State Requires Districts To Align Professional Development With Local Priorities and Goals
Kentucky	✓	✓	✓
Tennessee	✓		✓
Virginia	✓	✓	✓
West Virginia	✓	✓	✓

SOURCE: EPE Research Center, 2010.

## DATA COLLECTION: PUBLIC MEETINGS

The Appalachia RAC held three public meetings; the first was a 2-day face-to-face meeting held on May 23 and 24, 2011, in Arlington, Virginia. During that meeting, Appalachia RAC members identified seven regional educational need areas based on the Appalachia Regional Profile (see Appendix A), Committee members’ expertise and experience, as well as input they had received from constituent groups and public comments made at the meeting.

The second meeting was conducted via online webinar on June 14, 2011. The public was invited to listen but submit comments via the RAC website ([www.seiservices.com/rac](http://www.seiservices.com/rac)) and Survey Monkey. At that meeting, Committee members reviewed the status of the online survey (using both their own online Survey Monkey and the online data from the RAC website) (see next section) and input from colleagues that was relevant to the needs identified by the Committee and the public. The Committee also reported on its reviews of existing data sources (e.g., the Kentucky Teaching, Empowering, Leading & Learning TELL Survey, etc.). Using all these information resources, the Appalachia RAC members were charged with securing more respondents to their online Survey Monkey and considering how best to integrate needs and strategies related to English language learners and libraries as offered via public comment.

The third meeting also was an online webinar held on June 21, 2011. Again, members of the public listened but submitted their comments via the RAC web site and Survey Monkey. During the final meeting, RAC members reviewed the second set of data from the RAC website and the new information from their online survey from Survey Monkey. The Committee deliberated on new recommendations—noting the priority in some areas on technical assistance—and a format for the final report, with the goal of reaching consensus on key educational needs and their solutions.

## DATA COLLECTION: OUTREACH STRATEGIES

The priority of the Appalachia RAC’s needs assessment was to contact numerous constituencies including teachers, principals, state and local education administrators, governors, institutions of higher education/community colleges, post-secondary technical programs, parents, school boards (state and local), education professional organizations, teacher unions, local government, youth organizations, communities at large via faith and community-based organizations, chambers of



commerce, U.S. Congress members, and business leaders. Appalachia RAC members developed an outreach strategy to elicit input from stakeholders via the RAC website, online surveys using Survey Monkey, personal phone calls, and one-on-one and group meetings. This strategy consisted of drafting personal e-mail invitations to constituent groups to take the Survey Monkey survey and/or visit the RAC website to leave open-ended comments. Each RAC member revised the e-mail invitation to tailor the message for the intended target constituency group. Ultimately, the RAC members created an online Survey Monkey and an interview protocol that mirrored the online survey items. Some RAC members indicated that they would be willing to make personal phone calls to some targeted respondents and that they would be participating in gatherings of respondents groups. They reasoned that in such a setting it would be advantageous to have an interview version of the survey available to administer on site. RAC members agreed to summarize any data collected via interviews for inclusion in the final report.

The survey and interview protocol listed each of the seven need areas and the RAC’s proposed recommendations. Respondents were asked to identify whether they agree, disagree, or wanted to modify the need and/or the recommendations in an open-ended text box. Additionally, respondents were asked to identify their state and their primary role (e.g., teacher, parent, student, administrator, etc.) The protocol also provided respondents with an opportunity to identify any needs missed by the RAC. The survey was administered and received responses from 2,532 individuals. Individuals were not required to respond to each of the seven needs presented in the survey, but could skip items. Additionally, 17 comments from the public were captured from the RAC website. (See Appendix C for verbatim public comments from the RAC website.) Table 6 displays online response data captured from both Survey Monkey surveys and all RAC website comments combined. Table 7 shows the self-identified roles of the respondents from the RAC’s online Survey Monkey and from the RAC website.

**Table 6: Members of the Public Submitting Comments by State (Survey Monkey and RAC website)**

State	N	%
Virginia	1,213	48
West Virginia	615	24
Tennessee	322	12
Kentucky	398	16
Total	2,549	100

NOTE: Respondents could select only one state.

**Table 7: Members of the Public Submitting Comments by Role**

Role	N	%
Student	2	.1
Parent	244	10
Teacher	1,614	64
Principal	119	5
Curriculum Specialist	55	2
Superintendent or Director of Schools	28	.1
Other Central Office Staff	81	3
Higher Education Staff	52	2
Community Member	76	3
Representative of Chambers of Commerce	3	.1
Local or State Government Employee	133	5
Librarians	9	.1
Other	352	14

Appalachia RAC members reviewed the comments and found that most were aligned with and validated the RAC’s assessment of the most pressing needs in the region. A summary of the public comments appears in Appendix B. They are organized as individual tables by area of need.

## CROSS-CUTTING CHALLENGES IMPACTING REGIONAL NEEDS

### ***Technology as a Tool – Not a Solution***

The Appalachia RAC’s proceedings generated much discourse about technology. The members agreed that technology is integral to education design and delivery. They understand the implications of technology with regard to the readiness of students entering a global, digitally dependent workforce. The Committee believes that technology must be fully and appropriately integrated into the education and overall experience of students, teachers, administrators, and community members at large. It also acknowledges that its highly rural region with significant pockets of poverty must continue strides to close the digital divide through better technological infrastructure and enhanced technology access. Despite these conditions, the Committee deeply believes that technology is merely a *tool* and *not* a cure-all solution for addressing the educational needs of the Appalachia region—a belief that framed its assessment of the region’s educational needs and strategies to meet those needs. As such, the Appalachia RAC determined that for each of the seven need areas identified in this report, it should be assumed by the reader that technology could and, in most cases, will play a supportive role as a tool used to address various needs.

### ***Data-Informed Decision making***

Throughout the Appalachia RAC’s process of brainstorming education topics before determining a finite set of regional needs, a particular focus on enhancing data collection methods and using the data to more effectively inform decision making applied across every need category. Committee members agreed that although accurate data are critical to decision makers, in most instances, educators and administrators focus largely, if not entirely, on data derived from standardized student test scores. Preferring the term “data-informed” to “data-driven”—the latter concept too closely aligned with a narrow view of reliable and relevant data sources in education—Appalachia RAC members believe that decisions are better informed when based

upon a wide range of quantitative and qualitative data sources from varied stakeholders. Thus, RAC members stressed that a process of “data-informed decision making” should undergird each need and recommendation.

### ***Communication and Collaboration***

Members of the RAC also acknowledged the power and benefit education stakeholders derive from frequent, open communication and opportunities for collaboration. Individuals can thus get “smarter” together when clear channels of communication and collaborative activities prepare them to better support one another’s strengths and accommodate limitations. New ideas, methods, and systems emerge from communication and collaboration processes. In fact, the Appalachian RAC noted that these interactive processes enable individuals involved to benefit from the diversity of experiences and expertise, as well as engage in shared decision making toward mutually defined goals. As deliberations proceeded among members of the Committee, it was clear that none of the seven identified needs and their recommendations could be fully implemented with success if communication and collaboration were excluded. Thus, members of the Committee determined that in this report, the reader should assume that needs and recommended strategies must involve effective communication among key stakeholders as well as collaboration to ensure the greatest gain.

## **EDUCATIONAL NEEDS AND RECOMMENDATIONS FOR ADDRESSING THE NEEDS**

Appalachia RAC members contributed their expertise to and input from the region’s various constituencies. These ideas were synthesized into the following seven need areas with proposed strategies for working to reduce the need. All public comments have been summarized in Appendix B for this report. The need priorities presented below are not organized with any priority. The RAC views them all as equally important and pressing for their region:

- Closing the Achievement Gap.
- Improving Instructional Leadership and Effectiveness.
- Building and Sustaining Systemic Capacity.
- Addressing Legislation.
- Ensuring Equity.
- Promoting Family/Community Engagement and Understanding Socio-Economic (SES) Factors.
- Re-Thinking Education.

For each need presented below, the Committee summarized the needs, and generated recommendations to meet the needs. Highlights of recommendations from the public are included in the recommendations and detailed recommendations from both the RAC and the public are included as part of Appendix B.

### ***Need: Closing the Achievement Gap***

Members of the Appalachia Regional Advisory Committee agreed that one of the most persistent and education-related challenges in the region is the need to address the academic achievement

gap across student groups. The Committee acknowledged that achievement gaps<sup>2</sup> should not be an accepted state of affairs. It agreed that these gaps must be addressed through strategies that change and remove barriers that hinder academic success among varied groups of students. The public supported the Committee's decision to include this need as evidenced by 93 percent of respondents (N=1,628) selecting the "agreed" option.

### ***Recommended Strategy: Closing the Achievement Gap***

The recommended strategies offered by the Committee and members of the public reflect (1) the broad range of education stakeholders who influence and are affected by this need (e.g., students, teachers, parents, administrators, community-based organizations, and other supportive, non-education service providers, etc.); (2) the essential role of research and its application in the selection, design, and implementation of education-related strategies; and (3) the practical realities of the Appalachia region (e.g., socio-economic factors, resource constraints, rural conditions, etc.). The recommended strategies involve providing technical assistance and strategies to motivate and engage students and families; improving teacher education, incentives, and support; addressing factors related to class size; establishing technology and virtual schools; teaching cultural competency; designing testing and accountability systems; providing wrap-around services; and others.

Given the extensive listing of recommendations offered by the Committee and the public, specific recommendations are presented as Table 1 in Appendix B.

### ***Need: Improving Instructional Leadership and Effectiveness***

Members of the Appalachia RAC discussed instructional leadership and effectiveness as encompassing school-wide professional development; behaviors and systems for monitoring and providing feedback on the teaching and learning process to all relevant stakeholders including but not limited to teachers and principals; and developing and communicating shared goals. The Committee expanded the notion of who serves as a "leader" in this context by defining instructional leaders as "all school-related personnel who make decisions about education." The Committee discussed its vision of effective instructional leadership as an aligned pathway of relevant pre-service and ongoing in-service staff development. It emphasized the importance of pertinent, data-informed professional development, as well as accountability and the use of evaluations.

The Appalachia RAC unanimously rejected the notion of "one-shot, one-size-fits-all" professional development. Rather, it supports professional development systems that are targeted and tailored to the needs of intended personnel, while being inclusive of all education personnel. The key idea conveyed by the RAC is not merely to offer more professional development—which can become burdensome and overwhelming to school personnel (particularly teachers)—but to provide more opportunities for relevant, tailored, job-embedded professional learning. They felt strongly that professional development that leads to effective instructional leadership should be required of all educators at every level (i.e., classroom, school, district, etc.). Eighty-

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<sup>2</sup> Committee members defined 'achievement gap' as the "potential differences in student performance across various student groups (i.e., minority compared to non-minority students; English language learners compared to native English speakers; students with disabilities compared to students without disabilities; and students disadvantaged by socio-economic factors compared to those who are not)."

seven percent of respondents (N=1,513) from the public supported the RAC’s identification of this need.

***Recommended Strategies: Improving Instructional Leadership and Effectiveness***

The recommended strategies offered by the Committee and members of the public focus on enhancing professional development through expanded topics (e.g., discipline in the classroom, engaging communities and families, continuous process improvement, etc.) and helping administrators (i.e., principals, superintendents, state officials) broaden their understanding of the needs of educators and students by spending more time in classrooms and school buildings. It was further recommended that key stakeholders (i.e., teachers) provide input into the design of professional development programs. The recommendations call for implementing measures of accountability for teachers, administrators, parents, and students and that they extend beyond student test scores. Members of the RAC discussed the value of engaging parents, families, and communities towards greater involvement in students’ educational achievement. Recommendations also included ideas for higher education to consider when planning teacher and administrator pre-service programming and developing ways to recruit and retain education candidates. Detailed recommendations for this need are presented in as Table 2 in Appendix B of this report.

***Need: Building and Sustaining Systemic Capacity***

The Committee agreed that like the rest of the nation, the Appalachia region requires that *all* students meet challenging expectations for learning and that teachers, schools, and districts in the region are called on to drastically change the ways they do their work. It agreed that systems—not individuals or individual schools buildings—within its region must be able to meet these student-centered goals. The Appalachia RAC quickly understood that any efforts to change educational outcomes for students will require building and sustaining systemic capacity. Ninety-four percent of respondents (N=1,646) taking the online survey agreed with this need. The Committee defined “systemic capacity” as the use of interventions to support student success that are embedded and supported as part of the educational culture.

***Recommended Strategies: Building and Sustaining Systemic Capacity***

For the Appalachia region, some of the central factors that impact capacity include vertical and horizontal relationships among educators, technology, and issues related to the rural context of many of the region’s districts. The Committee and members of the public offered several strategies as potential solutions to the need for increased and sustained systemic capacity in Appalachia. The solutions include establishing strong operating frameworks; dealing with funding issues and competing priorities; partnering with higher education; regularly gathering needs data from key stakeholders including students; supporting school-level autonomy; and proactively preparing for emerging student populations (e.g. English language learners).

Detailed recommendations from the Committee and the public are presented in as Table 3 in Appendix B of this report.

***Need: Addressing Legislation***

The Appalachia RAC agreed that legislation has hindered, but can also help public education in the region. The RAC uses the term “legislation” to refer to local, state, and federal levels of government legislating bodies. At the local level, this includes school boards and school board

policies. During discussions about the overall climate of education in the region, the Committee described the resource and informational inequities that many districts face because of their rural and poverty status, as well as undergirding political issues. The Committee considered the importance and role of legislation in addressing school readiness through early childhood care and development initiatives. Moreover, it acknowledged the need to serve growing numbers of English language learners and students with disabilities. From this line of discussion, the Committee concluded that identifying and implementing best practices to overcome such challenges requires funding. In turn, it agreed that the ability to fund and apply best practices in education is closely tied to legislation, and thus identified legislation as a need category in the region, with 90 percent of public respondents (N=1,566) taking the Survey Monkey supporting the RAC.

### ***Recommended Strategies: Addressing Legislation***

After identifying legislation as a regional need, the Committee agreed that “one size fits all” regulations related to educational priorities in the region should be either re-worked or discarded altogether. For instance, the Committee proposed that legislation be enacted to allow public schools the same flexibility as charter schools, which could then account for various education-related contexts and constraints across states and districts. Additionally, the Committee recommended that state and local legislatures revisit the Average Daily Attendance requirement to allow for local flexibility with regard to formula funding.

The Committee further proposed to streamline teacher licensure across the states to facilitate the supply of teachers who serve virtually or on the ground in the traditional classroom. This recommendation is not intended to make entering the teaching profession “easier,” but instead to remove some of the barriers that prevent students from access to high-quality, credentialed teachers. Moreover, the Committee recommended that incentives be legislated to attract highly effective teachers and administrators to work in low-performing schools. There was agreement that the federal Elementary and Secondary Education Act (ESEA) be reauthorized immediately, or sanctions removed, and that ESEA’s early children language is reinstated. Lastly, there was a general call from the Committee that legislative bodies increase funding to reasonable levels so that districts could properly serve the varied and complex needs of their students. These proposed strategies along with recommendations about legislation from the public are presented in Table 4 in Appendix B.

### ***Need: Ensuring Equity***

The Appalachia RAC discussed a number of topical issues related to equity, identified as an ongoing need, and defined as impartial access to opportunities and resources for students, teachers, and schools. The Committee agreed that equity should be ensured for students as well as teachers and schools throughout the region. When queried using the RAC’s online survey, 91 percent of the public (N=1,625) supported identification of this need. The Committee agreed that equity for students encompasses a wide range of student groups including but not limited to racial/ethnic minority groups, students with disabilities, students from low socio-economic backgrounds, English language learners, and student gender groups. Similarly, it discussed teacher diversity in terms of the teachers’ backgrounds (e.g., race/ethnicity, gender, home languages, etc.) and disciplines (e.g., core and non-core subject areas, etc.). The Committee wanted to ensure that any strategies to address issues related to equity were contextualized with these characteristics of key stakeholders in mind.

### ***Recommended Strategies: Ensuring Equity***

The Committee and the public offered several and varied recommended solutions regarding assurance of equity in the Appalachian region, which accounted for the essential nature of varied levels and types of academic programming (e.g., Advanced Placement, Dual Enrollment, technical/vocational training, career readiness, etc.). The use of technology was considered as a tool (not a solution) for creating educational equity in the region. For example, Committee members recognized that students in particularly rural areas need online options to access the full range of academic offerings. Also, members agreed that the ability to access such offerings is hampered by technology gaps in available bandwidth, hardware, etc. Recommendations clearly emphasized that technology-based learning should be as rigorous and include the same depth and breadth as traditional, classroom-based education. It acknowledged that addressing inequities would require engaging businesses and communities as partners, as well as working to influence policymakers and legislators.

Strategies to engage these partners focused on funding issues, teacher quality inequities, certification, and loan forgiveness as a means to attracting and retaining teachers in the region. One non-school-based partner discussed by the Committee and the public was libraries and the role of librarians in bridging issues related to equity. Collectively, the RAC and the public pointed out that librarians should be viewed as teachers who deliver instruction, not simply media specialists, and who are part of a central hub for children, families, and community members at large. Committee members offered solutions that emphasize the value of both print and non-print materials and media that libraries bring to communities throughout Appalachia. Additionally, the Committee considered that many rural areas in the region are without access to the arts and arts education. Recommendations reflect the fact that these partnerships are essential in broadening access and expanding needed resources required to achieve educational equity. See Table 5 in Appendix B for detailed recommendations.

### ***Need: Promoting Family/Community Engagement and Understanding Socio-Economic Status (SES) Factors***

The context for the Committee's discussions about education-related needs in Appalachia is informed by factors related to socio-economic status, and engagement of families, and the community at large. In particular, members agreed that poverty and various economic issues are existing factors that significantly impact education, and discussed the gap between the culture of the school system, which values education, and the culture of parents and families that often is associated with high student drop-out rates. It acknowledged that many educators are uninformed about the cultural milieu of the students they serve, and ill-equipped to address it through tailored instruction, supportive programming, or by engaging parents and families. Committee members agreed that addressing this need and deeply involving families and communities in the process is critical for the region. RAC members were clear that engagement of families and communities hinges upon successful integration of cultural connections. Members of the public (92 percent; N=1,497) who responded to this item agreed with the RAC's decision to include this as a need in Appalachia.

### ***Recommended Strategies: Promoting Family/Community Engagement and Understanding Socio-Economic Status (SES) Factors***

The solutions offered by the RAC and the public included the use of community-mapping tools and research-based interventions when planning, selecting, and implementing engagement

activities. The recommendations included strategies that involve a range of personnel, service providers, and other stakeholders such as school counselors, juvenile justice, family advocates, parents/families, employers, legislative bodies, education-related/counseling associations, and higher education. The recommendations reflect the critical nature of parents/families when it comes to student achievement, as well as alternatives to how education is delivered as culturally-oriented strategies (e.g., alternative school calendars, offering more time to graduate to discourage drop-out, providing technical education opportunities as early as middle school, etc). Specific recommendations presented by the Committee and the public are in Table 6 in Appendix B.

### ***Need: Re-Thinking Education***

The members of the Appalachia RAC conceptualized “re-thinking education” as an opportunity for the region to encourage innovative practices as they relate to the next-generation learner and educator. The term “re-thinking education” is synonymous with “next practices.” The Committee’s discussion about this need focused on developing new models of school programming that motivate, are responsive to, and lead to higher rates of graduation and student success. Committee members discussed the role of legislation in allocating funding for next practices as well as generating policies that promote and facilitate the application of new ways of teaching and learning for students and educators. Eighty-six percent (N=1,404) of the public agreed that re-thinking education is a need for the region.

### ***Recommended Strategies: Re-Thinking Education***

The recommendations offered by the Committee and the public included strategies that break from the status quo such as re-instating ‘lab schools’ as forums for testing and applying next practices; changing the school year calendar to be year-round with 2-week breaks every 2 months; and offering innovative school models such as “Schools of One.” It was further recommended that addressing this need should involve out-of-the-box teacher experiences such as virtual, community-based, and global teaching assignments, as well as new career ladders and financial reward systems. Details about these and other strategies are presented as Table 7 in Appendix B.

## **CONCLUSION**

The needs identified by the Appalachia RAC reflect the specific socio-economic, cultural, and educational realities of the region. Through outreach strategies designed to gather input from the public across the four Appalachia states, the Committee presented seven needs, each with a comprehensive set of recommendations for addressing these needs. The comprehensive nature of the recommended strategies to address the needs will serve ED as it determines how best to support this region.



APPENDIX A

Appalachia Regional Profile

# APPALACHIAN REGION EDUCATIONAL PROFILE

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## SCHOOL AND STUDENT DEMOGRAPHICS

Tables 1 through 5 and Figure 1 all contain school and student demographics, such as the number of schools; percentage of school districts by metro status; percentage of public school students by racial characteristics; selected student subgroups, such as the number of students in English Language Learners (ELL) programs and the number of migrant students; linguistic indicators, such as the percentage of children whose parents speak English fluently; and socioeconomic indicators, such as Percentage of households below the poverty level and percentage of students receiving Free and Reduced Price Lunch (FRPL). Data for the Appalachian Region states of **Kentucky**, **Tennessee**, **Virginia** and **West Virginia** can be found below.

**Number of Schools.** Table 1 displays the number of public schools and public school students during School Year (SY) 2008-2009, as well as the most recently available number of private schools and charter schools collected in the four Appalachian Region states. During SY2008-2009, **Virginia** had the largest number of public school students and public schools (1,235,795; 2,009), as well as the largest number of private schools during the previous school year (872). **Kentucky** had 224 schools fewer than **Tennessee**, with 301,920 fewer students. **West Virginia** and **Kentucky** had no charter schools collected during 2011, while **Virginia** had 4 and **Tennessee** had 29.

**Table 1: Number of Schools**

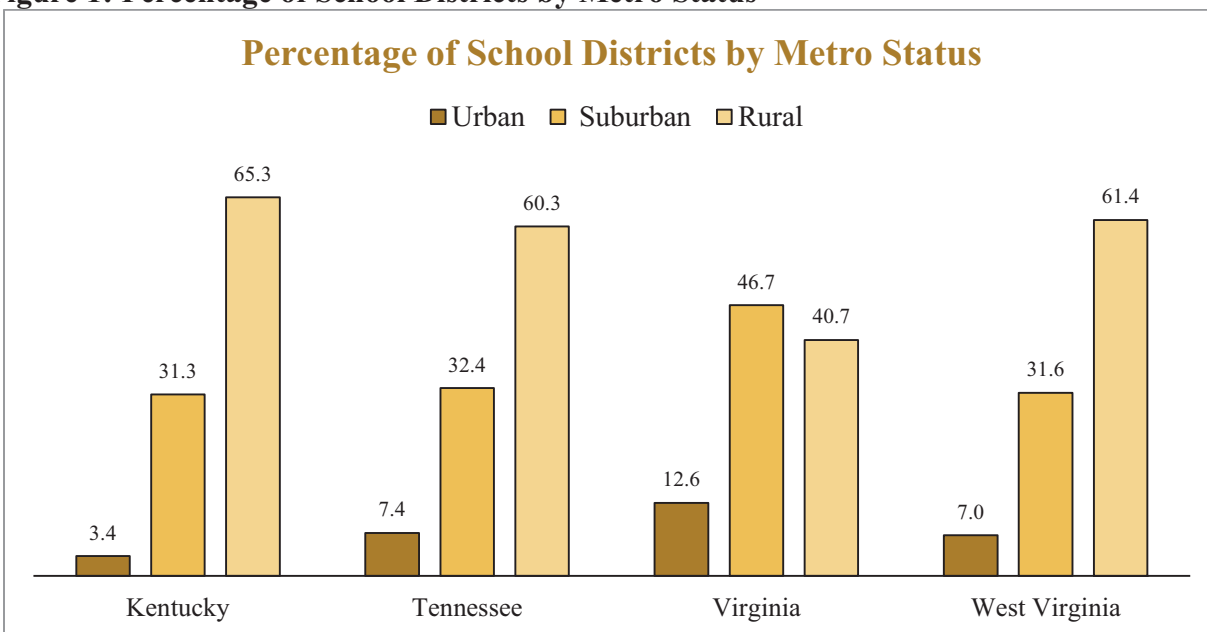
State	Public School Students, SY2008-2009 <sup>1</sup>	Public Schools, SY2008-2009 <sup>1</sup>	Private Schools, SY2007-2008 <sup>2</sup>	Charter Schools Collected, 2011 <sup>3</sup>
Kentucky	670,030	1,531	404	0
Tennessee	971,950	1,755	557	29
Virginia	1,235,795	2,009	872	4
West Virginia	282,729	762	139	0

SOURCES: <sup>1</sup>Common Core of Data, 2008-2009; <sup>2</sup>U.S. Department of Education, Private School Universe Study, 2007-2008; <sup>3</sup>Center for Education Reform ([www.edreform.com](http://www.edreform.com)), 2011

**Percentage of School Districts by Metro Status.** Figure 1 shows the percentage of school districts by metro status for the Appalachian Region states. In three of the four Region 3 states, a majority of school districts were located in rural areas, with 61.4 percent in rural areas in **West Virginia**, and 65.3 percent in rural areas in **Kentucky**. **Virginia** had the highest number of suburban school districts (46.7 percent), while the percentages were approximately equal in the other three states. **Virginia** also had the highest percentage of urban school districts (12.6 percent), while **Kentucky** had the lowest, with 3.4 percent of school districts in that state located in urban areas. A rural area is a territory that is away from an urbanized area or urban cluster. The subcategory of locale may vary based on population size. An urban metro area is a territory that is inside an urbanized area and inside a principal city. The subcategory of locale may vary based on population size. A suburb is a territory that is outside a principal city and inside an urbanized area; subcategory of locale may vary based on population size.<sup>1</sup>

<sup>1</sup> NCES's urban-centric locale categories, released in 2006: <http://nces.ed.gov/surveys/ruraled/page2.asp>. Last accessed on May 5, 2011.

**Figure 1: Percentage of School Districts by Metro Status**



SOURCE: Common Core of Data, 2003-2004

**Percentage of Public School Students by Racial Characteristics.** Table 2 illustrates the student racial characteristics for students attending public schools in the Appalachian states. During SY2008-2009, **Virginia** had the highest percentage of Asian/Pacific Islander-identified students (5.9 percent) in its public schools, as well as the highest percentage of Black, non-Hispanic identified students (26.4 percent) and Hispanic students (9.2 percent). **West Virginia** had the highest percentage of White students (92.8 percent), followed by **Kentucky** (84.7 percent). The option to select “two or more races” was not offered in these states during the above-mentioned school year.

**Table 2: Percentage of Public School Students by Racial Characteristics**

State	American Indian/Alaska Native	Asian/Pacific Islander	Black, Non-Hispanic	Hispanic	White, Non-Hispanic	Two or More Races
Kentucky	0.1	1.1	11.0	3.0	84.7	Not Applicable
Tennessee	0.2	1.6	24.6	5.2	68.3	Not Applicable
Virginia	0.3	5.9	26.4	9.2	58.2	Not Applicable
West Virginia	0.1	0.7	5.4	0.9	92.8	Not Applicable

SOURCE: Common Core of Data, SY2008-2009

**Selected Student Subgroups.** Table 3 below shows selected student subgroups, such as the percentage of students receiving FRPL, the percentage of students identified as ELL and the number of students who were homeless. The percentage of students who received FRPL was lowest in **Virginia** (33.1 percent), while it was 50 percent in **Tennessee** and **West Virginia**. **Kentucky** (16.1 percent) and **West Virginia** (16.5 percent) had the highest percentage of students with Individualized Education Programs (IEP). **Tennessee** and **Kentucky** had the highest number of migrant students, while **Kentucky** had 22,626 homeless students, the highest number among the four Appalachian Region states.

**Table 3: Selected Student Subgroups**

State	Percent of Students Receiving Free and Reduced Price Lunch <sup>1</sup>	Percent of Students in ELL/LEP <sup>1</sup>	Percent of Students With an IEP <sup>1</sup>	Number of Migrant Students <sup>2</sup>	Number of Homeless Students <sup>2</sup>
Kentucky	51.6	2.2	16.1	3,105	22,626
Tennessee	50.0	2.8	12.2	3,072	9,836
Virginia	33.1	7.0	13.5	1,171	12,768
West Virginia	50.0	0.6	16.5	<100	4,257

SOURCES: <sup>1</sup>Common Core of Data, SY2008-2009; <sup>2</sup>Consolidated State Performance Reports: SY2008-2009

**Linguistic Indicators.** Table 4 contains linguistic indicators such as the percentage of population who are foreign born, the percentage of children whose parents speak English fluently and the percentage of population aged 5 to 17 who speaks a language other than English at home. In **Virginia**, 10.1 percent of the population was foreign born, with 951,157 people speaking a language other than English. In **West Virginia**, 99.2 percent of children had parents who spoke English fluently. Although the percentage of public school students identified as English Language Learner (ELL) was highest in **Virginia** (7 percent), **Tennessee** had the highest percentage of population aged 5 through 17 (21.4 percent) that spoke a language other than English at home.

**Table 4: Linguistic Indicators**

State	Percent of Population: Foreign Born <sup>1</sup>	Percent of People Aged 5 and Over Who Speak Language Other Than English <sup>1</sup>	Percent of Children Whose Parents Are Fluent English Speakers <sup>2</sup>	Percent of Population Aged 5-17: Speak Language Other Than English at Home <sup>1</sup>	Percent of Public School Students in ELL/LEP <sup>3</sup>
Kentucky	2.8	4.4	95.9	20.8	2.2
Tennessee	4.1	5.9	94.2	21.4	2.8
Virginia	10.1	13.2	90.1	17.6	7.0
West Virginia	1.3	2.3	99.2	18.9	0.6

SOURCES: <sup>1</sup>American Community Survey, 2005-2009: U.S. Census Bureau; <sup>2</sup>EPE Research Center, 2011; <sup>3</sup>Common Core of Data, SY2008-2009

**Socioeconomic Indicators.** Table 5 displays socioeconomic indicators such as the total number of families, percentage of families below the poverty level and percentage of students receiving FRPL in the Appalachian Region. **Virginia** had the highest number of families (1,967,020), and the lowest percentage of families below the poverty level (7.2 percent). The percentages of families below the poverty level, as well as the percentage of families with children below the poverty level, were similar for **Kentucky** (13.4 percent; 20.4 percent) and **West Virginia** (13.2 percent; 21.8 percent). **Virginia** had the highest percentage of children with at least one parent possessing a postsecondary degree (51.8 percent). The percentage of students receiving FRPL was the same for **Tennessee** (50 percent) and **West Virginia** (50 percent).

**Table 5: Socioeconomic Indicators**

State	Total Number of Families <sup>1</sup>	Percent of Families Below the Poverty Level <sup>1</sup>	Percent of Families With Children Below the Poverty Level <sup>1</sup>	Percent of Children With at Least One Parent With a Postsecondary Degree <sup>2</sup>	Percent of Students Receiving Free and Reduced Price Lunch <sup>3</sup>
Kentucky	1,128,816	13.4	20.4	39.4	51.6
Tennessee	1,617,722	12.2	18.8	38.8	50.0
Virginia	1,967,020	7.2	11.0	51.8	33.1
West Virginia	496,656	13.2	21.8	36.5	50.0

SOURCES: <sup>1</sup>American Community Survey, 2005-2009; U.S. Census Bureau; <sup>2</sup>EPE Research Center, 2011; <sup>3</sup>Common Core of Data, SY2008-2009

## INDICATORS OF STUDENT ACHIEVEMENT

Tables 6 through 10 and Figures 2 and 3 contain student achievement data, such as number of schools who failed to make Adequate Yearly Progress (AYP); percentage of 4th grade students considered proficient on the National Assessment of Educational Progress (NAEP) math and reading tests; measures of education such as high school graduation rates and Advanced Placement (AP) test scores; dropout rate by race and ethnicity; establishment of common standards in reading, mathematics and science; and percentage of 3- and 4-year-olds enrolled in preschool.

**Adequate Yearly Progress.** Table 6 displays AYP data for the Appalachian Region. During SY2008-2009, 448 schools (38.4 percent) in **Kentucky** failed to make AYP. In **Tennessee** and **West Virginia**, 338 and 150 (20.3 percent; 19.7 percent) of schools failed to make AYP, whereas in **Virginia**, 28.1 percent of public schools (523) failed to make AYP.

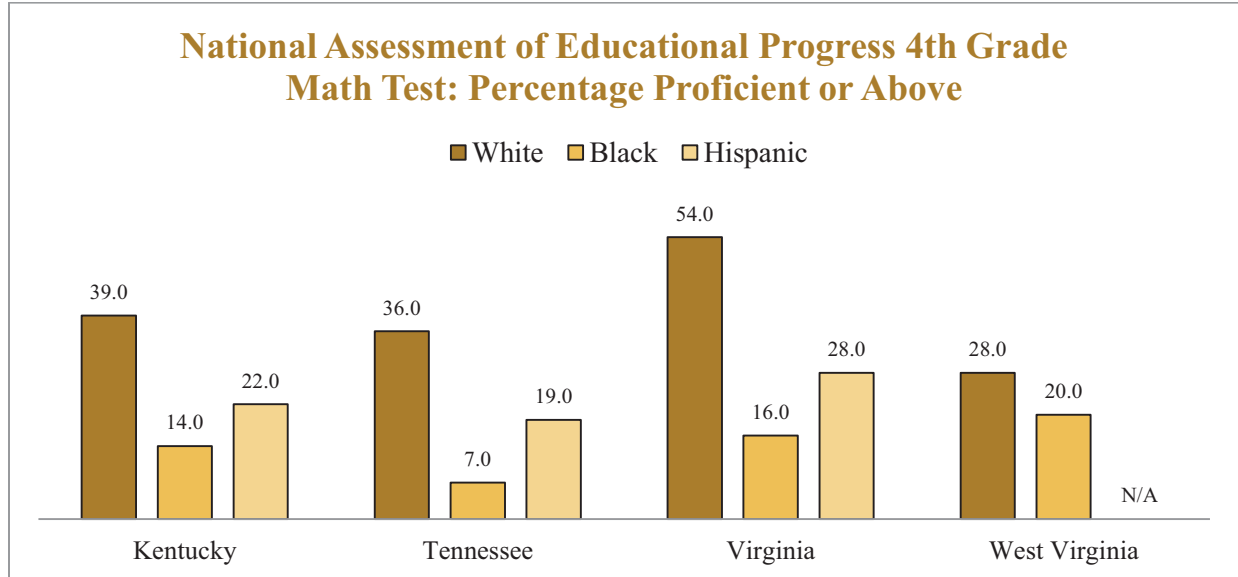
**Table 6: Adequate Yearly Progress**

State	Number and Percent of Schools That Failed to Make AYP in SY2008-2009
Kentucky	448 (38.4%)
Tennessee	338 (20.3%)
Virginia	523 (28.1%)
West Virginia	150 (19.7%)

SOURCE: ED Data Express, State Snapshots, SY2008-2009

**National Assessment of Educational Progress 4<sup>th</sup> Grade Math Test.** The chart below displays the most recent proficiency results for the NAEP 4th grade math test administered in 2008-2009 in Kentucky, Tennessee, Virginia and West Virginia. Overall performance on the test was highest for white students, with 54 percent of white 4th graders in **Virginia** passing the test. Among black students, performance was highest in **West Virginia**, with 20 percent of black 4th graders deemed proficient on the test. In **Tennessee**, 7 percent of black students were proficient. Hispanic students in **Virginia** (28 percent) performed the best among students in this category. In **West Virginia**, Hispanic students did not constitute a large enough sample for data to be included in the table.

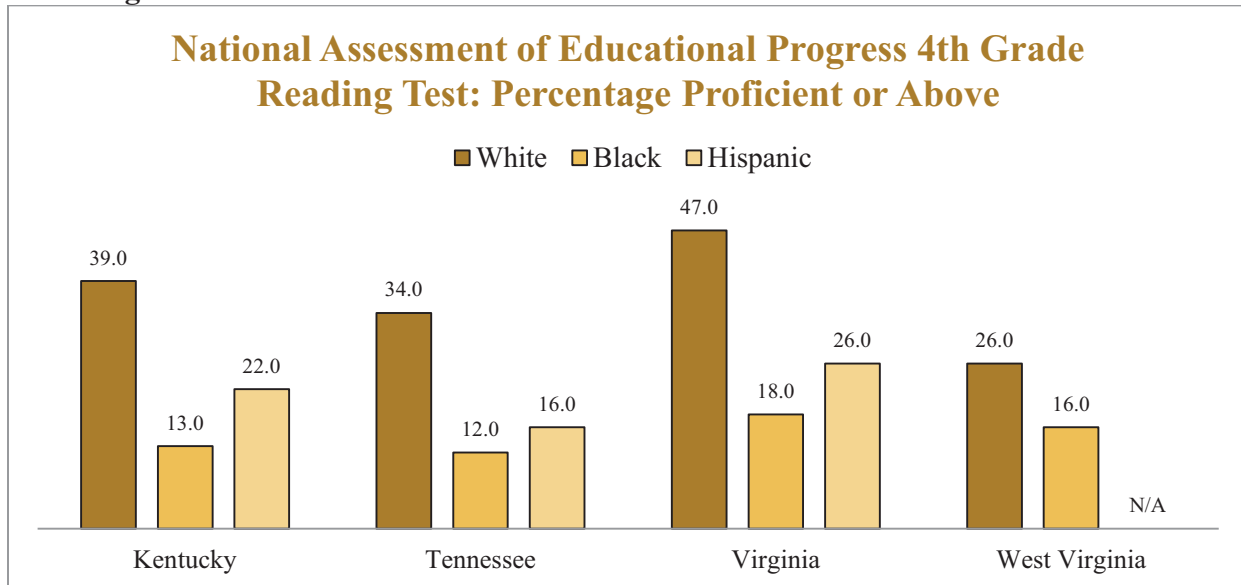
**Figure 2: National Assessment of Educational Progress 4th Grade Math Test: Percentage Proficient or Above**



SOURCE: NAEP State Profiles, 2009

**National Assessment of Educational Progress 4<sup>th</sup> Grade Reading Test.** The table below contains NAEP 4th grade reading test result data for Kentucky, Tennessee, Virginia and West Virginia. White 4th graders in **Virginia** performed the best, with 47 percent deemed proficient in reading. In **Kentucky** and **Tennessee**, 13 percent and 12 percent of black students passed the reading test. Performance for Hispanic students was highest in **Virginia** (26 percent) and lowest in **Tennessee** (22 percent). In **West Virginia**, Hispanic students did not constitute a large enough sample for data to be included in the table below.

**Figure 3: National Assessment of Educational Progress 4th Grade Reading Test: Percentage Proficient or Above**



SOURCE: NAEP State Profiles, 2009



**Educational Standards.** Table 7 illustrates other measures of education such as high school graduation rate, percentage of students scoring a 3 or above on the AP test, whether the state requires an exit exam and whether the state finances remediation for students failing that exam. The high school graduation rates for **Kentucky, Tennessee, Virginia** and **West Virginia** were similar, ranging from the lowest in **Virginia** (80 percent) to the highest in **Kentucky** (84.5 percent). In **West Virginia**, 8.8 percent of students who took an AP test in grades 11 and 12 scored a 3 or above, whereas in **Virginia**, 35.2 percent of students scored a 3 or above on this test. **Tennessee** and **Virginia** both required exit exams, and **Virginia** financed remediation for students failing these exams.

**Table 7: Educational Standards**

State	High School Graduation Rate, SY2007-2008 <sup>1</sup>	Advanced Placement High Test Scores (3 or Above) Per 100 Students in grades 11 and 12 for 2009 <sup>2</sup>	Total Number of Credits Required To Earn Standard Diploma <sup>2</sup>	Alternative Credential for Not Meeting All Standard Requirements <sup>2</sup>	Basis for Alternative Credential <sup>2</sup>	State Has Exit Exam <sup>2</sup>	State Finances Remediation for Students Failing Exit Exams <sup>2</sup>
Kentucky	84.5	14.6	22.0	✓	Disabilities		
Tennessee	82.2	10	20.0	✓	Disabilities, Fail Exit Exam	✓	
Virginia	80.0	35.2	22.0	✓	Disabilities, District Criteria	✓	✓
West Virginia	84.0	8.8	24.0	✓	Disabilities		

SOURCES: <sup>1</sup>EDFacts/Consolidated State Performance Report, 2008-09; <sup>2</sup>EPE Research Center, 2011

**Dropout Rates by Race/Ethnicity.** Table 8 contains the number of dropouts and the dropout rate by race and ethnicity for the Appalachian Region states. During SY2007-2008, **Tennessee** had the highest number of dropouts (11,200), although **West Virginia** had the highest overall dropout rate (4.4 percent). The dropout rate by race and ethnicity was highest for black students in **Tennessee** (7.7 percent), followed by American Indian/Alaska Native students in **West Virginia** (6.5 percent). Asian/Pacific Islander students had the lowest dropout rate across all four states. Graduation and dropout rates do not add up to 100 percent, because they are based on different groups of students. Graduates are counted based on a single freshman class, whereas dropouts are calculated based on all students in any year.

**Table 8: Dropout Rates by Race/Ethnicity**

	Dropout Rate	American	Asian/Pacific	Hispanic	Black	White
Kentucky	2.8% (5,516)	2.5% (6)	1.6% (30)	4.6% (164)	4.8% (1,018)	2.4% (3,831)
Tennessee	3.9% (11,200)	4.7% (27)	2.1% (87)	5.3% (505)	7.7% (5,618)	2.5% (4,963)
Virginia	2.7% (10,135)	3.8% (43)	1.3% (263)	5.4% (1,484)	4.0% (3,957)	1.9% (4,275)
West Virginia	4.4% (3,680)	6.5% (6)	1.3% (8)	3.8% (25)	5.0% (197)	4.4% (3,444)

SOURCE: Common Core of Data, SY2007-2008

**Meeting Requirements to Establish Standards.** Table 9 displays whether the states of the Appalachian Region are meeting requirements to establish state standards in reading, mathematics and science, and whether they have agreed to adopt common core standards.

**Kentucky, Tennessee, Virginia and West Virginia** are all meeting their requirements in the above mentioned subject areas, although **Virginia** has not agreed to adopt common core standards.

**Table 9: Meeting Requirements To Establish Standards**

State	Reading <sup>1</sup>	Mathematics <sup>1</sup>	Science <sup>1</sup>	Agreed To Adopt Common Core Standards <sup>2</sup>
Kentucky	Yes	Yes	Yes	Yes
Tennessee	Yes	Yes	Yes	Yes
Virginia	Yes	Yes	Yes	No
West Virginia	Yes	Yes	Yes	Yes

SOURCES: <sup>1</sup>Education Commission of the States NCLB database, downloaded March 2011; <sup>2</sup>Common Core State Standards, downloaded March 2011

**Preschool.** Table 10 contains preschool enrollment data for the four Appalachian Region states. Preschool enrollment, defined as the percentage of 3- and 4-year-olds enrolled in preschool, was highest in **Virginia** (49.4 percent) and lowest in **West Virginia** (37 percent). Regarding readiness interventions — state provided funds or programs for children not meeting school-readiness expectations — all but **Kentucky** provided or funded these programs in 2010-2011.

**Table 10: Preschool**

State	Preschool Enrollment (Percentage of 3 and 4 Year Olds Enrolled in Preschool)	Readiness Interventions: State Provides or Funds Programs for Children Not Meeting School Readiness Expectations (2010-2011)
Kentucky	45.7	
Tennessee	41.0	✓
Virginia	49.4	✓
West Virginia	37.0	✓

SOURCE: EPE Research Center, 2011

## TEACHER PREPARATION, QUALIFICATIONS AND CERTIFICATIONS

Tables 11 to 16 display teacher preparation, qualification and certification data such as number of teachers; average teacher salaries; percentage of classes taught by highly qualified teachers; licensure requirements for prospective teachers; and teacher performance, incentive and professional development criteria for **Kentucky, Tennessee, Virginia and West Virginia**. The data are found below.

**Number of Teachers and Teacher Salaries.** Table 11 displays the number of teachers and average teacher salaries for SY2008-2009, as well as teacher pay-parity for 2008. **West Virginia** had the lowest number of teachers and lowest average teacher salary (20,209; \$44,701) while **Virginia** had the highest (71,415; \$48,365). Teacher pay-parity (i.e., teacher earnings as a percentage of salaries earned by those in comparable occupations) was highest in **West Virginia**, with teachers in that state earning 94 percent of salaries earned by those in comparable professions. Although **Virginia** had the highest average salaries, pay-parity in that state (81.8 percent) was the lowest among the four states.

**Table 11: Number of Teachers and Teacher Salaries**

State	Number of Teachers <sup>1</sup>	Average Teacher Salary, SY2008 2009 <sup>2</sup>	Pay Parity (Teacher Earnings as a Percentage of Salaries in Comparable Occupations, 2008) <sup>3</sup>
Kentucky	43,451	\$47,875	85.4
Tennessee	64,926	\$45,549	83.3
Virginia	71,415	\$48,365	81.8
West Virginia	20,209	\$44,701	94.0

SOURCES: <sup>1</sup>Common Core of Data SY2008-2009; <sup>2</sup>NEA's Rankings of the States 2009 and Estimates of School Statistics 2010 Report; <sup>3</sup>EPE Research Center, 2010

**Teacher Quality Indicators.** Table 12 displays the percentage of classes taught by highly qualified teachers as well as the percentage of teachers who are National Board of Professional Teaching Standards (NBPTS) certified. In **Kentucky** (98.8 percent), **Tennessee** (98.8 percent), and **Virginia** (99 percent), nearly all classes were taught by highly qualified teachers, whereas in **West Virginia**, this was true for (93 percent) of the classes. The percentages of NBPTS-certified teachers in **Virginia** (3.1 percent) and **West Virginia** (2.9 percent) were similar; it was lowest in **Tennessee**, with 7 out of every 1,000 teachers possessing this qualification. According to the U.S. Department of Education (ED), teachers considered as highly qualified must have a bachelor's degree, full state certification or licensure and must prove that they know each subject they teach.<sup>2</sup>

**Table 12: Teacher Quality Indicators**

State	Percent of Core Classes Taught by Highly Qualified Teachers <sup>1</sup>	National Board Certified Teachers as a Percent of All Teachers <sup>2</sup>
Kentucky	98.8	5.0
Tennessee	98.8	0.7
Virginia	98.4	3.1
West Virginia	92.3	2.9

SOURCES: <sup>1</sup>Consolidated State Performance Reports: SY2008-2009; <sup>2</sup>National Board for Professional Teaching Standards, April 2011

**Teaching Profession.** Table 13 displays the initial licensure requirements for all prospective teachers for 2009-2010 in the four Region 3 states. **Kentucky, Tennessee, Virginia and West Virginia** each required prospective teachers to pass written tests in basic skills and subject-specific knowledge, although they did not require teachers to pass written tests in subject-specific pedagogy. With the exception of **West Virginia**, all states required substantial formal coursework in the subject areas to be taught.

<sup>2</sup> U.S. Department of Education: <http://www2.ed.gov/nclb/methods/teachers/hqtflexibility.html>. Last accessed on May 5, 2011.

**Table 13: Teaching Profession**

State	Initial Licensure Requirements for All Prospective Teachers (2009-2010)						
	All New Teachers Are Required To Participate in a State Funded Induction Program	State Requires Substantial Formal Coursework in Subject Area(s) Taught	Prospective Teachers Must Pass Written Tests			State Requires Clinical Experiences During Teacher Training	
			Basic Skills	Subject-Specific Knowledge	Subject Specific Pedagogy	Student Teaching (Weeks)	Other Clinical Experiences (Hours)
Kentucky	✓	✓		✓			12
Tennessee		✓	✓	✓			15
Virginia		✓	✓	✓			5 150
West Virginia	✓		✓	✓			12 125

SOURCE: EPE Research Center, 2010

**Evaluation of Teacher Performance.** Table 14 contains evaluation of teacher performance criteria, such as whether teacher evaluation is tied to student achievement and the frequency of teacher evaluation. **Kentucky, Tennessee, Virginia** and **West Virginia** each required teacher performance to be formally evaluated, although it was not required on an annual basis. **Tennessee** and **Virginia** tied teacher evaluation to student achievement, and all states required all evaluators to receive formal training.

**Table 14: Evaluation of Teacher Performance**

State	State Requires All Teachers' Performance To Be Formally Evaluated	Teacher Evaluation Is Tied to Student Achievement	Teacher Evaluation Occurs on an Annual Basis	State Requires All Evaluators To Receive Formal Training
Kentucky	✓			✓
Tennessee	✓	✓		✓
Virginia	✓	✓		✓
West Virginia	✓			✓

SOURCE: EPE Research Center, 2010 (SY2009-2010)

**Teacher Performance Incentives.** Table 15 contains teacher performance incentive measures. **Kentucky, Virginia** and **West Virginia** formally recognize differentiated roles for teachers, and provide incentives or rewards to teachers for taking on these roles and earning NBPTS certification. **Kentucky** and **Virginia** provided incentives to attract teachers to hard-to-staff assignment areas, although neither of the Region 3 states provided incentives to principals to work in targeted schools.

**Table 15: Teacher Performance Incentives**

State	Has Pay-for-Performance Program or Pilot Rewarding Teachers for Raising Student Achievement	Formally Recognizes Differentiated Roles for Teachers	Provides Incentives or Rewards to Teachers for Taking on Differentiated Roles	Provides Financial Incentives for Teachers To Earn National Board Certification	Provides Incentives to Teachers Who Work in Targeted Hard-To Staff Assignments		Provides Incentives for National Board-Certified Teachers To Work in Targeted Schools	Provides Incentives to Principals Who Work in Targeted Schools
					Targeted Schools	Hard To-Staff Teaching Assignment Areas		
Kentucky		✓	✓	✓		✓		
Tennessee		✓	✓					
Virginia		✓		✓	✓	✓	✓	
West Virginia		✓	✓	✓				

SOURCE: EPE Research Center, 2010

**Professional Development.** Table 16 contains criteria related to professional development. As presented below, **Kentucky, Tennessee, Virginia** and **West Virginia** have all established formal professional development standards, although **Tennessee** did not finance professional development for all districts. All four states required districts to align their professional development with local priorities and goals.

**Table 16: Professional Development**

State	State Has Formal Professional Development Standards	State Finances Professional Development for All Districts	State Requires Districts To Align Professional Development With Local Priorities and Goals
Kentucky	✓	✓	✓
Tennessee	✓		✓
Virginia	✓	✓	✓
West Virginia	✓	✓	✓

SOURCE: EPE Research Center, 2010

## SELECTED FUNDING RESOURCES AND STUDENT EXPENDITURES

Tables 17 to 19 contain selected funding resources and student expenditures data such as adjusted spending per student and source of funding; school finance measures such as the wealth-neutrality score and McLoone Index; and U.S. Department of Education grants by state.

**Adjusted Spending Per Student and Source of Funding.** Table 17 shows adjusted per-pupil spending and sources of funding for the states of Kentucky, Tennessee, Virginia and West Virginia. Per-pupil expenditures in 2008 (adjusted for regional cost differences) were highest in **West Virginia** (\$11,880), nearly equal in **Kentucky** and **Virginia**, and lowest in **Tennessee** (\$8,507). In **Virginia**, 72.6 percent of students were located in districts, with per-pupil expenditures at or exceeding the U.S. average for 2008, whereas in **Tennessee**, 1.7 percent of students were located in such districts. **West Virginia** spent the highest percentage (4.6 percent) of its total taxable resources on education.

**Table 17: Adjusted Spending Per Student and Source of Funding**

State	Per-Pupil Expenditures (PPE), Adjusted for Regional Cost Differences (2008)	Percentage of Students in Districts With PPE at or Above U.S. Average (2008)	Spending Index (2008) <sup>1</sup>	Percentage of Total Taxable Resources Spent on Education (2008)
Kentucky	\$9,893	6.9	84.9	3.7
Tennessee	\$8,507	1.7	78.3	2.9
Virginia	\$9,851	72.6	97.6	3.4
West Virginia	\$11,880	7.0	92.1	4.6

SOURCE: EPE Research Center, 2011; <sup>1</sup>Per-pupil spending levels weighted by the degree to which districts meet or approach the national average for expenditures (cost and student need adjusted).

**School Finance.** Table 18 displays the Wealth-Neutrality Score, the McLoone Index, Coefficient of Variation, and Restricted Range for the year 2008 for Kentucky, Tennessee, Virginia and West Virginia. The wealth-neutrality score, defined as the relationship between funding and local property wealth, was lowest for **Kentucky**, indicating that proportionally more funding went toward poorer districts than in the other three states. The McLoone Index, the actual spending as a percentage of amount needed to bring all students to the median level, was lowest for **Kentucky** (85.7 percent) and highest for **West Virginia** (94.4 percent). The coefficient of variation, the amount of disparity in spending across districts, was lowest in **West Virginia**, indicating greater equity in spending when compared with the other three states. Finally, the restricted range, defined as the difference in per-pupil spending levels at the 95th and 5th percentiles of spending, was highest in **Virginia** (\$3,782).

**Table 18: School Finance**

State	Wealth-Neutrality Score (2008) <sup>1</sup>	McLoone Index (2008) <sup>2</sup>	Coefficient of Variation (2008) <sup>3</sup>	Restricted Range (2008) <sup>4</sup>
Kentucky	0.035	85.7	0.132	\$3,224
Tennessee	0.164	89.8	0.129	\$3,015
Virginia	0.181	89.4	0.134	\$3,782
West Virginia	0.067	94.4	0.079	\$2,091

SOURCE: EPE Research Center, 2011; <sup>1</sup>Relationship between district funding and local property wealth (lower value indicates higher funding for poorer districts); <sup>2</sup>Actual spending as percentage of amount needed to bring all students to median level; <sup>3</sup>Amount of disparity in spending across districts (lower value indicates greater equity); <sup>4</sup>Difference in per-pupil spending levels at the 95th and 5th percentiles.

**U.S. Department of Education Funding By Grant.** Table 19 displays reported funding for various U.S. Department of Education grants such as Special Education grants, Education Technology grants, Race to the Top grants, and Safe and Supportive School grants for **Kentucky, Tennessee, Virginia, and West Virginia.**

**Table 19: U.S. Department of Education Funding by Grant**

State	Language Acquisition State Grants <sup>1</sup>	State Agency Grant-Migrant <sup>1</sup>	Special Education Grants <sup>1</sup>	ESEA Title I Grants to Local Educational Agencies <sup>1</sup>	Improving Teacher Quality Grants <sup>1</sup>	Education Technology Grants <sup>1</sup>	Rural and Low Income Schools Grant <sup>1</sup>	Small Rural School Achievement Grant <sup>1</sup>	Race to the Top Grant <sup>2</sup>	Statewide Longitudinal Data Systems Grants <sup>3</sup>	School Improvement Grant <sup>1</sup>	Safe and Supportive School Grants <sup>4</sup>
Kentucky	\$2,901,342	\$7,349,098	\$150,012,542	\$208,550,854	\$45,107,765	\$3,886,884	\$5,457,600	\$155,021	\$0	\$8,658,648	\$7,578,018	\$0
Tennessee	\$5,122,035	\$545,694	\$221,641,759	\$239,071,783	\$51,217,243	\$4,524,449	\$4,029,583	\$119,250	\$500,741,220	\$3,226,313	\$8,533,441	\$3,302,071
Virginia	\$11,992,523	\$812,912	\$267,684,103	\$226,095,663	\$52,503,196	\$4,250,262	\$1,760,568	\$50,228	\$0	\$23,591,958	\$8,059,192	\$0
West Virginia	\$639,775	\$83,907	\$72,177,653	\$99,607,055	\$23,713,215	\$1,846,261	\$3,587,458	\$0	\$0	\$0	\$3,490,504	\$2,244,586

SOURCES: <sup>1</sup>U.S. Department of Education, FY2008 budget; <sup>2</sup>Ed.gov Race to the Top Fund; <sup>3</sup>U.S. Department of Education, Statewide Longitudinal Data Systems Grant Program, 2006-2009; <sup>4</sup>Ed.gov Safe and Supportive School Grants

APPENDIX B

Recommended Strategies by  
Need Category



## APPENDIX B: RECOMMENDED STRATEGIES BY NEED CATEGORY

**Table 1: Recommended Strategies: Closing the Achievement Gap**

RAC Recommendations	Public Recommendations
<ul style="list-style-type: none"> <li>• Improve ability to identify the achievement gap through technical assistance (TA) about tools, terminology, and use of academic and non-academic data</li> <li>• Establish student-centered targets</li> <li>• Provide TA on pedagogies and professional development</li> <li>• Increase teacher and administrator understanding about the specific and varied needs of different student subgroup groups (e.g, ELL, SPED, low SES, minority, migrant, etc.)</li> <li>• Build teacher/parent/student relationships through effective engagement activities</li> <li>• Disseminate research-based, effective interventions with fidelity</li> <li>• Implement extended learning time (i.e. alternative schedules, afterschool programs, calendars)</li> <li>• Establish virtual schools (including establishing a state curriculum for elementary, middle and high school)</li> <li>• Improve technological infrastructure</li> <li>• Increase the number of highly qualified and effective teachers hired and retained throughout the states within the region</li> <li>• Build local capacity to sustain practices that work</li> <li>• Provide needed wraparound services (e.g.</li> </ul>	<ul style="list-style-type: none"> <li>• Create different state wide testing for the mild-mentally impaired child who are required to take state testing with accommodations</li> <li>• Develop and implement carry out strategies designed to motivate parents/families and students to value education; address causes of students’ apathy toward learning; empower students to take ownership of their learning; create videos or PowerPoints that educators can use about the importance of parent involvement (i.e., Parent-Teacher Conferences, homework, volunteering, etc); add a link to the state and district education sites for parents, educators or other community members to access these materials</li> <li>• Provide more “paid time” for teacher planning</li> <li>• Give students attending technical schools access to courses that target their work skills (e.g. substitute British literature with a more practical, relevant English course); increase the number of vocational education centers and/or programs realizing that college isn’t for all students</li> <li>• Reduce the time devoted to standardized testing</li> <li>• Reduce class sizes; decrease teacher/student ratio</li> <li>• Provide guidance on ways to increase student accountability on standardized testing</li> </ul>

**Table 1: Recommended Strategies: Closing the Achievement Gap**

<b>RAC Recommendations</b>	<b>Public Recommendations</b>
<p>Community in Schools) for students to remove barriers to education</p> <ul style="list-style-type: none"> <li>• Provide pre-k education for all children, but at minimum, at-risk children</li> <li>• Integrate arts education into the general curriculum to improve student achievement</li> </ul>	<ul style="list-style-type: none"> <li>• Implement year-round school, particularly for elementary level; increase compulsory school age to 18</li> <li>• Include cultural background as part of building better teacher/student/family relationships and designing engagement activities that take cultural background into account</li> <li>• Improve teacher knowledge and skill in assessments and implement strategies that ensure that best practices in assessment are implemented in the classroom</li> <li>• Increase the pay scale to retain highly-qualified teachers; eliminate the last-in, first-out practice with regard to teachers retention</li> <li>• Close the technology gap by having more computers set up in homes</li> <li>• Provide additional training on RTI</li> <li>• Offer free summer school for all students</li> <li>• Improve teacher preparation programs (in college) to be in touch with problems in the classroom</li> <li>• Give teachers and students greater input into classroom and school changes</li> <li>• Return to basic writing skills, simple math, writing sentence, writing paragraphs.</li> <li>• Monitor school boards better to foster innovation and effectiveness</li> <li>• Provide birth to 18 academic training and</li> </ul>

**Table 1: Recommended Strategies: Closing the Achievement Gap**

RAC Recommendations	Public Recommendations
	<p>skill checkups for families to use with their children; give families information on what to do if their children are missing elements; provide/require academic and parent education for parents/guardians, especially those convicted of crimes or whose children are found truant and for teenage parents</p> <ul style="list-style-type: none"> <li>• Require work-readiness education for families on welfare to ensure job skills and to require/measure parent/guardian active job-seeking</li> <li>• Change laws for IEPs so that students receiving Special Education services must pass classes as specified in their IEPs written PRIOR to the class</li> <li>• Increase base salary and target needed (math/science) educators to reduce loss to higher paying positions</li> <li>• Focus scarce resources in each district on the student cohorts and their families who attend the most distressed high school and feeder schools</li> <li>• Increase training in behavioral intervention strategies at the pre-service level for teachers</li> <li>• Ensure that school facilities have adequate space to house all federal/special programs</li> <li>• Ensure that there are direct links/partnerships to mental health services for family counseling/parenting courses, etc.</li> <li>• Enhance and target the educational experience of our growing numbers of students who have a heritage language</li> </ul>

<b>Table 1: Recommended Strategies: Closing the Achievement Gap</b>	
<b>RAC Recommendations</b>	<b>Public Recommendations</b>
	<p>other than English, through teacher preparation, diversity training, and specific content instruction in English, with Second Language Learner support</p> <ul style="list-style-type: none"> <li>• Ensure that all schools have adequate administrative/counseling staffing; the one principal one counselor model is outdated; all schools need administrative teams and counseling teams</li> <li>• Ensure that ALL parents have equal access to school information in a language they can understand</li> </ul>

<b>Table 2: Recommended Strategies: Improving Instructional Leadership and Effectiveness</b>	
<b>RAC Recommendations</b>	<b>Public Recommendations</b>
<ul style="list-style-type: none"> <li>• Increase the number of pre-service programs that include Advanced Placement (AP) training</li> <li>• Offer targeted, funded, data-informed professional development (including coaching &amp; mentoring) as a result of evaluations from key stakeholders (i.e., student, peer, administration, self)</li> <li>• Provide school personnel with job embedded coaching &amp; mentoring</li> <li>• Establish targeted teacher evaluation systems focused on rewards for improvement</li> <li>• Align standards, curriculum, and assessment</li> <li>• Provide professional development that is ongoing and sustainable, not “one-shot,</li> </ul>	<ul style="list-style-type: none"> <li>• Provide teachers with more ideas on discipline in the classroom</li> <li>• Provide administrators with training on the things that will promote good teaching and help them support those teachers</li> <li>• Revisit standards that are too board in favor of fewer standards that go deeper into the topics</li> <li>• Hold administrators equally accountable for school failure</li> <li>• Include “engaging communities and families” as a topic for instructional leadership training</li> <li>• Provide guidance to institutions of higher education on recruitment and retention of teacher preparation candidates</li> <li>• Apply new research on how behavior</li> </ul>

**Table 2: Recommended Strategies: Improving Instructional Leadership and Effectiveness**

RAC Recommendations	Public Recommendations
<p>one-time”</p> <ul style="list-style-type: none"> <li>• Use data to improve instruction (i.e. formative assessments)</li> <li>• Hold ALL teachers accountable by applying evaluation system to core &amp; non-core subject areas</li> <li>• Strengthen content knowledge of teachers</li> <li>• Provide professional development for building-level principals based on school-wide data &amp; assessment data</li> <li>• Build capacity of district-level staff to support schools through professional development</li> <li>• Redesign higher education programs to improve preparation of school administrators (principals, superintendents)</li> </ul>	<p>exhibited by teachers correlates to student achievement gains</p> <ul style="list-style-type: none"> <li>• Allow teachers to participate in designing professional development</li> <li>• Create teacher leader positions in schools</li> <li>• Make firing ineffective teachers easier</li> <li>• Make hiring high-qualified teachers the priority over seniority/tenure; stop rewarding for tenure rather than doing jobs well</li> <li>• Have higher level administrators spend more time in schools and classrooms to develop a true understanding of the needs of educators and students</li> <li>• Design a system of teacher accountability that is not based mostly or only on student test scores</li> <li>• Teach self advocacy to children in 6-12 academics (students should be able to track, advocate for their own education)</li> <li>• Include strong programs and support for gifted and talented students</li> <li>• Require more focus on legally holding parents and students accountable and punishable for days missed at school, work not completed, work not turned in, items missed on tests, disciplinary measures avoided, etc. (rather than holding all teachers accountable for factors that they cannot control and therefore should not be punished for)</li> <li>• Design teacher preparation programs so that classroom teachers get hands-on</li> </ul>

RAC Recommendations	
RAC Recommendations	Public Recommendations
	<p>experience</p> <ul style="list-style-type: none"> <li>• Provide professional development on continuous process improvement at the district and class level that trains personnel (administrators, teachers and administrative staff) on the need to constantly evaluate, modify, implement and re-evaluate new processes, PD, etc. to make improvements</li> <li>• Provide co-teachers and/or aides in every classroom</li> <li>• Require ethic education/training for school administrators</li> </ul>

Table 3: Recommended Strategies: Building and Sustaining Systemic Capacity	
RAC Recommendations	Public Recommendations
<ul style="list-style-type: none"> <li>• Build structures/operating frameworks in districts</li> <li>• Resolve competing priorities among federal programs (i.e. Title I and Special Education)</li> <li>• Create funding flexibility – allow states to reallocate/supplant funding where need arises, with accountability function (addressed through legislation)</li> <li>• Support school-level autonomy</li> <li>• Address rural education issues – Senator Rockefeller proposed establishing Office of Rural Education Policy in ED</li> <li>• Use technology to network rural teachers or other educators (such as SIG grant)</li> </ul>	<ul style="list-style-type: none"> <li>• Allow schools to build on based upon an estimated [projected] growth not just current numbers</li> <li>• Implement an annual district level and building level needs assessment/survey about climate</li> <li>• Ensure that federal monies are appropriately used to supplement state and local funding – not supplant where inappropriate</li> <li>• Build relationships with and identify real workplace needs with institutions of higher education responsible for preparing pre-service teachers</li> <li>• Poll students on building and sustaining their needs since they are the client served</li> </ul>

<b>Table 3: Recommended Strategies: Building and Sustaining Systemic Capacity</b>	
<b>RAC Recommendations</b>	<b>Public Recommendations</b>
<ul style="list-style-type: none"> <li>• Ensure vertical and horizontal articulation among teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Add more funding for school libraries/media centers and ensure that all schools have certified librarians/media specialists and technology equivalent to or more modern than teachers in classrooms</li> <li>• Provide training for higher education faculty simultaneously with that offered to K-12 (i.e. rural education); also urban education is a need in TN</li> <li>• Build capacity to address mental health needs of infants, toddlers, and children</li> <li>• Provide professional development on continuous process improvement at the district and class level that trains personnel (administrators, teachers and administrative staff) on the need to constantly evaluate, modify, implement and reevaluate new processes, PD, etc. to make improvements</li> <li>• Prioritize district needs, relative to Second Language Learners, and address those needs fairly and equitably</li> </ul>

<b>Table 4: Recommended Strategies: Addressing Legislation</b>	
<b>RAC Recommendations</b>	<b>Public Recommendations</b>
<ul style="list-style-type: none"> <li>• Provide incentives for highly effective teachers/administrators to work in low performing schools</li> <li>• Reauthorize Elementary and Secondary Education Act (ESEA) immediately or remove sanctions</li> <li>• Return ESEA’s Early Childhood language</li> </ul>	<ul style="list-style-type: none"> <li>• Change the school calendar to include days for professional development</li> <li>• Adjust personnel laws to be able to terminate ineffective employees</li> <li>• Implement truancy penalties for parents of elementary aged students comparable to those for secondary students; hold parents accountable for children’s attendance earlier on in the school year (waiting until</li> </ul>

**Table 4: Recommended Strategies: Addressing Legislation**

RAC Recommendations	Public Recommendations
<ul style="list-style-type: none"> <li>• Increase funding</li> <li>• Streamline teacher licensure across states, to facilitate the supply of teachers both virtually and on the ground</li> <li>• Allow public schools the same flexibility as charter schools</li> <li>• Change ADA/ADM to allow for local flexibility (ADA= Average Daily Attendance, ADM = Average Daily Membership)</li> </ul>	<p>10 or more days missed is too late)</p> <ul style="list-style-type: none"> <li>• Pay WV teachers competitive salaries that match or exceed neighboring states such as PA, OH, MD, VA, etc.</li> <li>• Change the trend from trying to legislate “normalcy” to focusing on the individual needs of learners</li> <li>• Waive requirements for teaching for individual with a master’s degree or higher</li> <li>• Require access to hotline similar to DHS hotline for translation services at parent conferences; states should allow free access to school systems for a certain number of calls to the toll free number per year for parent meetings at schools</li> <li>• Allow schools to operate with longer days for students (8 am to 5 pm) and have more days; require teachers to work regular hours like the rest of the workforce (2080 hours per year)</li> <li>• Spread teacher pay over 12 months when not working during the summer</li> <li>• Get rid of No Child Left Behind so that testing can be reduced and teaching can be increased</li> <li>• Allow market forces (i.e., vouchers) and competition to improve schools</li> <li>• Free up counseling staff to spend more time with students rather than focusing on paperwork and other non-student requirements</li> <li>• Ensure/align legislation with</li> </ul>



<b>Table 4: Recommended Strategies: Addressing Legislation</b>	
<b>RAC Recommendations</b>	<b>Public Recommendations</b>
	<p>resource/funding availability</p> <ul style="list-style-type: none"> <li>• Handle all aspects of licensure and certification at the state level, rather than in institutions of higher education; could resolve many concerns about streamlining licensure as an “easy way” to get into teaching</li> <li>• Remove Federal oversight and return oversight to the state</li> <li>• Add/reinstitute a structured program to assist teachers in their pursuit of the National Board of Professional Teaching Standards because the process improves academic achievement of students and teaches teachers to be reflective of their practice</li> </ul>

<b>Table 5: Recommended Strategies: Ensuring Equity</b>	
<b>RAC Recommendations</b>	<b>Public Recommendations</b>
<ul style="list-style-type: none"> <li>• Increase the number of Advanced Placement, Dual Enrollment, and International Baccalaureate courses</li> <li>• Scaffold and provide pre-requisites necessary for students to succeed in Advanced Placement, Dual Enrollment, Dual Credit, and International Baccalaureate courses</li> <li>• Improve technology infrastructure to facilitate e-learning opportunities – e.g. bandwidth, etc.</li> <li>• Influence policymakers and legislators to fund and carry out plans to improve technological infrastructure that facilitates</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare students for jobs, not just college; this should include students who go on to college but need to work their way through</li> <li>• Increase vertical team planning</li> <li>• Improve the infrastructure to facilitate the inclusion of more special needs students in AP, Dual Enrollment, and IB courses</li> <li>• Address pay so that our high-quality teachers do not continue to leave</li> <li>• Improve general public and in-school perception of skilled trade and vocational programs in schools</li> <li>• Ensure regional access to computers at</li> </ul>

**Table 5: Recommended Strategies: Ensuring Equity**

RAC Recommendations	Public Recommendations
<p>e-learning (e.g., bandwidth, etc)</p> <ul style="list-style-type: none"> <li>• Influence policymakers and legislators to allow states and localities flexibility in allocation of funds</li> <li>• Continue and strengthen post-secondary grants/funding for limited income students, including dual enrollment, certification programs, etc.; post-secondary includes vocational and technical programs offered in high schools</li> <li>• Establish or expand loan forgiveness programs that encourage postsecondary grads to work in the region (i.e. Schoenbaum program, NSF’s NOYCE Program); ensure that such programs are properly promoted and publicized</li> <li>• Expand SREB (Southern Regional Education Board) online offerings to give students from rural areas access to full range of academic offerings</li> <li>• Ensure access to high quality, effective pre-K teachers who are able to focus on early literacy &amp; early numeracy</li> <li>• Work with communities and business to make it attractive (i.e. low cost National Board certification, incentive rates on home loans, incentive pay for National Board Certified teachers) and easier to retain teachers who are responsive and best qualified (certified, licensed, degreed) at all levels</li> <li>• Create a residency program for National Board Certified teachers similar to medical residencies</li> <li>• Ensure access to a high-quality library and</li> </ul>	<p>libraries or provide extended access at schools that promote access to various online opportunities and academic services</p> <ul style="list-style-type: none"> <li>• Focus more on providing loans rather than forgiving loans to ensure a stream of revenue for higher education</li> <li>• Influence policymakers and legislators to provide funding for teaching the state standards that require the use of technology and other non-available resources in schools</li> <li>• Require online/virtual classes to include writing assignments, research assignments, and projects as well as due dates to teach at the same level of rigor and responsibility that students face in the classroom</li> <li>• Create online/virtual classes that are not the "easy way out" of a regular high school program of courses</li> <li>• Create more intensive, extended, and rigorous classes for students who fail regular high school program courses to ensure learning, retention, and study skills rather than offering a three-day online course to make up for a semester of incomplete work and failed tests</li> <li>• Do more to make sure students are aware of challenging programs and trainings after high school in addition to four or more years of college</li> <li>• Influence policymakers/legislators to require that high risk schools are given additional resources (books, equipment (i.e. laptops), software, additional funds for tutoring, etc.) equivalent to the resources</li> </ul>

<b>Table 5: Recommended Strategies: Ensuring Equity</b>	
<b>RAC Recommendations</b>	<b>Public Recommendations</b>
<p>qualified librarians with updated books, materials and media for all community stakeholders</p> <ul style="list-style-type: none"> <li>• Increase access to high-quality arts programs for community stakeholders</li> </ul>	<p>given to wealthier schools</p> <ul style="list-style-type: none"> <li>• Provide federal and state funding for gifted education to increase services to this severely underserved population, particularly at the middle school level.</li> <li>• Provide pay incentives to non-teaching personnel to pursue National Certification (e.g., school psychologists, speech therapists, etc.)</li> <li>• Provide a pathway for Nationally Certified teachers, especially in critical needs areas (such as English as a New Language) to serve as compensated mentors to those attempting NBPTS certification</li> </ul>

<b>Table 6: Recommended Strategies: Promoting Family/Community Engagement/Understanding SES Factors</b>	
<b>RAC Recommendations</b>	<b>Public Recommendations</b>
<ul style="list-style-type: none"> <li>• Establish community mapping that provides school personnel with cultural-background data of students served</li> <li>• Increase research base in the area that documents proven/successful engagement strategies</li> <li>• Conduct various outreach activities such as block parties, supper night, etc. (on and off-site activities)</li> <li>• Improve research base on what works for engaging high school parents, including age appropriate tools/approaches</li> <li>• Prepare school counselors, teachers and administrators to engage and educate parents; involve students and parents in</li> </ul>	<ul style="list-style-type: none"> <li>• Train judges to implement the consequences of truancy with parents who refused to follow the rules</li> <li>• Make CPS a viable agency that can help make parenting education mandatory</li> <li>• Integrate cultural connections to help us look at how students are motivated and what their relationship is to learning</li> <li>• Encourage our federal and state government bodies to pass legislation that helps close the economic gap as a precursor to closing the educational gap</li> <li>• Include another strand of education that focuses on skills such as computer data</li> </ul>

**Table 6: Recommended Strategies: Promoting Family/Community Engagement/Understanding SES Factors**

RAC Recommendations	Public Recommendations
<p>giving input to their educational program (understanding the data and using the data as a tool)</p> <ul style="list-style-type: none"> <li>• Provide alternative routes for students to stay in or return to schools (i.e. childcare agencies on site)</li> <li>• Re-think the structure of secondary school day (e.g. alternative credit requirements, coupled with work time)</li> <li>• Create strong family advocacy programs to give voice to families; educate and engage families</li> <li>• Build alliances with juvenile justice, local businesses, health and social services to support children through wrap-around services</li> <li>• Align programs and curriculum between private preschools and public partnerships</li> </ul>	<p>entry, landscaping, welding, etc.</p> <ul style="list-style-type: none"> <li>• Require that all members of the general workforce receive a paid benefit of 15 hours per year for activities related to children such as parent-teacher conferences, volunteer activities, and other parent engagement opportunities</li> <li>• Enact requirements that annual parent improvement plans submitted by the LEA be monitored and evaluated; systems should be held accountable for implementing these plans</li> <li>• Enact requirements that LEAs conduct a needs assessment with parents to create parent improvement plans</li> <li>• Enact legislation that will make a “Connected Tennessee” a reality within the next five years with funding to support it Funding should support transportation, child care, technology and engagement/education workshops that bring together parents, family and school personnel</li> <li>• Revise the BEP to meet the American School Counselor Association’s guidance for school counselors’ student ratio of 1:250</li> <li>• Establish a graduation coach position as part of the BEP formula</li> <li>• Implement a social skills assessment which identifies students social deficits; assessments include socio-metric measure, teacher rating, role play, naturalistic or direct observation</li> </ul>

**Table 6: Recommended Strategies: Promoting Family/Community Engagement/Understanding SES Factors**

RAC Recommendations	Public Recommendations
	<ul style="list-style-type: none"> <li>• Stop building bigger consolidated schools and return to local community schools</li> <li>• Focus engagement strategies on elementary levels as well as secondary</li> <li>• Start technical education in middle school for kids who are not college bound</li> <li>• Make sure ALL parents are invited to school polling opportunities rather than those who are well-to-do and in agreement with the school and the district</li> <li>• Provide counselors in all schools for all levels to address mental health issues as well as transitioning issues (e.g., middle to high school, bullying, family issues, parent education, etc.)</li> <li>• Find ways to hold parents accountable for supporting their children’s education</li> <li>• Create strong partnerships with higher education similar to the P-16 Councils in TN</li> <li>• Address lack of transportation for student parents and their children to access child care on site - babies cannot be transported in school buses, as a result, teen moms still drop out of high school even if child care is available on site</li> <li>• Change the structure of school day: create flexibility for high school students to take classes less than a full day</li> <li>• Stop penalizing schools for students requiring longer than 4 years to graduate - longer to graduate is highly preferable to</li> </ul>

**Table 6: Recommended Strategies: Promoting Family/Community**

RAC Recommendations	Public Recommendations
	<p>dropping out</p> <ul style="list-style-type: none"> <li>• Ensure that ALL schools have adequate funding for technology and staff to manage it as well as mandated technology curriculum beginning in elementary school. Our Title 1 students are being deprived of technology skills they will need in the future to function in a global economy</li> <li>• Create schools that house specialized English instruction for new immigrant, refugee children and their parents</li> <li>• Use a model of Family Literacy that addresses the needs of English Language Learners and their families</li> </ul>

**Table 7: Recommended Strategies: Re-Thinking Education**

RAC Recommendations	Public Recommendations
<ul style="list-style-type: none"> <li>• Establish innovative programs (i.e. early high school and college opportunities, “School of One,” High-Tech High School, etc.) to improve student motivation and graduation rates</li> <li>• Create legislation and policy to promote “next practices” (innovations to prepare the next generation of learners and educators)</li> <li>• Streamline state and local approval processes to utilize “next practices” (i.e. Innovation grants) to bring effective new practices to scale</li> <li>• Re-initiate the “lab school” concept to test innovation and “next practices”</li> <li>• Support teacher access to new learning/professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Restructure school year around with two week breaks every couple of months; start school day later due to students’ biological clocks – studies show students melatonin levels are too high to sleep before 10 p.m. and studies show that discipline problems decrease when school starts later</li> <li>• Provide better pay for all teachers, including incentives, free continuing education classes and master’s degrees, loan forgiveness, and better recruitment of great teachers</li> <li>• Increase the number of K-5 teacher (to lower student teacher ratio) to improve the quality of education in reading and math in lower grades</li> <li>• Look at the need of career and technical</li> </ul>

**Table 7: Recommended Strategies: Re-Thinking Education**

<b>RAC Recommendations</b>	<b>Public Recommendations</b>
<p>opportunities through visiting teaching assignments in other countries, virtual experiences, and community-based assignments</p> <ul style="list-style-type: none"><li>• Redesign teaching pay structure and career ladder (e.g. identification of official/unofficial teacher leaders) that rewards excellent teaching and expertise financially and with status/positions (non-administrative promotions)</li></ul>	<p>education programs that focus on rebuilding our skilled labor workforce</p> <ul style="list-style-type: none"><li>• Eliminate teacher-principal cliques that create barriers for teachers receiving/having access to all awards</li><li>• Use partnerships with higher education to enhance the effectiveness of Lab Schools, professional development, innovative programs, action research, etc.</li><li>• Eliminate basing teacher pay solely on standardized tests – use other measures</li><li>• Specifically target teachers in training to prepare them for the burgeoning ESL population</li></ul>

APPENDIX C

Verbatim Public Comments  
from Appalachia RAC Website



**APPENDIX C: VERBATIM PUBLIC COMMENTS FROM APPALACHIA RAC WEBSITE**

State Affiliation	Public Comment from RAC Web Site
Virginia	<p>As the Literacy Outreach Coordinator in an urban library system, I see first-hand the importance of the Library. We provide a vital link to families to support early literacy development so that children enter school ready to learn. We provide the resources (books, computers, trainings, support) to lay a stronger foundation for families that might otherwise never have a book in the home, never consider the importance of reading daily with their child. The library also provides job search help and computer skills training to equip our patrons. Even our mission “Inform, Enrich, Empower”, speaks to the important role we play in the community. Our children's staff are on the frontline, providing early literacy story-times that support skill development in a natural way while educating parents on the important role they play as their child's first teacher.</p>
Virginia	<p>\$\$\$\$\$\$ MORE MONEY FOR EARLY INTERVENTION \$\$\$\$\$\$ News flash: News flash: PUBLIC LIBRARIES COME TO THE RESCUE!!!! The need for pre-kindergarten early literacy intervention is critical everywhere, but particularly in the [location deleted] area of Virginia. Statistically: - 25% of adults in our region are functionally illiterate - 33% of our region's four-year-olds are considered "at risk" and in need of pre-kindergarten intervention; - In 2006, [sum deleted] was spent on repeat-kindergartners in our region. As a public children's librarian, one of my roles is to provide early literacy programming for at-risk preschoolers and their teachers (Outreach). I am one in a handful of staff who provides Outreach service to targeted at-risk preschool classes in school and private settings on a regular basis. We model ECRR early literacy skills (<a href="http://www.EveryChildReadytoRead.org">www.EveryChildReadytoRead.org</a>) to pre-K teachers while presenting programs to the children. We demonstrate each of the 6 ECRR skills in programs to the children, through book-sharing, letter object activities, nursery rhymes, songs, manipulatives (shaky eggs, flannelboard storytelling, etc) and more while the teachers observe. As a result, the teachers are learning the value of these skills and seeing how easily they can be applied to enhance the Pre-K learning environment, impact upon the children, AND expand their own teaching "tool kits". Most pre-k teachers begin the school year with little or no awareness of ECRR and its impact on the pre-K learning process - in some cases, there is resistance to our initial modeling practice. By year end, they understand, value, and apply the 6 early literacy skills and have more tools to work with. More importantly, they are then able to impact the children who have gained important literacy skills and improved relevant social behaviors, giving them that important boost to enter kindergarten ready to learn how to read! Public libraries in our region play a HUGE role in early intervention - helping to get children ready to enter</p>

State Affiliation	Public Comment from RAC Web Site
Comment continued from previous page	school with the skills they need to have in place in order to SUCCEED. More importantly, we provide preschool teachers with resources they can't get anywhere else, and for FREE! These resources help support their ability to make a difference with these at-risk preschoolers. AMEN!
Tennessee	<p>Early Literacy The latest research indicates that a child's brain development happens in the crucial early preschool years. Preschool story times, such as those held at public libraries in Appalachia, can play a major role in encouraging toddler's brains to develop into the proper 'lay-out' that will allow the child to learn easily all the way through adulthood. Oftentimes, free story times may be the only quality adult interaction that disadvantaged children have. Funding for these programs can be a powerful tool to help break the cycle of poverty and isolation that is so prevalent in Appalachia today. That can only translate into children who become adults that are well adjusted and self-sufficient. Money is eventually paid into the Federal tax system, instead of the money always being withdrawn in the form of public assistance. Libraries also provide free access to early literacy computer systems. These computers provide free access to award-winning software that helps children to develop early literacy skills. The systems are extremely (and often prohibitively) expensive and are made accessible due only to the fact that federal funding in the form of LSTA grants is available. Libraries provide access to early literacy material much beyond what is offered by The Dollywood Foundation. Parenting materials are also available, and librarians also interact with young parents to provide information about parenting classes and other resources that will help contribute to a well-rounded child, who then grows into a self-sufficient, taxpaying adult. Computers Currently, I see a large percentage of people who learned (and are learning) how to use computers at a public library. Librarians are their teachers. Resume assistance and computer skills also translate into better jobs, which again swell the tax rolls. Federal services are moving toward online access only. Librarians are being forced to become the new social services workers and receive no compensation from the government in increased wages or reimbursement for expenses incurred to our libraries. The libraries are expected to absorb all costs in relation to. Federal grants absolutely should not be withdrawn to add this additional burden to public libraries who are seeing shrinking budgets and forced library closures.</p>
West Virginia	<p>Have increased enrollment of ESL students without training, certified staff and resources. More students, less financial support. Need parent involvement/parent support. Personnel pay raises. Families struggling, students dropping out to help or staying in school but doing poorly because of family issues and helping with monetary support. Old facilities and equipment. Lack of up-to-date technology and training.</p>

State Affiliation	Public Comment from RAC Web Site
Tennessee	<p>We are a public library located in a small, rural community. The largest circulating category in our library is children's books. We try to offer a wide array of subjects and we attempt to keep abreast of what author or series is in demand as well as continue to offer great picture books to keep the youngest reader interested. Our library hosts a weekly Story Time as well as a summer reading program that consists of two programs a week in June plus a Middle School Book Club that meets every week during June and July. Many times, we get to know a child as a tiny baby who comes to Storytime and that child grows into a voracious reader. Students who do not have computers at their homes may come to the library to do schoolwork or to set up e-mail or social networking accounts. Our library is truly a community center that offers a vast amount of services that would not be available to our residents if we were not here to provide it. [name &amp; position deleted]</p>
Tennessee	<p>I have perhaps the most important job at my school. I am the librarian. I am the person who helps the teacher gather materials for lessons or find ways to integrate technology into their plan. I am the person who sits in on grade level meetings, listening for ways to support learning/teaching/improvement in test scores. I am the person who works with other non classroom teachers to support our classroom teachers. I am the person who plans reading motivators, whether it's a 4th grade competition between 5 other schools to see who know the most about Tennessee based on their research of specific questions or the grade level book clubs I conduct each week or the Nashville [name deleted] reading program, or the two yearly book fairs. I am the person who writes grants to try to fund fieldtrips at my 98% free and reduced lunch school, so that my kids can experience the Children's Theatre or other educational programs and provide free books for their homes where such are often nonexistent. I am always on the look out for free or inexpensive quality educational programs such as the Public Library Puppet Truck, Nashville Electric Service Energized Guyz, Metro Beautification Programs, National Park and State Museum travel trunks. I am the person who maintains a collection of over 10,000 items that must support the standards and the interests of primary grade students. I am the person who wants the library to be a busy place, making sure that kids have access to books every school day knowing that reading books improves test scores. I've heard that reading or listening to four or more books during the summer can significantly improve a child's start to school so I've started a Summer Reading Program. I am a librarian and my role at school is important. My job keeps me busy and yet when I go to bed at night I rest well knowing that I've done right by my students and teachers. In my over 30 years of classroom and library experience, I've seen significant changes in education. I can't imagine what a school would be like without a good library program as we face the growing challenges in Public Education today.</p>

State Affiliation	Public Comment from RAC Web Site
Tennessee	<p>In 2006 the Tennessee Arts Commission launched arts integrated education with 6 partner schools. These schools were performing lower on test scores, had a high population of free and reduced lunch, and a myriad of other issues that affect classroom learning and teaching. Over 4 years into the program the schools were able to: -Make greater academic gains than comparison schools -Had higher numbers of economically disadvantaged students but still OUTPERFORMED comparison schools on standardized tests -Experienced higher academic achievement when teachers taught at least two arts integrated lessons per week -Experienced higher academic achievement when principals were actively involved in implementing the program Take a look at the attached report and please consider how integrating the arts in our public schools can benefit our education system.</p>
Tennessee	<p>I listened to the webinar today. I was pleased to hear the comments about adding libraries to your report. School and public libraries are often the only resources for parents and students to check out books and use the internet. It is important that we have services for these students and parents because they will be working in a world dependent on technology. If they do not have access to today's technology they will be left behind in the digital environment. Technology allows patrons to have a connection to the most current resources and use digital resources. As important as technology is we must not forget the physical book collection. Libraries are often the only place students have access to books. They may not have books at home. The school library introduces students to the vast world of literature and the joy of reading. Many communities are fortunate to have access to the Imagination Library that sends a book every month to children from birth to 5 years old. It is important for the physical collection to be attractive and up to date. Unfortunately the age of many school library collections are dated. Funding constraints make it very difficult to keep books and materials up to date. There are many studies available that prove a strong library media center program increases student achievement scores. Librarians today collaborate with teachers to teach research skills and many state standards related to information literacy and the language arts curriculum. Thanks to everyone on the committee for your hard work. Please communicate in your report the importance of school libraries and the positive impact they can have on student achievement. [name, position, location &amp; email deleted]</p>

State Affiliation	Public Comment from RAC Web Site
Tennessee	<p>I am an elementary school librarian in Tennessee. I have read the minutes from your first meeting, and I attended the webinar meeting on June 14 as a member of the public. I was thrilled to hear you decide to include library programs and the librarian in your report. It's a good thing I was on mute or you would have heard me cheering. Study after study has been conducted across the country and time after time it has been proven that a well-staffed and well-stocked library helps to raise test scores in the school. Scholastic has published the results of these studies in a booklet entitled School Libraries Work.</p> <p><a href="http://listbuilder.scholastic.com/content/stores/LibraryStore/pages/images/SLW3.pdf">http://listbuilder.scholastic.com/content/stores/LibraryStore/pages/images/SLW3.pdf</a></p> <p>Dr. Stephen Krashen, professor emeritus from The University of Southern California has also conducted numerous studies and has spent his life's work studying linguistics and the acquisition of language. He preaches to the world that the best use of money for EL learners is a well-stocked library. Public libraries are important, but school libraries are crucial because so many children cannot get to the public library. Many children live in dangerous neighborhoods or 10-15 miles from the nearest public library. School librarians don't just check books in and out. We teach students to use and synthesize information, look at websites judiciously, and love literature. We guide readers to appropriate reading material and provide a place where students feel comfortable. Thank you for including us and our programs in your report! [name, position, location &amp; email deleted]</p>
Tennessee	<p>Museum Education professionals who work in the schools would be a great population to send the survey to. Contact the Tennessee Arts Commission or the Tennessee Association of Museums. Most states have a museum association.</p>
Tennessee	<p>Internet access is expensive--especially for poorer areas like in Grundy County. However, internet access is essential for everyone to be informed. Efforts need to be made to make access available for everyone. What if everyone could have an email address through the postal service, like we all get a mailing address for free? Surely something creative can be done. [name &amp; location deleted]</p>
Tennessee	<p>Museums like mine spend a considerable amount of money each year on bolstering education efforts in the public school system. These partnerships are very beneficial.</p>

State Affiliation	Public Comment from RAC Web Site
Kentucky	<p>The biggest obstacle many children have to overcome is their parents. Most students who don't succeed have parents who don't care. Is there any push to hold parents accountable? If we don't hold them to some level of accountability we will NOT solve our problems. Parents have been actually put in jail before for not sending their child to school, why make do that if they don't have them participate in remedial programs that help their students succeed? In my district we spend money on programs and the students don't show up because parents don't care enough to make or encourage them to do so.</p>
Kentucky	<p>As a Children's and Youth Services Librarian in a public library, I serve children from infants to teenagers. The library provides early literacy opportunities for preschool age children, through storytime programs, reader's advisory to parents and grandparents, and through material selection. Libraries play an important role in school age children as well. Each month I visit the area schools for 30 minute sessions in each classroom. These visits are tied to core curriculum and I pull in stories and resources to help motivate the children. Middle school and high school students attend book clubs and advisory boards and are offered volunteer opportunities, which include reading to preschool age children. Not only is the library useful for children's educational needs, but also as a resource for teachers and parents. We offer information about children's and young adult literature and support summer reading requirements by carrying multiple copies of the books. We host adult and school age young adult book discussions. To help in education, we need to keep libraries funded as well as create cooperation between schools and libraries, especially through the support of summer reading programs. We all know the statistic that it takes three months in a new school year for children to get back to where they left off the previous school year, and summer reading and educational programs at the library can help reduce this problem. Each year the summer reading theme is one that ties into the educational needs of our children, this year's is [theme deleted]. The library is one of the few places where all are welcome and everyone can use the library. It is one way for those in low income families to support the educational needs of their children with no cost. I have children that are so excited to get a library card and check out books, because they cannot afford to own their own books. The library is a safe haven free from the judgments and constraints of the rest of the world. Thank you for your support of our children's future and consider partnerships with libraries as a way to improve education.</p>

State Affiliation	Public Comment from RAC Web Site
Kentucky	<p>With the help of well-funded public libraries and pre-kindergarten programs, childrens’ librarians are positioned to reach children before they start school and help develop their early literacy skills. Reading is an essential life skill and learning to read begins at birth, before school. Public libraries are especially important in a poor region like Appalachia, where many families may not have the resources to pay for preschool. The public library has a strong tradition of providing educational programs for preschool children at no cost to families. Public libraries are a valuable partner in early childhood education, and in helping young children develop a lifelong love of reading and learning.</p>
Virginia	<p>The lack of ethical training/ethics education required for school administrators is a grave deficiency. The increasing number of questionable instances regarding SOL/high stakes tests only serve to undermine the standing of public education and bolster the efforts of privateers. As discovered in research field studies, school administrators in most cases cannot identify basic ethical solutions to common, daily educational leadership issues. Fostering and reporting VALID/CORRECT test scores for their schools is a major ethical problem that occurs because of administrators' lack of ethics.</p>
Tennessee	<p>As the director of a medium sized library in TN we have an outreach program with all headstarts and daycare centers that my children's librarian visits twice a month during the school year. Along with this we have a pre-school story hour each week for lap-sitters up to kindergarten age trying to teach them the love of books and reading. Each program has some type of learning experience within the program. We realize that this is the only way some of these children are reached to introduce them to learning. We feel that the library is a very important part of the learning process. We sponsor a summer reading program that goes for approximately six weeks, two programs each week to try and reach several age groups. We sincerely hope that what small part we have in their lives will instill the love of reading and adventure to help them thru to adult lives.</p>