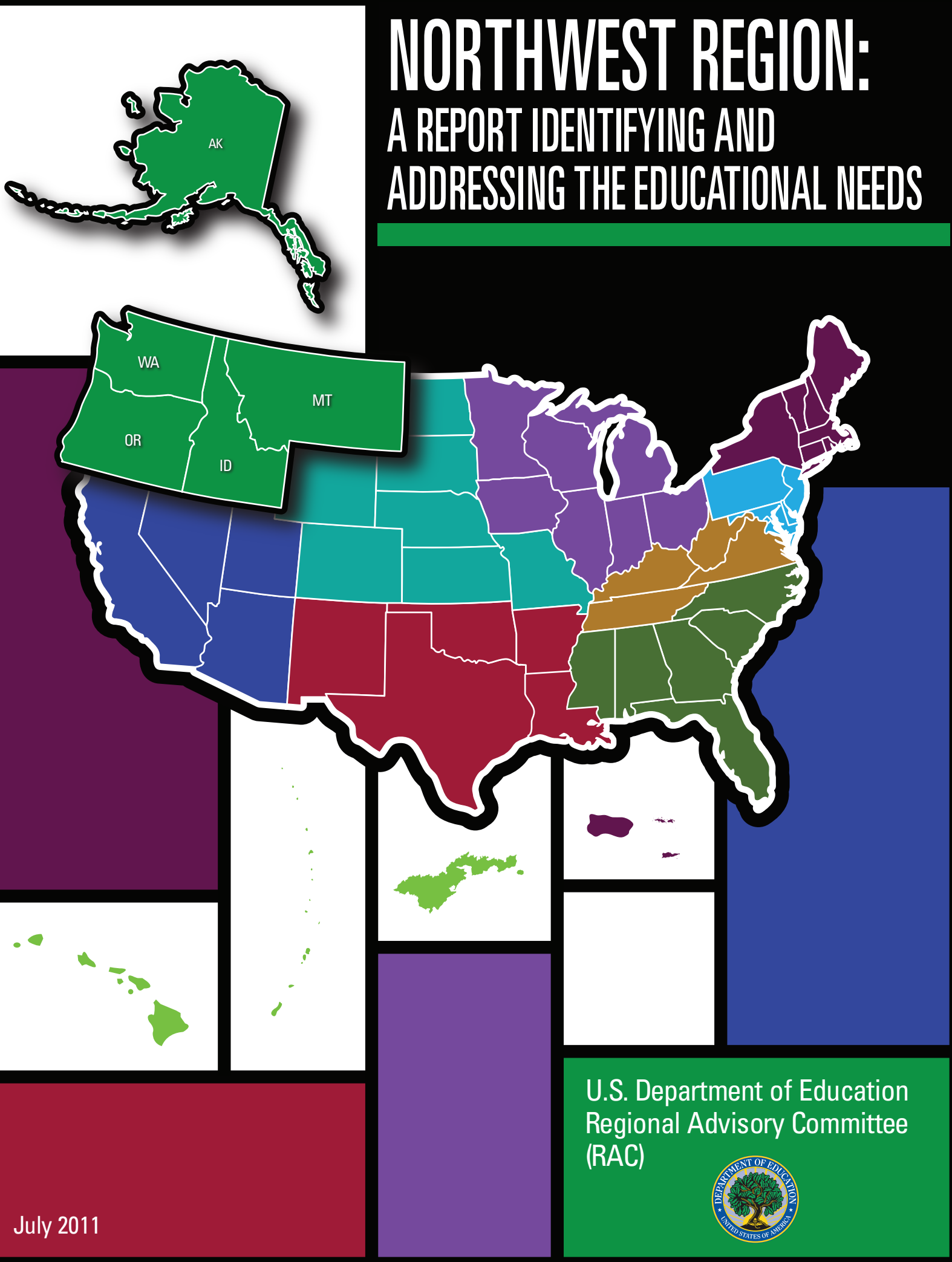
NORTHWEST REGION:

A REPORT IDENTIFYING AND ADDRESSING THE EDUCATIONAL NEEDS



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

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PREFACE

This report presents the deliberations of the Northwest Regional Advisory Committee (NW 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 five states of Alaska, Idaho, Montana, Oregon, and Washington. Committee deliberations took place May 23, 2011, through June 21, 2011.

Nine RAC members represented local and state education agencies; institutions of higher education; parents; practicing educators, including classroom teachers, administrators, and school board members. Members included:

Name	**Occupation and Affiliation**
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EXECUTIVE SUMMARY

The Northwest RAC accepted its charge to identify educational needs and to make recommendations, working collaboratively as representatives of five states' constituents. They worked from May 23 through June 21, 2011, soliciting and including stakeholder input, with the result being the identification of six areas of need and related recommendations for strategies of support. The RAC also made specific recommendations to the Comprehensive Centers, focusing on the need for increased awareness and support at various levels of the educational program. This report includes data, information, and discussions held within the RAC meetings, and represents the best thinking of a group of educators and those with a vested interest in education focused on continuous improvement in the education of children.

The Northwest Regional Advisory Council members were appointed by U.S. Secretary of Education Arne Duncan in April 2011 to assess and report on regional needs in accordance with Section 203 of Title II of the Education Sciences Reform Act of 2002 (P.L. 207-279). The Northwest RAC's nine members represented the region's five states: Alaska, Idaho, Montana, Oregon, and Washington. RAC members also sought broad stakeholder input through various venues, including an online survey instrument. This RAC is one of 10 such Committees appointed by the Secretary to conduct the assessment from May through July 2011. This Committee identified six major education challenges facing the region and the technical assistance most needed to address those needs.

INTRODUCTION

This report represents the regional needs assessment of the Regional Advisory Committee (RAC) for the Northwest region, which includes Alaska, Idaho, Montana, Oregon, and Washington. The Northwest 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 Northwest 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

The RAC members used a Regional Profile (see Appendix A for background information about educational data in the region's states). The Northwest RAC used information from the Profile, member expertise and experience, and input from stakeholders to identify the region's priority needs. The following are the six priority need areas identified by the Northwest RAC: (1) Stable and Adequate Funding; (2) Early Learning Education; (3) Whole Child Education; (4) Leadership; (5) Diverse Populations and Cultures; and (6) Educational Demands.

The Northwest region encompasses a diverse set of individuals and individual needs. Each state faces increasing needs of students with disabilities, English language learners (ELL), students receiving free or reduced-price lunch (FRPL), and migrant and homeless students. Meeting the needs of these diverse learners is a challenge, as is closing the achievement gap and reducing the dropout rates for each group. The committee considered the following data from a Regional Profile when identifying the areas of need and developing possible strategies to address these needs.

School and Student Demographics

Data located in the Regional Profile for 2008-2009, (Appendix A, Table 1), shows that Washington has the most public school students, with 1,037,018 students in 2008-2009. Oregon educated 575,393 students in the same time period. Idaho and Montana educated 275,154 and 141,899 students respectively. Alaska's 130,662 public school students are spread across a vast geographic area. The vast majority of students in this region live in a rural area. Washington has the highest percentage of urban (8 percent) and suburban (42.5 percent) school districts. Montana has the lowest number of urban (1.8 percent) school districts and Alaska has the highest number of rural school districts (90.1 percent). The majority of school districts in Oregon (55.4 percent), Idaho (66.1 percent) and Montana (86.6 percent) are also rural.

Percentage of Public School Students by Racial Characteristics

The population in the Northwest is also diverse and includes the following racial characteristics: American Indian/Alaska Natives, Asian Pacific Islander, black non-Hispanic, Hispanic, and white non-Hispanic. Roughly a quarter (23.1 percent) of Alaska students and 11.4 percent of Montana students are American Indian or Alaska Native with multiple indigenous languages. In Oregon, Washington, and Idaho, Hispanic students make up 18.1 percent, 15.8 percent, and 14.1 percent of the student population, respectively. The percentage of public school students by racial characteristics can be found in Table 2, located in Appendix A.

Selected Student Subgroups

Table 3 (Appendix A), Selected Student Subgroups, illustrates the subgroup percentages for students receiving free and reduced-price lunch and those identified as ELL/Limited English Proficiency (LEP), as well as students with an Individualized Education Program (IEP), and migrant, or homeless students. In Alaska, 7.6 percent of its public school population is homeless. Additionally, 13.5 percent of students in Alaska are on an IEP or required special education services. Oregon has the largest population of students receiving free or reduced-price lunch, almost half (46 percent) of the Oregon school population. Oregon also has the highest percentage of students on an IEP at 14.1 percent and the highest percentage of ELL students. Also, approximately 3 percent of Oregon's students are migrant and 3 percent are homeless. Idaho, Washington, and Montana also have high percentages of students receiving free or reduced-price lunches—39.7 percent, 38.2 percent, 36.7 percent respectively.

Indicators of Student Achievement

The achievement gap is an ongoing concern for the five Northwest states. The gaps are noted in the National Assessment for Educational Progress (NAEP) results which illustrate the percentage of proficient or above performance by state and by racial or ethnic group in Grade 4 for reading and mathematics (Appendix A, Figures 2 and 3). Approximately 43-52 percent of white students are proficient or better in fourth-grade mathematics while only 16 percent to 27 percent of Hispanic students are proficient or better among the Northwest states. Montana is the exception, with 41 percent of Hispanic students at proficient or above. In reading, the gap is not as wide, but there is still an11 percentage point difference in Alaska and Montana, 22 percentage point difference in Idaho and Oregon and 26 percentage point different in Washington between white and Hispanic student proficiency rates.

A second data source that illustrates the need to improve academic performance for all students is located in Table 6 (Appendix A), listing the number and percentage of schools that failed to make Adequate Yearly Progress on state assessments.

Dropout Rates by Race/Ethnicity

Members of the NW RAC identified reducing dropout rates, especially dropout rates for students in the aforementioned population groups, as a high priority need. Alaska and Washington have the highest dropout rates; however, Montana and Oregon have specific populations with a disproportionate dropout rate. In Montana, 11.7 percent of the dropouts are American

Indian/Alaskan Native and in Oregon, 7.9 percent of the dropouts are black, and 6.7 percent are Hispanic (Appendix A, Table 8).

Teacher Preparation, Qualifications, and Certifications

Teacher Preparation, Qualifications, and Certification was identified as an area of concern, recognizing the teacher as key to the success in improving student learning. Alaska had the lowest number of teachers (7,927) but the highest average teacher salary ($58,395) in SY2008-2009. Washington had the highest number of teachers across the five states (54,428), while Montana had the lowest average teaching salary ($44,426). Teacher pay-parity (i.e., teacher earnings as a percentage of salaries earned by those in comparable occupations) was the lowest in Idaho (86.9 percent). A large percentage of core classes are taught by highly qualified teachers across all five states. Montana has the highest percentage of core classes taught by highly qualified teachers at 98.7 percent. This is followed closely by Washington (97.9 percent), Idaho (95.0 percent), Oregon (94.3 percent) and Alaska (89.9 percent). Table 11 (Appendix A) shows the number of teachers and their salaries by state. Teacher quality indicators are shown in Table 12.

Funding Resources and Student Expenditures

An increased focus on economic conditions has brought funding resources and student expenditure to the forefront of discussions for the Northwest states. Per-pupil expenditures (PPE) in 2008 (adjusted for regional cost differences) were the highest in Alaska ($15,424) and the lowest in Idaho ($8,633). In Alaska, 96.4 percent of students were located in districts with PPE at or exceeding the U.S. average for 2008, whereas in Idaho, 4 percent of students were located in such districts. Washington spent the lowest percentage (3.2 percent) of its total taxable resources on education. Table 17 (Appendix A), illustrates the PPE, percentage of students in districts with PPE at or above the national average, spending index, and the percentage of the total taxable resources spent on education.

DATA COLLECTION AND OUTREACH STRATEGIES

The Northwest RAC held three public meetings; the first was a 2-day face-to-face meeting held on May 23 and 24, 2011, in Arlington, VA. During that meeting, Northwest RAC members identified six educational need areas based on the Northwest Regional Profile (Appendix A), and committee members' expertise and experience: (1) Stable and Adequate Funding; (2) Early Learning Education; (3) Whole Child Education; (4) Leadership; (5) Diverse Populations and Cultures; and (6) Educational Demands.

During the May meeting, the Northwest RAC members determined that a survey, created and hosted on the Idaho Department of Education Survey Monkey account would be used to reach out to individual states (see Appendix B for the survey). The survey included the following questions:

1. What do you think are the top three issues facing birth/pre-school to college/career education?

2. What specific actions, strategies, or assistance are needed, either at the local or state level, to address these issues?
3. Demographics information included the following: state, education interest, gender, race/ethnicity, and age with the latter three being optional.

The priority of the Northwest RAC needs assessment was to contact numerous constituencies including teachers, support staff, parents, business/community members, students, administrators, board of education members (local and state levels), legislators, tribal leaders, higher education institutions, and others given the short timeframe for collection and analysis of the data.

Each of the five states in the Northwest region developed strategies to communicate with stakeholders, including the examples in the chart below under summary of input and detailed by state in Appendix B, with results in Appendix C. Additional data, used by the RAC, were posted by stakeholders on the RAC website, (www.seiservices.com/rac) and can be reviewed in Appendix D.

Outreach to Stakeholders by State

Outreach Method	State				
	Alaska	Idaho	Montana	Oregon	Washington
Electronic Surveys	•	•	•	•	•
Face-to-Face Meetings	•	•	•	•	
PTA and Other Parent Groups	•	•	•	•	•
District-Wide E-mail			•	(Corvallis School District only)	
Legislature Members	•	•	•		•
Tribal Leaders	•	•	•		•
Business	•	•	•		•
Military	•		•		
Administrator Associations	•	•	•	•	•
Teacher Associations	•	•	•	•	•
Local & State Agencies	•		•		•
Higher Education Institutions		•			
Regional Teachers of the Year				•	
School Board – Local and State	•	•	•	•	•

The second meeting was conducted via online webinar on June 14, 2011. The public listened and submitted their comments for consideration by RAC members, via the RAC website (www.seiservices.com/rac). RAC members reviewed all six areas of need. During the webinar, the committee discussed all feedback and determined that there was clear alignment between the needs identified by the RAC and those identified by the public.

The third meeting also was an online webinar conducted on June 21, 2011, that was open to members of the public, who were encouraged to submit their comments via the RAC website for consideration in finalizing the report.

Summary of Input
The tables below provide a summary by state and by stakeholder group of the input and recommendations received both through the state and collective northwest region efforts. Appendix C provides a detailed report of the open-ended responses received from stakeholders.

Input Received by State

Answer Options	Response Percent (%)	Response Count
Alaska	6.4	82
Idaho	17.8	229
Montana	10.4	134
Oregon	60.9	783
Washington	4.4	57
Other (please specify)	1.0	12
answered question		1285
skipped question		7

Type of Education Stakeholder Input

Answer Options	Response Percent (%)	Response Count
Parent	33.0	412
Student	2.3	29
School administrator	25.5	318
Teacher (PK-12)	52.8	659
Classified/support staff (PK-12)	2.0	25
Higher education	7.1	89
Business member	3.7	46
Early education provider	1.6	20
School board member	6.2	77
Non-profit organization affiliate	6.5	81
Health provider	1.5	19
Education Service District (ESD) employee	2.5	31
Elected or appointed local or state government official	3.1	39
Other (please specify)	8.8	110
answered question		1,249
skipped question		43

CROSS-CUTTING CHALLENGES IMPACTING REGIONAL NEEDS

Statement on Comprehensive Centers

The Northwest RAC welcomed the opportunity to provide feedback on regional educational needs to the U.S. Department of Education. In addition, the Northwest RAC was compelled to first provide a few statements about the current Comprehensive Center structures:

1. The Comprehensive Centers are relatively unknown entities to those outside of State Education Agencies. With the exception of a few Local Education Agencies (LEAs) that receive direct services from the Comprehensive Centers, the LEAs are not aware of this

important resource. Thus, the resources, research, and best practices dissemination could be dramatically improved.

2. The dissemination of research and best practices must be taken to a new level. As noted in several of the recommendations related to needs (see Adequate and Stable Funding, Early Learning Education, and Whole Child Education sections), the Northwest RAC suggests that the Comprehensive Center planners think more broadly about the individuals who could be reached and assisted in improving education. For example, the Centers could be an important partner in evaluating potential reform efforts. The return on investment model, widely popular with many policymakers, cannot be ignored and must be evaluated and calculated on the basis of solid data. The Comprehensive Centers could play a much larger role in this discussion.
3. Although the law that governs the Comprehensive Centers is clear that their purpose is to provide technical assistance to the state education agencies (SEAs), the NW RAC suggests that an evaluation be conducted of the best way to provide technical assistance through the SEAs and to evaluate the Comprehensive Centers with regard to student achievement. Further, the Alaska Comprehensive Center has provided critical, focused assistance to Alaska, and it is recommended that this separate Center be maintained, given Alaska's unique geographic and cultural challenges.

EDUCATIONAL NEEDS AND RECOMMENDATIONS FOR ADDRESSING THE NEEDS

Northwest RAC members contributed their expertise to and input from the region's various stakeholders (See Appendix C for a summary of the public input) to identify the following six need areas with recommended strategies to reduce the need:

- Allocate stable and adequate funding.
- Provide early learning education.
- Provide whole child education.
- Tailor education to diverse populations and learners.
- Model and provide leadership.
- Meet educational demands.

Need: Stable and Adequate Funding to Address Needs and Expectations

The Northwest region, like most regions throughout the United States, is faced with growing demands to provide educational services for an increasing group of diverse learners, while encountering shrinking budgets and funding. States such as Montana are experiencing narrowing and discontinued funding streams and economic challenges. Rural and frontier states and districts encounter challenges in attracting and retaining teachers, accessing professional development, and engaging parents that make deploying programs (e.g., School Improvement Grant [SIG] models) extremely difficult.

Recommended Strategies to Address the Need for Stable and Adequate Funding

Specific technical assistance needs to be provided within new funding frameworks for many schools, districts, and states throughout the country. Recommendations include:

- Provide a cross-disciplinary focus that engages those knowledgeable about education issues, such as economists and other individuals with deep understanding of government relations. This cross-disciplinary group should produce best practices guides and technical assistance that provide economies of scale applications, cost-saving measures, costs vs. benefits analysis, and innovative uses and sources of funding in practice that have produced results.
- Evaluate and produce rural and frontier state funding models and U.S. Department of Education and Elementary and Secondary Education Act programs and initiatives to develop alternative mechanisms, programs, and deployment protocols to create the desired change in rural and frontier areas.
- Provide a compilation of previous cost analysis research on early childhood education and conduct Northwest-specific research to determine the inherent program benefits vs. costs. For example, Washington has built a solid early education system within the state and the evaluation and subsequent reporting on the return on investment for other states would be beneficial.

Need: Integrate Early Learning into Educational Programs

Numerous studies demonstrate the long-lasting benefits of providing early intervention into students' education, starting as early as birth. Many studies focused on the social benefits that can be reaped by individual students, and reduction in remediation-related needs. Moreover, recent studies illustrate how inputs in early education can lead to even larger reductions in later education expenditures. Within the Northwest region, less than 50 percent of students attend preschool.

Recommended Strategies to Address the Need to Integrate Early Learning into Educational Programs

The recommendations below focused on moving beyond the benefits of early childhood education to consider financial strategies:

- Build on the recommendation under the need regarding funding. Disseminate information about the benefits of early childhood and recommended best practices in a format and context which is accessible by the public, elected officials, and policymakers. Too often research loses its practical application or is dismissed when it is not explained in a user-friendly context or in practical language. This requires a partnership whereby government relations and/or public relations specialists assist educational specialists and researchers in crafting and delivering the research, findings, recommended outcomes and programs and the implications within the political spectrum.
- Investigate and share information on successful "cradle to career" programs. Further, expand Train-the-Trainer models to disseminate "cradle to career" best practices.
- Create partnerships with economists, medical experts, governors, state boards of education and trustees, and others to understand the implementation, implications, and benefits of early learning, health, activity needs, and the arts.
- Provide fellowships for practicing teachers to ensure delivery of programs and research that is in aligned with the most current educational needs.

Need: Programs Focused on Whole Child Education
Mathematics and reading are essential subjects to providing a good education; however, other subjects are important in developing well-rounded students. Program foci must include, but not be limited to the arts, humanities, health, and social studies. Both RAC members and stakeholders focused on the impact of testing in mathematics and reading on the instructional program, both in preparation and in test-taking, and content areas that promote the education of the whole child were allocated less time or considered less important in the total school program.

Recommended Strategies to Address the Need for Programs Focused on Educating the Whole Child

- Provide research-based, effective interdisciplinary models and programs that assist mathematics, science, reading, and writing instruction but integrate other subject areas such as social studies, civics, health, and the arts. Also provide technical assistance for implementing the interdisciplinary models, such as Investing in Innovation (i3) grants that emphasize evidence-based practices in education.
- Devote resources to defining characteristics of a college or career-ready student in terms of English language arts, mathematics, and science, and to determining what other disciplinary knowledge and skills a college or career-ready student must have to be a productive, engaged, and responsible citizen.
- Facilitate a partnership and plan for school boards to engage parents and families and conduct outreach in other community venues (not only schools) with SEAs.
- Compile best practices and resources on instructional differentiation and individualized instruction and provide implementation assistance.
- Create plans for LEAs that engage parents, communities, and business members to assist with effective implementation of health, nutrition, transportation, safety, and activity programs.

Need: Meet the Needs of Diverse Populations and Learners to Close the Achievement Gap
The Northwest region includes a diverse set of individuals and individual needs (e.g., students with disabilities, English language learners (ELL), students receiving free or reduced-price lunch (FRPL), and migrant, and homeless students). This diversity both enriches the educational environment and creates challenges in meeting specific learning needs and styles. Currently each district and school has distinct policies and practices for including students with special learning needs in its classrooms. Attempting to meet the needs of all children can be an insurmountable task. Closing the achievement gap and reducing the dropout rate for each group requires technical assistance to facilitate progress and success in the form of professional development to support students with academic, social, or behavioral needs.

Recommended Strategies to Address the Needs of Diverse Populations and Learners to Close the Achievement Gap

- Examine the impact of migratory and transitory patterns on student achievement and present options that mitigate negative impact. Work with SEAs to identify specific districts with the greatest needs in terms of migratory or transitory patterns for focused technical assistance.

- Identify Best Practice models that successfully close the achievement gap and provide professional development to SEAs/LEAs and higher education to successfully implement them.
- Identify Best Practices and programs to recruit and retain those in leadership roles who demonstrate success with at-risk populations/students and train SEAs and LEAs in their implementation.
- Develop a self-evaluation tool or rubric to assess culturally appropriate school-based practices that lead to academic success for at-risk populations.
- Identify successful models for community and schools collaboration to facilitate the success of all children (e.g., intervention programs, mentoring, internships, job shadowing, and community and school partnerships). Disseminate these models to the widest possible audience, including LEAs and parent groups.
- Facilitate meetings within communities with families, community leaders, and schools regarding what needs to happen across the community to close the achievement gap.
- Identify Best Practice evidence for ELL, Dual Language, and Immersion programs that successfully close the achievement gap and train SEAs and LEAs and higher education to successfully implement.
- Identify Best Practice models for successfully engaging all families across pre-K– grade 20 and train SEAs and LEAs and higher education how to successfully implement them.
- Develop processes to determine innovative ways and best practices to engage families of ELL students and students of different cultures, specifically in transitioning from elementary education into high school, and high school into college or career.
- Disseminate tips and conduct professional development for educators about family dynamics and identified needs, and how to use diversity as an asset in the learning environment.
- Design strategies to assist in closing the achievement gap, and in providing meaningful and accurate data to school districts on the number and percentage of graduates going on to 2- and 4-year educational institutions and their completion rates. Through understanding of family dynamics, capacity and need, high schools and post-high school institutions could better serve ELL students. Collaboration among all technical assistance providers and other data source repositories (such as the National Student Clearinghouse) can provide LEAs with accurate 2- and 4-year college matriculation and completions rates for graduation mapped back to their schools.
- Establish protocol and processes for communication and collaboration between high schools and post-high school institutions, focusing on best practices to support ELL students and their families.
- Provide research on the most effective practices for inclusion in the regular classroom (e.g., planning, instructional strategies, behavior management, family involvement and collaboration with outside agencies). Support is needed by teachers to provide effective instruction for all students.
- Identify best practices and research and professional development for classroom teachers and school-based administrator to develop strategies for educating the increasing number of children with specific types of disability (e.g., autism). Determine what worked in other schools/districts that might be transferable. For example, delivery and dissemination might include a video vignette illustrating techniques.

Need: Foster Educational Leadership Across Broad Stakeholder Base
The leadership needs in the region are broader than the leadership directly in schools or LEAs. Schools, districts, and local and state boards of education all have turnover and introduction of new members. Local and state boards of education often have limited or no knowledge of the potential resources available. This knowledge could assist in the planning efforts to address some of the most problematic educational needs, such as those noted in Challenges 1-4.

Recommended Strategies to Address Fostering Leadership Across a Broad Stakeholder Base
The strategies to address the needs for leadership are denoted by specific leader categories:

Local and State Boards of Education

- Conduct and disseminate research on effective ways to garner and weigh information on student achievement, role of the board of education trustee, financial management, policy governance in large organizations, shared leadership, or potential effects of policy changes on students, patrons, and/or school personnel.
- Provide training modules, presentations, and briefs targeted specifically to local and state boards of education on topics such as: best ways to garner and weigh information on student achievement, role of the trustee, financial management, policy governance in large organizations, shared leadership, or potential effects of policy changes on students, patrons and/or school personnel. Additionally provide those same resources on curriculum strategies and best practices.
- Write all publications in layman terms and organize for each targeted audience; thus one brief topic may produce multiple versions depending on the audience.

Administration

Administration includes superintendents, other district administrators, principals, and higher education professionals who prepare administrators:

- Provide professional development about how to effectively engage families and community members in the education process.
- Create more opportunities for the Comprehensive Centers or other technical assistance providers to work more closely with higher education professionals to facilitate connections with superintendents and principals. This collaboration could be integrated into teacher preparation programs such as cultural competency, leadership of school staff, and working with diverse cultures and lifestyles.
- Provide focused research and good examples of administrator evaluation tools and models. Further, there needs to be training on implementing these models with fidelity, how those types of evaluations might be best implemented (who does the evaluation, for example) and providing meaningful, yet consistent feedback to administrators that will impact change within schools.

Teacher Leaders: Identification, Preparation, Recruitment, and Retention

- Research current regional teacher preparation and practicum programs with the lens of best practices. Teacher preparation in Appendix A, Table 13, has been identified as a

strong indicator, in collaboration with clinical settings, of better teacher preparation. The results of action research should then be shared with all constituency groups including SEAs, LEAs, teachers, higher education professionals, and local and state boards of education in order to improve practices.

- Create a grid of the Northwest region's higher education program requirements in relation to best practices to identify programs most aligned with best practices.
- Complete a meta-analysis of previous research on recruitment and retention of teachers related to student outcomes and achievement.
- Create opportunities to bring Comprehensive Centers/technical assistance providers, Higher Education, administrators, and teachers together to discuss issues and possible solutions to teacher preparation needs.
- Provide the research on the most effective practices for inclusion in the regular classroom such as: compacting lessons, adapting lessons, controlling disruptive behavior before it disrupts, and how to access support of outside agencies to bring the family on board with the school in dealing with difficult cases.
- Find the best practices and provide research and training for the classroom teacher and building administrator to deal with the increasing number of children with some type (spectrum) of autism. Determine what has worked in other cases and what might be transferable. For example, delivery might be a video vignette illustrating techniques.

Need: Strategies for SEAs and LEAs to Meet Increasing Educational Demands

Nothing in education is stagnant, least of all education policies and state and federal requirements. The Race to the Top grant competitions did much to further the U.S. Department of Education's priorities and shift focus to even greater accountability through testing, pay-for-performance models, and turning around the lowest performing schools. All stakeholder groups support the end goal of improved education for all students; however, consensus has not been reached on how to achieve that objective. The survey results from the Northwest region evidenced two main themes: (1) the negative impact of the onerous burden of testing, using only testing to make critical decisions about schools, teachers, administrators, and students, and (2) keeping class sizes manageable to increase the ability of teachers to meet the needs of increasing numbers of diverse learners. While, in general, both of these issues are driven by state and local policies, there are some areas where technical assistance can be provided to assist in furthering the overall goal of improved education for all students.

Recommended Strategies to Address Increasing Educational Demands

- To date, 46 states and territories have adopted the Common Core State Standards. This effort maximizes collaboration potential like never before, to reach a large audience. Technical assistance is needed in the form of focused professional development on Common Core standards that include learning progressions, vertical articulation, and connections to the curriculum. Also, states such as Alaska that have chosen to use state standards should not be forgotten in the technical assistance plans. Technical assistance must continue to be provided to states like Alaska to continue to further student proficiency of standards in alternative ways.
- The priorities outlined for reauthorization of the Elementary and Secondary Education Act include a stronger focus on including growth in accountability plans versus only the

achievement models currently in place. SEAs and LEAs need assistance in developing local/state-led accountability plans that appropriately include growth.

- Technology has transformed education in the past decades and continues to be a strong force in delivery of curriculum and assessment. Future technical assistance should capitalize on research and professional development on technology use in the classroom and through online assessments. Dissemination methods should also capitalize on the use of technology.
- Lastly, using a virtual environment, a repository or sophisticated management system of best practices and research should be developed for all states. This virtual repository—something beyond a website—should be organized on the basis of factors that most influence quality in education, such as best professional development practices using technology and approaches to harnessing growth and progress that can best be used to increase student achievement.

CONCLUSION

Using RAC members' and stakeholders' input the Northwest RAC identified six areas of need:

- Stable and Adequate Funding.
- Early Learning Education.
- Whole Child Education.
- Diverse Populations and Learners.
- Leadership.
- Educational Demands.

Based on the RAC discussions during the three public meetings, and the inclusion of stakeholder input, the following recommendations are made in addition to the previously noted suggestions.

Overall Recommendations

- Decreasing funding requires states and local districts to think about education delivery in different ways. Technical assistance must focus on providing a cross-disciplinary focus that engages not just those knowledgeable about education issues, but also economists and individuals with deep understanding of government relations. This cross-disciplinary focus should produce best practices guides and technical assistance informing economies of scale applications, cost savings measures, costs vs. benefits analysis, and innovative uses and sources of funding in practice that have produced results. This all must be done through the rural and frontier state lens.
- Early learning education technical assistance must be approached not only as a dissemination of greatest impact on student achievement but also in terms of how creating early learning opportunities can benefit the larger policy and economic goals of states. This can be done by creating partnerships with economists, medical experts, governors, state boards of education and trustees, and others to understand the implementation, implications, and benefits of early learning, health, activity needs, and the arts.

- A well-rounded, "whole" student must be a key focus in all technical assistance. The definition of a college or career-ready student cannot only be a matter of preparedness in English language arts, mathematics, and science, but also be based on the knowledge a college or career-ready student must have in other disciplines and the acquisition of necessary skills to be a productive, engaged, and responsible citizen.
- The diverse populations and learners in the schools across the Northwest must continue to be an area of focus. Technical assistance is needed to assess culturally appropriate school-based practices that lead to academic success for at-risk populations, identify effective inclusion practices and instructional strategies, address the increasing needs of students with autism, ensure full family involvement in the educational process, and address the ongoing needs of migratory students.
- Leadership training provided for boards of education and ways to attract and retain good teachers and administrators must be a part of future technical assistance plans.
- Technical assistance must be nimble enough to adjust to the increasing and changing demands on the education system. Technical assistance must also be cultivated and adapted for the audience and the particular needs of a school, district, or state. Another school, district, or state may need different assistance. Technology, growth models, online assessments, and new accountability systems are key focal areas now.

APPENDIX A
Regional Profile

NORTHWEST 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). This data for the Northwest Region states of **Alaska**, **Idaho**, **Montana**, **Oregon** and **Washington** can be found below.

Number of Schools. Table 1 displays the most recent available number of public, private and charter schools by state for the Northwest Region. Also, it shows the number of public school students for the School Year (SY) 2008-2009. Out of the five states, **Washington** had the largest number of public schools (2,321) and public school students (1,037,018). **Washington** also had the largest number of private schools (730) during SY2007-2008, while **Alaska** had the lowest (63). Although **Idaho** had 95 fewer public schools than **Montana** (830), it had 49 more private schools. **Montana** and **Washington** had no charter schools collected during 2011, while **Oregon** had 111.

Table 1: Number of Schools

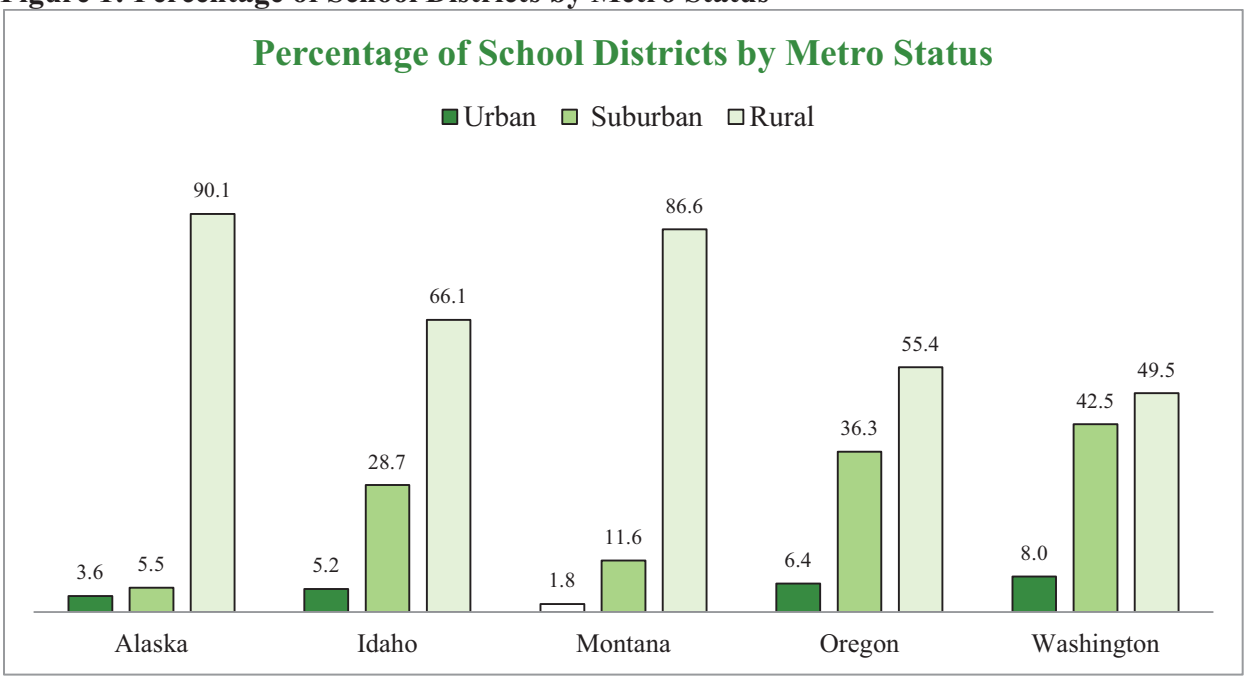
State	Public School Students, SY2008 2009[1]	Public Schools, SY2008-2009[1]	Private Schools, SY2007-2008[2]	Charter Schools Collected, 2011[3]
Alaska	130,662	507	63	31
Idaho	275,154	735	190	41
Montana	141,899	830	141	0
Oregon	575,393	1,304	564	111
Washington	1,037,018	2,321	730	0

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

Percentage of School Districts by Metro Status. Figure 1 shows the percentage of school districts by urban, suburban and rural metro status in **Alaska**, **Idaho**, **Montana**, **Oregon** and **Washington**. A suburb is defined as a territory that is outside a principal city and inside an urbanized area. The subcategory of locale may vary based on population size. 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.[1] **Washington** has the highest percentage of urban (8.0 percent) and suburban (42.5 percent) school districts. **Montana** has the lowest number of urban (1.8 percent) school districts, while **Alaska** has the lowest number of rural school districts (49.5 percent). The majority of schools districts In **Oregon** (55.4 percent), **Idaho** (66.1 percent) and **Montana** (86.6 percent) are rural.

[1] 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 racial distribution of students attending public schools in **Alaska**, **Idaho**, **Montana**, **Oregon** and **Washington** for SY2008-2009. Approximately 23.1 percent of students in Alaska identified themselves as American Indian/Alaska Native. **Washington** had the highest percentage of Asian/Pacific Islander-identified students (8.9 percent) in its public schools, as well as the highest percentage of Black, non-Hispanic identified students (5.7 percent) and Hispanic students (15.8 percent). **Montana** had the highest percentage of White students (83.7 percent), followed by **Idaho** (81.2 percent). Only students in **Alaska** (7 percent) were given the option to identify as "two or more races."

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
Alaska	23.1	7.2	3.5	5.8	53.3	7.0
Idaho	1.7	1.7	1.3	14.1	81.2	Not Applicable
Montana	11.4	1.2	1.0	2.6	83.7	Not Applicable
Oregon	2.1	5.0	3.1	18.1	71.7	Not Applicable
Washington	2.6	8.9	5.7	15.8	67.1	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 homeless students. The percentage of students who received FRPL is highest in **Oregon** (46 percent), while **Washington** had the highest number of migrant students (19,043) and homeless students (20,780). Approximately 11.2 percent of students in **Oregon** are ELLs,

while only 3.2 percent of students in **Montana** were in Limited English Proficient (LEP) programs. **Oregon** (14.1 percent) and **Alaska** (13.5 percent) had the highest number of students with Individualized Education Programs (IEP), while **Montana** (12.4 percent) and **Idaho** (10.2 percent) had the lowest.

Table 3: Selected Student Subgroups

State	Percent of Students Receiving Free and Reduced Price Lunch[1]	Percent of Students in ELL/LEP[1]	Percent of Students With an IEP[1]	Number of Migrant Students[2]	Number of Homeless Students[2]
Alaska	34.1	9.2	13.5	9989	3,401
Idaho	39.7	6.4	10.2	4,522	2,710
Montana	36.7	3.2	12.4	942	1,308
Oregon	46.0	11.2	14.1	19,043	18,051
Washington	38.2	8.0	12.1	37,367	20,780

SOURCES: [1]Common Core of Data, SY2008-2009; [2]Consolidated State Performance Reports: SY2008-2009

Linguistic Indicators. Table 4 provides linguistic indicators, such as the percentage of population foreign born, the percentage of children whose parents speak English fluently and the percentage of population aged 5 through 17 that speaks a language other than English at home. In **Washington**, 12.1 percent of the population was foreign born, with 16.5 percent of people speaking a language other than English. In **Montana**, 98.4 percent of children had parents who speak English fluently. **Oregon** had the highest percentage of public school students identified as ELL (11.2 percent) and the second-highest percentage of population aged 5-17 (23.4 percent) that speak a language other than English at home.

Table 4: Linguistic Indicators

State	Percent of Population: Foreign Born[1]	Percent of People Aged 5 and Over Who Speak Language Other Than English[1]	Percent of Children Whose Parents Are Fluent English Speakers[2]	Percent of Population Aged 5-17: Speak a Language Other Than English at Home[1]	Percent of Public School Students in ELL/LEP[3]
Alaska	6.6	15.5	88.3	18.3	9.2
Idaho	5.8	10.0	92.3	23.5	6.4
Montana	1.9	4.7	98.4	17.4	3.2
Oregon	9.5	14.0	84.7	23.4	11.2
Washington	12.1	16.5	83.6	20.9	8.0

SOURCES: [1]American Community Survey, 2005-2009: U.S. Census Bureau; [2]EPE Research Center, 2011; [3]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 FRPLs across the Northwest Region. **Washington** had the highest number of families (1,620,376), but the second-lowest percentage of families below the poverty level (7.9 percent). The percentages of families below the poverty level were almost equal for **Montana** (9.8 percent) and **Idaho** (9.5 percent). **Montana** had the highest percentage of children with at least one parent possessing a postsecondary degree (49.5 percent). The percentage of students receiving FRPLs was the highest for **Oregon** (46.0 percent).

Table 5: Socioeconomic Indicators

State	Total Number of Families[1]	Percent of Families Below the Poverty Level[1]	Percent of Families With Children Below the Poverty Level[1]	Percent of Children With at Least One Parent With a Postsecondary Degree[2]	Percent of Students Receiving Free and Reduced Price Lunch[3]
Alaska	159,319	6.9	10.6	41.4	34.1
Idaho	388,472	9.5	14.4	43.3	39.7
Montana	237,424	9.8	16.8	49.5	36.7
Oregon	935,944	9.2	14.8	43.5	46.0
Washington	1,620,376	7.9	12.5	48.8	38.2

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

INDICATORS OF STUDENT ACHIEVEMENT

Tables 6 through 10 and Figures 2 and 3 all contain student achievement data, such as number of schools that failed to make Adequate Yearly Progress (AYP); percentage of 4th grade students considered proficient on 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 shows the breakdown of AYP data for SY2008-2009 by state for the Northwest Region. Exactly 1,228 schools (58.2 percent) in **Washington,** 221 schools (43.8 percent) in **Alaska** and 220 schools (33.7 percent) in **Idaho** failed to make AYP. Overall, **Montana** had the lowest number of schools (216; 26.4 percent) that failed to make AYP.

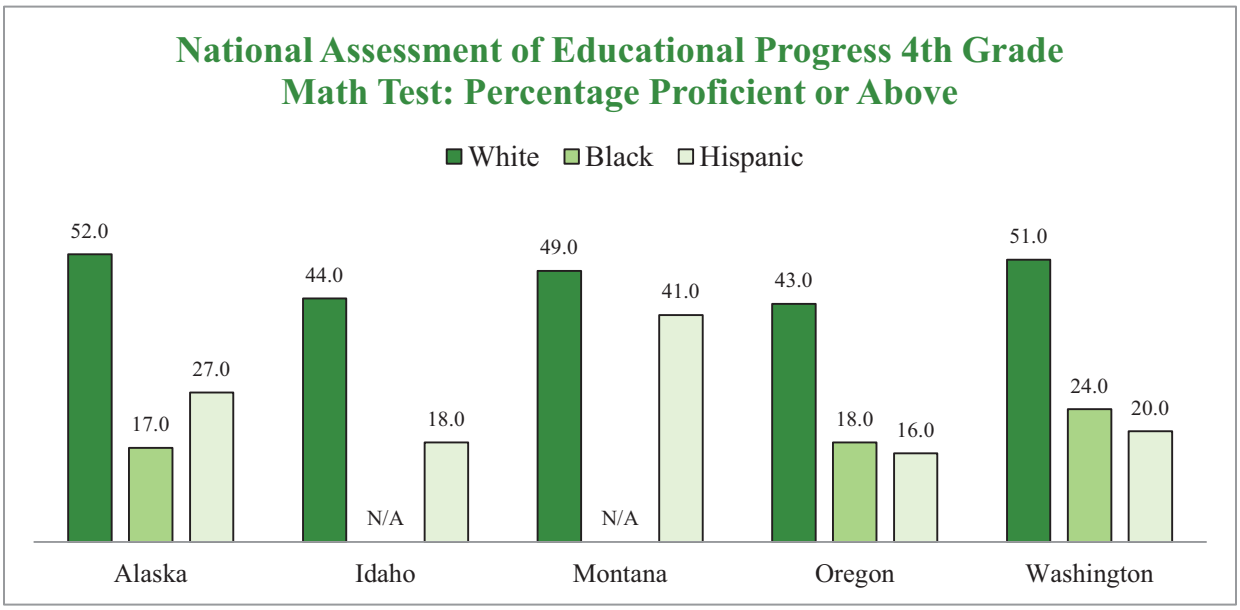
Table 6: Adequate Yearly Progress

State	Number and Percent of Schools That Failed To Make AYP in SY2008-2009
Alaska	221 (43.8%)
Idaho	220 (33.7%)
Montana	216 (26.4%)
Oregon	377 (29.9%)
Washington	1,228 (58.2%)

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

National Assessment of Educational Progress 4th Grade Math Test. The chart below displays the most recent NAEP 4th grade math test results across the Northwest Region. Overall performance on the test was highest for white students, with 52 percent and 51 percent of white 4th graders in **Alaska** and **Washington**, respectively, passing the test. Among black students, performance was highest in **Washington**, with 24 percent of black 4th graders deemed proficient on the test. Black students in **Idaho** and **Montana** did not constitute a large enough sample for their data to be included in the table below. Of the Hispanic student populations in the five states, students in **Montana** (41 percent) performed the best.

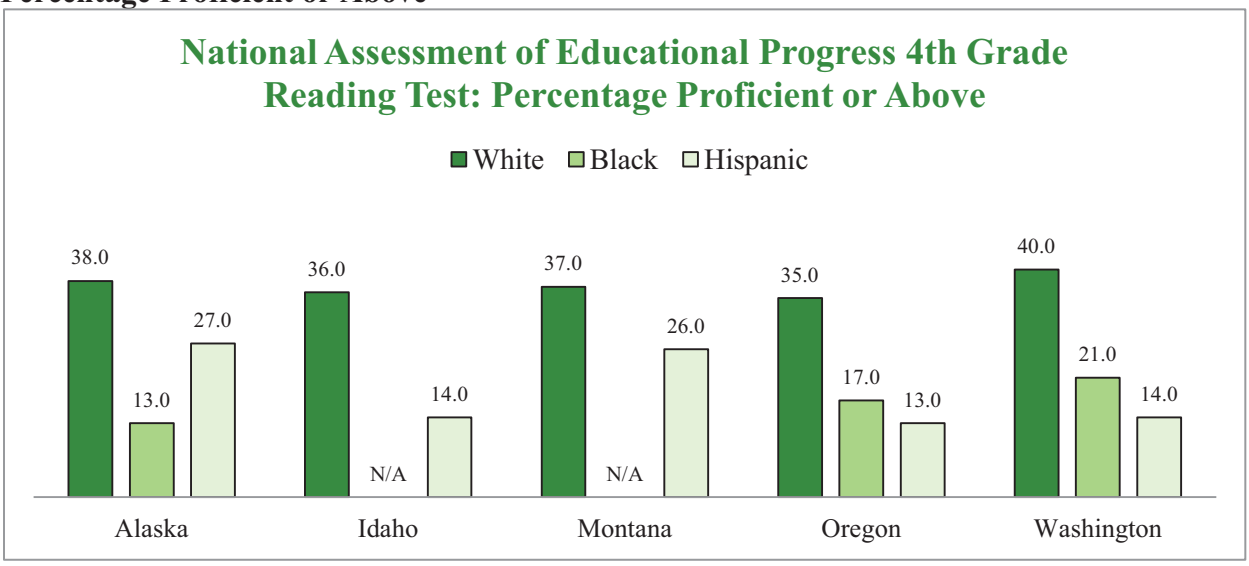
Figure 2: National Assessment of Educational Progress 4th Grade Math Test: Percentage Proficient or Above



SOURCE: NAEP State Profiles, 2009

National Assessment of Educational Progress 4th Grade Reading Test. The table below contains the most recent NAEP 4th grade reading test result data for Alaska, Idaho, Montana, Oregon and Washington. White 4th graders in **Washington** performed the best, with 40 percent deemed proficient in reading. Performance for black students was highest in **Washington** (21 percent), while 13 percent passed the test in **Alaska.** Black students in **Idaho** and **Montana** did not constitute a large enough sample for their data to be included in the table below. The largest percent of Hispanic students passed in **Alaska** (27 percent) and **Montana** (26 percent).

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 educational standards, 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. **Idaho** had the highest graduation rate (89.7 percent), while **Alaska** had the lowest (62 percent) graduation rate. In **Montana**, 11.5 percent of students taking an AP test in grades 11 and 12 scored a 3 or above, whereas in **Washington**, 18.5 percent of students scored a 3 or above on this test. **Alaska**, **Idaho** and **Washington** required exit exams, and **Idaho** financed remediation for students failing these exams.

Table 7: Educational Standards

State	High School Graduation Rate, SY2007-2008[1]	Advanced Placement High Test Scores (3 or Above) Per 100 Students in Grades 11 and 12 for 2009[2]	Total Number of Credits Required To Earn Standard Diploma[2]	Alternative Credential for Not Meeting All Standard Requirements[2]	Basis for Alternative Credential [2]	State Has Exit Exam[2]	State Finances Remediation for Students Failing Exit Exams[2]
Alaska	62.0	12.5	21.0	✓	Fail Exit Exam	✓	
Idaho	89.7	12.1	21.0			✓	✓
Montana	82.6	11.5	20.0				
Oregon	84.0	11.8	24.0	✓	Disabilities, Local Option		
Washington	77.1	18.5	19.0			✓	

SOURCES: [1]EDFacts/Consolidated State Performance Report, 2008-2009; [2]EPE Research Center, 2011

Dropout Rates by Race/Ethnicity. Table 8 contains the number of dropouts and the dropout rate by race and ethnicity across the Northwest Region for SY2007-2008. **Washington** had the highest number of dropouts (18,976), although **Alaska** had the highest overall dropout rate (7.3 percent). The dropout rate by race and ethnicity was highest for American Indian/Alaska Native students in **Alaska** (12.2 percent), **Montana** (11.7 percent) and **Washington** (11.3 percent). Black students in **Alaska** (9.6 percent) had the second-lowest rates among the four ethnicities. 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 and Number of Dropouts (#)	American Indian/Alaska Native	Asian/Pacific Islander	Hispanic	Black	White
Alaska	7.3% (3,040)	12.2% (1,152)	6.9% (207)	7.5% (164)	9.6% (152)	5.1% (1,189)
Idaho	2.0% (1,589)	2.3% (28)	1.2% (16)	3.5% (350)	1.9% (15)	1.8% (1,177)
Montana	5.2% (2,435)	11.7% (554)	4.1% (23)	6.5% (66)	6.3% (20)	4.4% (1,772)
Oregon	3.8% (6,676)	6.1% (235)	2.7% (217)	6.7% (1,611)	7.9% (381)	3.1%(3,957)
Washington	5.7% (18,976)	11.3% (981)	4.0% (1,104)	8.0% (3,223)	8.9% (1,611)	5.0% (11,624)

SOURCE: Common Core of Data, SY2007-2008

Meeting Requirements to Establish Standards. Table 9 displays whether the states of **Alaska**, **Idaho**, **Montana**, **Oregon** and **Washington** are meeting requirements to establish state standards in reading, mathematics and science, and whether they have agreed to adopt common

core standards. All the states across the Northwest Region met all of their requirements in the aforementioned subject areas, although **Alaska, Montana** and **Washington** did not agree to adopt common core standards.

Table 9: Meeting Requirements To Establish Standards

State	Reading[1]	Mathematics[1]	Science[1]	Agreed To Adopt Common Core Standards[2]
Alaska	Yes	Yes	Yes	No
Idaho	Yes	Yes	Yes	Yes
Montana	Yes	Yes	Yes	No
Oregon	Yes	Yes	Yes	Yes
Washington	Yes	Yes	Yes	No

SOURCES: [1]Education Commission of the States NCLB database, downloaded March 2011; [2]Common Core State Standards, downloaded March 2011

Preschool. Table 10 contains preschool enrollment data for the five Northwest Region states. Preschool enrollment, defined as the percentage of 3- and 4-year-olds enrolled in preschool, was highest in **Oregon** (42.6 percent) and lowest in **Idaho** (33.3 percent). Regarding readiness interventions — **Alaska**, **Idaho**, and **Montana** did not provide funds or programs for children not meeting school-readiness expectations — only **Oregon** provided funds for these programs in SY2010-2011.

Table 10: Preschool

State	Preschool Enrollment (Percent 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)
Alaska	39.0	
Idaho	33.3	
Montana	38.4	
Oregon	42.6	✓
Washington	42.1	

SOURCE: EPE Research Center, 2011

TEACHER PREPARATION, QUALIFICATIONS AND CERTIFICATIONS

Tables 11 through 16 all 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 **Alaska**, **Idaho**, **Montana**, **Oregon** and **Washington**. 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. **Alaska** had the lowest number of teachers, but the highest average teacher salary (7,927; $58,395). **Washington** had the highest number of teachers across the five states (54,428), while **Montana** had the lowest average teacher salary ($44,426). Teacher pay-parity (i.e., teacher earnings as a percentage of salaries earned by those in comparable occupations) was lowest in **Idaho** (86.9 percent).

Table 11: Number of Teachers and Teacher Salaries

State	Number of Teachers[1]	Average Teacher Salary (SY2008-2009)[2]	Pay Parity (Teacher Earnings as a Percentage of Salaries in Comparable Occupations, 2008)[3]
Alaska	7,927	$58,395	125.0
Idaho	15,148	$45,178	86.9
Montana	10,467	$44,426	100.0
Oregon	30,152	$54,085	90.6
Washington	54,428	$52,567	94.5

SOURCES: [1]Common Core of Data, SY2008-2009; [2]NEA's Rankings of the States 2009 and Estimates of School Statistics 2010 Report; [3]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 for Professional Teaching Standards (NBPTS) certified. **Washington** had the highest number of highly qualified teachers (98.6 percent), and NBPTS certified teachers (9.6 percent). **Alaska** (88 percent) had the lowest number of qualified teachers, whereas **Montana** (0.9 percent) and **Oregon** (0.8 percent) had the lowest number of NBPTS certified teachers. 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 they must prove that they know each subject they teach.[2]

Table 12: Teacher Quality Indicators

State	Percent of Core Classes Taught by Highly Qualified Teachers[1]	National Board Certified Teachers as a Percent of All Teachers[2]
Alaska	89.9	1.5
Idaho	95.0	2.4
Montana	98.7	0.9
Oregon	94.3	0.8
Washington	97.9	9.6

SOURCES: [1]Consolidated State Performance Reports: SY2008-2009; [2]National Board for Professional Teaching Standards, April 2011

Teaching Profession. Table 13 displays the initial licensure requirements for all prospective teachers for 2009-2010 across the Northwest Region. Of the five states, only **Idaho** and **Montana** required prospective teachers to have substantial formal coursework in subject area(s) taught. **Alaska**, **Oregon** and **Washington** all required prospective teachers to pass written tests in basic skills. Also, **Oregon** required teachers to have 15 weeks of student-teaching clinical experience.

[2] 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)
Alaska			✓				
Idaho		✓		✓		6 Semester Hours	
Montana		✓					
Oregon			✓			15	
Washington			✓	✓			

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. **Alaska**, **Idaho**, **Montana** and **Oregon** all required teacher performance to be formally evaluated, with **Idaho** and **Washington** both required annual evaluations. None of the states tied teacher evaluation to student achievement.

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
Alaska	✓			✓
Idaho	✓		✓	
Montana	✓			
Oregon				
Washington	✓		✓	✓

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

Teacher Performance Incentives. Table 15 highlights states in the Northwest Region that recognize and incentivize teacher performance. Of the five states, **Idaho**, **Montana** and **Washington** provided incentives for teachers to earn national board certification. **Montana** and **Washington** also provided incentives to teachers who work in targeted schools. Across the Northwest Region, **Washington** was the only state that formally recognized and provided incentives for teachers taking on differentiated roles.

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		
Alaska								
Idaho				✓				
Montana				✓	✓	✓		
Oregon								
Washington		✓	✓	✓	✓		✓	

SOURCE: EPE Research Center, 2010

Professional Development. Table 16 contains data related to professional development. As seen below, **Montana**, **Oregon** and **Washington** have all established formal professional development standards, although **Oregon** did not finance professional development for all districts. Only **Montana** required districts to align their professional development with local priorities and goals, while **Alaska** and **Idaho** did not have any professional development standards.

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
Alaska			
Idaho			
Montana	✓	✓	✓
Oregon	✓		
Washington	✓	✓	

SOURCE: EPE Research Center, 2010

SELECTED FUNDING RESOURCES AND STUDENT EXPENDITURES

Tables 17 through 19 contain selected funding resources and student expenditures 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 funding by grant for the Northwest Region.

Adjusted Spending Per Student and Source of Funding. Table 17 shows adjusted per-pupil spending and sources of funding for Kentucky, Tennessee, Virginia and West Virginia. Per-pupil expenditures in 2008 (adjusted for regional cost differences) were highest in **Alaska** ($15,424) and lowest in **Idaho** ($8,633). In **Alaska**, 96.4 percent of students were located in districts with per-pupil expenditures at or exceeding the U.S. average for 2008, whereas in **Idaho**, 4.0 percent of students were located in such districts. **Washington** spent the lowest percentage (3.2 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)[1]	Percentage of Total Taxable Resources Spent on Education (2008)
Alaska	$15,424	96.4	98.9	4.1
Idaho	$8,633	4.0	68.8	3.7
Montana	$13,228	22.2	86.3	3.8
Oregon	$10,467	27.2	89.2	3.4
Washington	$8,722	19.1	89.7	3.2

SOURCE: EPE Research Center, 2011; [1]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 **Alaska, Idaho, Montana, Oregon, and Washington**. The wealth-neutrality score (i.e., the relationship between funding and local property wealth) was lowest for **Alaska**, indicating that proportionally more funding went toward poorer districts than in the other three states. The McLoone Index (i.e., the actual spending as a percentage of amount needed to bring all students to the median level) was lowest for **Idaho** (88.8 percent) and highest for **Montana** and **Washington** (91.8 percent). The coefficient of variation (i.e., the amount of disparity in spending across districts) was lowest in **Oregon**, indicating greater equity in spending than in 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 **Alaska** ($11,498).

Table 18: School Finance

State	Wealth-Neutrality Score (2008)[1]	McLoone Index (2008)[2]	Coefficient of Variation (2008)[3]	Restricted Range (2008)[4]
Alaska	-0.229	91.2	0.327	$11,498
Idaho	0.317	88.8	0.224	$3,256
Montana	0.072	91.8	0.286	$5,197
Oregon	0.07	91.2	0.143	$2,950
Washington	0.065	91.8	0.146	$2,501

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

U.S. Department of Education Funding by Grant. Table 19 displays information on U.S. Department of Education funding for various grants across the Northwest Region states. **Washington** received the highest amount of grant money for many of the grant programs, while **Montana** received the least on average. None of the states received Race to the Top and Safe and Supportive Schools grants. **Alaska** was the only state that did not receive the Rural and Low Income Schools grant.

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

State	Language Acquisition State Grants[1]	State Agency Grant-Migrant[1]	Special Education Grants to States[1]	ESEA Title I grants to Local Educational Agencies[1]	Improving Teacher Quality Grants[1]	Education Technology Grants[1]	Rural and Low Income Schools Grant[1]	Small Rural School Achievement Grant[1]	Race to the Top Grant[2]	Statewide Longitudinal Data Systems Grants[3]	School Improvement Grant[1]	Safe and Supportive Schools Grants[4]
Alaska	$1,068,686	$6,978,073	$34,370,062	$38,846,309	$13,987,032	$1,294,335	$0	$140,054	$0	$3,506,757	$1,578,096	$0
Idaho	$1,884,572	$3,724,940	$51,586,394	$46,662,554	$13,987,032	$1,294,335	$215,027	$982,832	$0	$5,916,520	$1,771,868	$0
Montana	$500,000	$978,795	$35,120,309	$43,554,773	$13,987,032	$1,294,335	$185,093	$4,818,440	$0	$5,798,457	$1,530,992	$0
Oregon	$7,609,239	$9,822,088	$12,569,965	$139,986,895	$28,900,179	$2,619,401	$1,264,866	$1,443,032	$0	$18,878,589	$5,284,979	$0
Washington	$14,234,059	$15,608,240	$210,357,380	$191,852,916	$48,000,430	$3,522,404	$995,973	$2,234,667	$0	$23,283,758	$7,158,614	$0

SOURCES: [1]U.S. Department of Education: 2008; [2]Ed.gov Race to the Top Fund; [3]U.S. Department of Education, Statewide Longitudinal Data Systems Grant Program, 2006-2009; [4]Ed.gov Safe and Supportive School Grants

APPENDIX B

Outreach Efforts by States Including Survey Instrument

APPENDIX B: OUTREACH EFFORTS BY STATES INCLUDING SURVEY INSTRUMENT

Alaska Outreach

Alaska used the survey tool to reach a wide audience via email and state organizations:

- Alaska PTA members and current Board members
- Members of the Alaska Legislature, in particular co-chairs of the Higher Education Task Force (House and Senate members) and House and Senate education committees.
- Best Beginnings
- Anchorage School District, Administrators
- Anchorage Promise
- Rural Cap, Early Learning & Middle School Project Leaders
- NEA Alaska
- Alaska School Boards Association
- Alaska Principal Association
- SERRC
- Armed Services YMCA
- Military School Liaisons
- State Board of Education, Military Advisory Vote
- Cook Inlet Tribal Council
- Real Estate
- Insurance (i.e.. Allstate)
- Health Care Providers (i.e. Premera, Providence Hospital, Tri-West)
- United Way of Anchorage
- Alaska Health and Social Services
- Alaska Department of Education and Early Development (Commissioner, Deputy Commissioner, Rural Outreach, Career & Technical Education)
- Anchorage Youth and Development Coalition
- Alaska Legislative aides
- Alaska Pipeline (Oil Company)
- Alaska Business Education Compact (university, oil and gas and business people in general)
- University of Fairbanks and Anchorage
- Alaska Department of Labor
- Alaska Process Industry Careers Consortium
- Career Technical Education Leaders
- Department of Labor, AVTEC Training School
- Volunteers of America Alaska
- Bridge Builders of Anchorage (non-profit)
- AKPIRC (Alaska Parent Information Resource Center)
- Alaska Humanities Forum
- Alaska Spirit of Youth
- Alaska Commission on Aging

- Veterans, Alaska
- Nine Star (training and employment company)
- Friends, lawyers, private citizens

All contacted were given the link to the Survey Monkey, information for the Webinars and asked to forward to anyone and everyone in their contact list.

- A presentation was made in person to the State Board of Education and Early Development.
- A notice went out to all subscribers of the AK EED Info Exchange Email Letter with the survey and webinars and where to leave comments.

Idaho Outreach

The RAC members from Idaho used the survey instrument to gain widespread input. Email and personal contacts were used to contact and solicit input from the following stakeholder groups:

- Idaho Parent Teacher Association (PTA) members and other parent groups
- Education leaders in each of the tribes within the state including Kootenai, Shoshone, Bannock, Nez Perce, Coeur d'Alene, and Paiute. Additional members of the appointed State Board of Education's Higher Education Indian Education Committee were also contacted.
- Members of the Idaho Legislature and specifically the members of the Idaho State Senate and House Education Committees.
- Members of the Idaho School Boards Association which included elected local school board members and school treasurers.
- Idaho Association of School Administrators
- Idaho Education Association
- Idaho Business Coalition for Education Excellence
- All College of Education Deans in Idaho
- The Provost of the University of Idaho, asking him to distribute to other Provosts if appropriate
- The College of Education Deans from land grant institutions in the Northwest, asking them to forward to their state organizations
- Early Childhood faculty at University of Idaho, asking them to forward to their state association.
- Jeff Fox, College of Southern Idaho, asking him to forward to other community college administrators
- The Professional Standards Commission of Idaho

Montana Outreach

- Email solicitations to all school board trustees, school administrators (superintendents, principals, curriculum coordinators, student deans), state legislative representatives (house & senate), county superintendents, Office of Public Instruction (state school superintendent and staff), Governor's office and education policy team, Board of Public Education members (covers Board of Regents, P-20 system), MTSBA staff, MEA-MFT (leadership and members, certified and classified employees). Total 2,851 contacts.

- Meeting with local chamber of commerce; email solicitation to state chamber of commerce members (diverse representation of the business community, including local government, medical, insurance, military, senior citizens, tourism, retail, financial, small/sole proprietor, and manufacturing)
- Meeting with local Pachyderms Club; email solicitation state-wide to members
- Meeting with local Realtor's government affairs committee (GAC); state-wide solicitation by email done by GAC staff
- Parent Teacher Association/Parent Teacher Organization (state representative in Billings assisted with state-wide solicitation)
- Indian School Board Caucus (represents 9 tribal nations, 7 reservations; chair of caucus is school board member)

Oregon Outreach

Oregon's Survey sent to:

- Corvallis School District 509j – district-wide email
- Corvallis School Board
- Oregon Education Association for distribution through their list
- Oregon PTA for distribution through their list
- Oregon Dept. of Education
- Other regional Teachers of Year for distribution in their networks
- Harrisburg School district
- Beaverton School District district-wide over the website (5000 employees)
- Face-to-face with 33 elementary principals
- Face-to-face school board meeting, including audience and school board
- Confederation of Oregon School Administrators
- 2 parent and community meetings in Portland
- Education Northwest for posting on the website

Washington Outreach

- Department of Social and Health Services
- Department of Health
- Board of Education
- Education Service Districts
- Tribal Representatives
- League of Education Voters
- Boeing Company
- Representatives/Senators
- Washington State School Directors Association
- Washington Education Association
- Association of Washington State School Principals
- Service Employees International Union
- Community Center for Education Results
- Washington State Parent Teacher Association

- Washington State Migrant Council
- Foundation for Early Learning
- Thrive by Five Washington
- Washington State Head Start
- Gates Foundation
- United Way

Survey Monkey Instrument

Members of the Northwest Regional Advisory Council (NW RAC) are soliciting input from a wide array of education stakeholders on the most pressing education issues for our region, which includes the following states; Alaska, Idaho, Montana, Oregon and Washington. The NW RAC will provide a formal report to the U.S. Department of Education (USDOE) this summer to assist in directing the focus of assistance and support received at both the state and local level in the future. Traditionally, this support has been from comprehensive centers in each region (such as Education Northwest and the Alaska Comprehensive Center), but future support could be broader in scope and based outside of the regional as well.

It is important that we get your input. Groups and individuals like you have an important perspective to share in shaping future plans to address these issues. Please fill out the following short survey (10-15 minutes maximum) indicating what you believe are the most pressing issues in education and what specific actions or assistance could be provided through the USDOE to address those issues.

1. What do you think are the top 3 issues facing birth/pre-school to college/career education?

Note: Please provide a brief (less than 100 word) response in each of the boxes below.

Issue 1:

Issue 2:

Issue 3:

2. What specific actions, strategies or assistance are needed, either at the local or state level, to address these issues?

Note: Please provide a brief (less than 100 word) response in each of the boxes below.

Issue 1:

Issue 2:

Issue 3:

Demographics:

In order to accurately document and report whether comments were received from a broad base of stakeholders, please fill out the following brief demographic information.

A. State: (required)

- ○ Alaska
- ○ Idaho
- ○ Montana
- ◉ Oregon
- ○ Washington

Other (please specify)

B. Education Interest (required)

Please check below the description that best describes your interest in education. You may check more than one category.

- ☐ Parent
- ☐ Student
- ☐ School Administrator
- ☐ Teacher (PK-12)
- ☐ Classified/Support staff (PK-12)

- [ ] Higher Education
- [ ] Business member
- [ ] Early education provider
- [ ] School board member
- [ ] Non-profit organization affiliate
- [ ] Health provider
- [ ] Education Service District (ESD) employee
- [ ] Elected or appointed local or state government official

Other (please specify)

Gender

- ○ Male
- ○ Female

Race/Ethnicity

- ○ American Indian/Alaskan Native
- ○ Asian
- ○ Black/African American
- ○ Native Hawaiian/Other Pacific Islander

- White
- Hispanic or Latino Ethnicity
- Two or More Races

Age

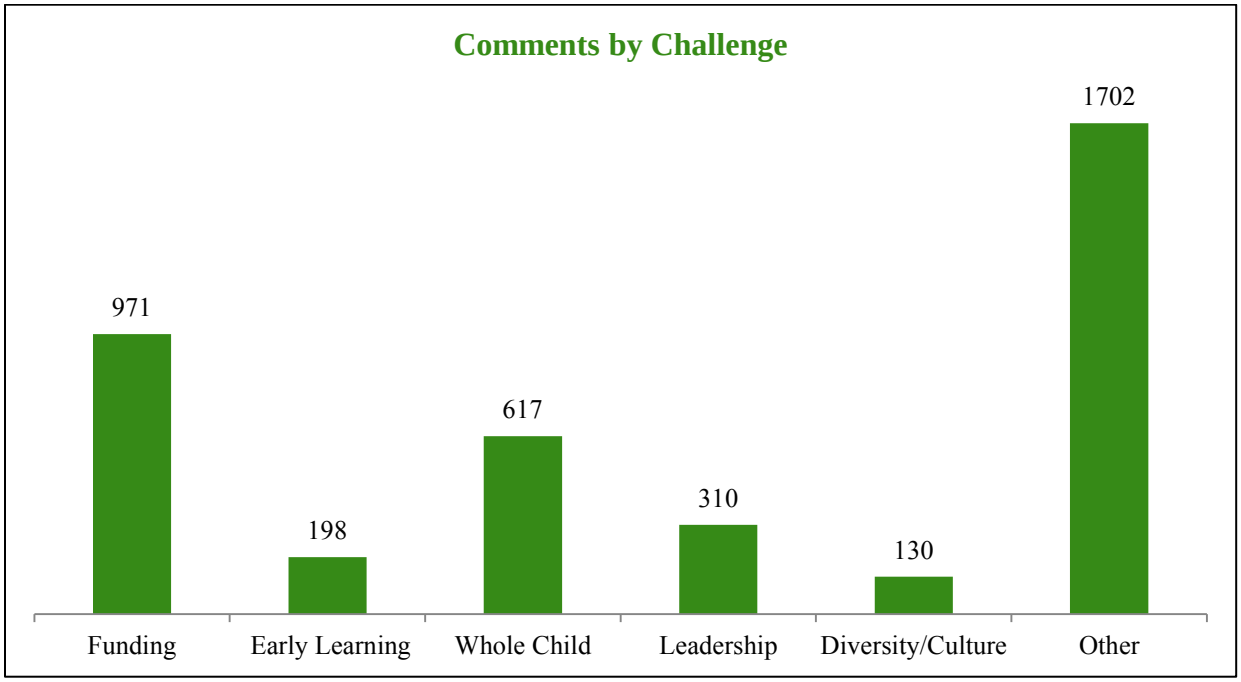
- 18 or younger
- 19-29
- 30-39
- 40-49
- 50-59
- 60-69
- 70 or older

Done Powered by SurveyMonkey

APPENDIX C

Northwest RAC Survey Summary of Results (using Survey Monkey)

APPENDIX C: NORTHWEST RAC SURVEY SUMMARY OF RESULTS (USING SURVEY MONKEY)

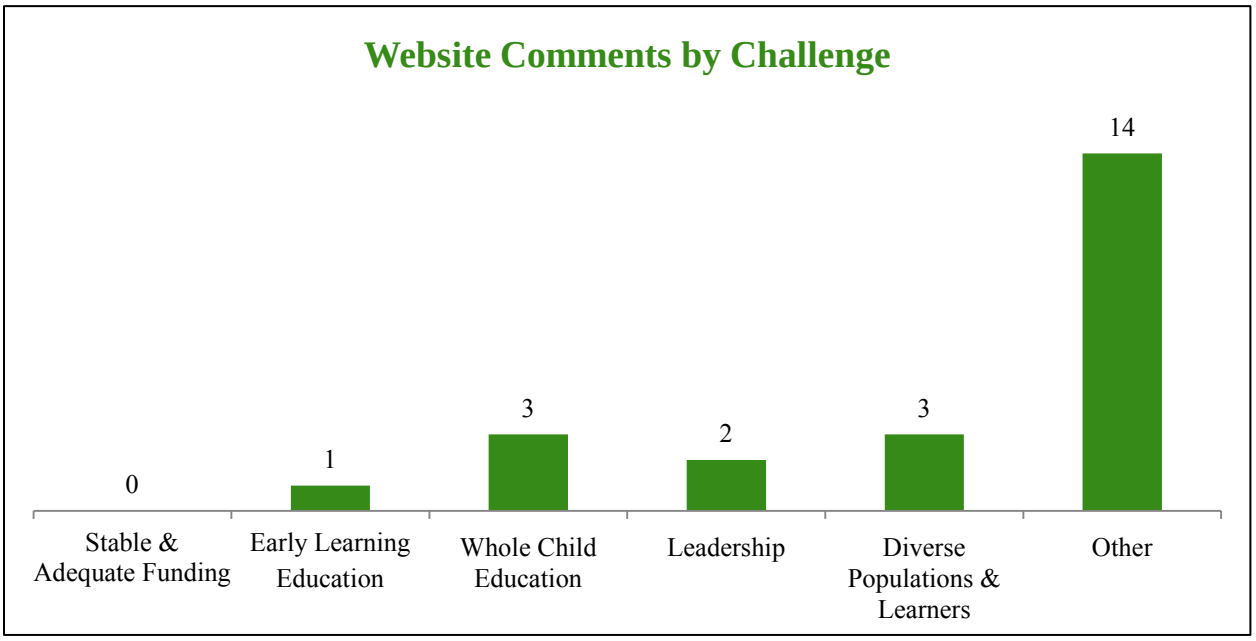


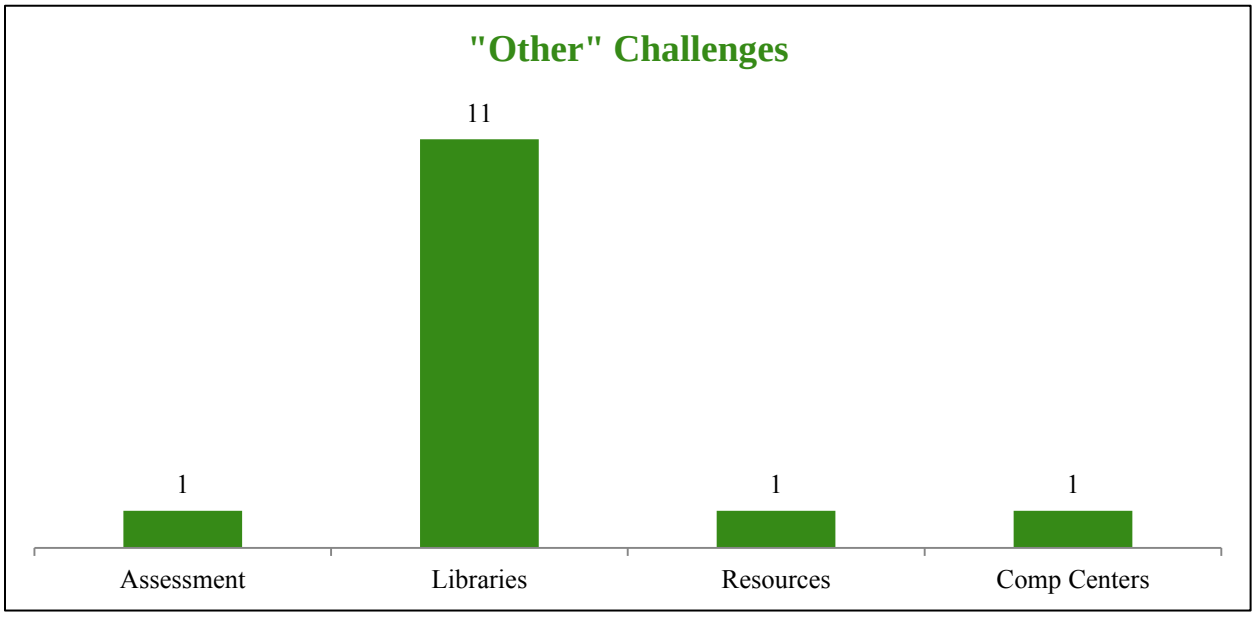
"Other" Challenges	# of Comments
Transitions/Alignment K-12	14
Literacy	19
Achievement Gap	26
Curriculum	63
Technology	67
Politics/Government Involvement	80
Respect for Teaching Profession/Teacher Morale/Retention	85
College Preparation/Funding/Alt. Post-secondary options	105
Class Size/Length of School Year	203
Testing/NCLB/Standards	220

APPENDIX D

Summary of Results from RAC Website (including comments)

APPENDIX D: SUMMARY OF RESULTS FROM RAC WEBSITE (INCLUDING COMMENTS)





Full Website Comments:

Role	State	Comments
Librarian	WA	Begin with being deliberate about including librarians in educational discussions, both school and public. Reading is a core competency but often in educaational arenas librarians are consdiered support staff who can be eliminated. Yet reading scores are one of the most used measures for success. Research shows school and youth with access to quality librarians and libraries are more successful and do better on standardized tests. If librarains are requeired as partners in all work then they will be at the table and should be included as part of the budget package.
Parent	OR	Howdy, I have kids going to elementary and Middle school. I always wanted to know why Schools here in the NW do not provide text books for all subjects to kids. If the student is capable and willing to learn something over the summer vacation by following the curriculum through books borrowed from neighbors of higher grade, it will be of great help to the kids to advance themselves and be better prepared for their next grade. Thanks Parent
School Administrator	AK	RE: Comprehensive Centers mentioned in June 21, 2011 Webinar I've been teaching for eight years in both California and Alaska. Today was the first time that I heard about comprehensive centers. I looked the centers up online and found that the Alaska Comprehensive Center is a program of SERRC. I am familiar with SERRC, but had not learned of the agency's involvement with the Comprehensive Center. (http://www.alaskacc.org/) I was puzzled why the Alaska Comprehensive Center is listed under the Southeast Regional Resource Center. (http://www2.ed.gov/about/contacts/gen/othersites/compcenters.html) Thank you for allowing the public to attend the webinar. I found it informative. [name deleted] Assistant Principal [school name, address and email address deleted]
Parent	AK	Here are my comments... 1. Too many responsibilities are piled upon teachers. 2. Large class sizes. I think either we need more teachers or aides in classrooms. 3. Lots of money is being spent to service just a few kids 4. Distict offices seem to be growing, when we really need those people in the schools. 5. If full time school district office employees are given medical benefits, then full time building substitutes should be give medical benefits as well. I was an educator before I decided to stay home with my children, so now I am an active parent volunteer in the schools. In my mind all of my comments are connected, and so I will try to explain. As a parent volunteer I see a few kids being pulled out of the classroom numerous times day, often for one on one tutoring. Not only does this disrupt

Role	State	Comments
Comment continued from previous page		the student's day, but also the rest of the class and the teacher has to keep track of what that child missed in class, not to mention it is expensive. I think instead we need aides in classrooms to assist the classroom teacher with off task students and with those that need extra help, so the teacher can focus on teaching the lessons. So many responisblities have been piled upon our teachers that they are tired, overworked and many are resentful. (And I don't want tired, overworked resentful teachers spending 5 days a week with MY chidren... this is why parents are turning to homeschooling) We need to treat our teachers better and look for ways that we can make their jobs easier... not throw money at new programs that will just create more work for them. I think that district office employees should regularly (at least once a year) spend a few days in a classroom assisting a teacher so that that see what it is like day in and day out. I think this awareness would affect the decsions they make that trickle down to the classroom. Lastly, ALL full time employees deserve benefits. Thank you for reading my comments. [name deleted]
Other	WA	Please look to children's museums as effective community partners for schools in addressing diverse audiences, providing art and science programming to help narrow achievement/opportunity gaps and helping facilitate specialized programming for families of children with autism or other disabilities. Children's museums are also wonderful forums to help facilitate engaging parents in their child's learning and providing parent education programs.
Librarian	OR	I fear that the continued elimination of certified school librarian positions in public schools is an example of how K12 education can favor test-taking skills and short-term goals instead of critical thinking and long-term goals. Research repeatedly demonstrates that when librarians collaborate with classroom teachers on information literacy/research lessons, student achievement increases, including on standardized tests. This document from Scholastic has good summaries of the school library impact studies: http://listbuilder.scholastic.com/content/stores/LibraryStore/pages/images/SLW3.pdf. Or, see this info: http://www.lrs.org/impact.php. Or this, from CISSL out of Rutgers: http://cissl.rutgers.edu/impact_studies.html. Information literacy projects help students learn to gather, analyze, and synthesize, and share information, which equates to critical thinking, collaboration, and communication -- skills employers seek in employees (and that professors would love to see more in college students, I'm sure). Yes, some teachers assign research projects on their own, but they don't often *teach* the research *process* during the assignment.

Role	State	Comments
Comment continued from previous page		http://www.p21.org/index.php?option=com_content&task=view&id=254&Itemid=119 See the executive summary or page 9 of this report: http://www.p21.org/documents/CTE_Oct2010.pdf. More and more research also shows that the best way to create competent and willing readers is by encouraging students to read more and to read materials that interest them. Librarians play a major role in helping students discover the joy of reading. Please consider including the role librarians play in student education in your report. From what I heard on the June 14th phone call (Northwest RAC meeting), it sounds like librarians could be included in the "whole child" section. I'm sure there are other sections, too. Also, public libraries can be included in sections about early childhood development and community involvement. An increasing number of children's librarians are trained in how to teach early literacy skills to parents and/or childcare providers. For example, see the Reading for Healthy Families program that is just wrapping up in Oregon: http://www.oregon.gov/OSL/LD/youthsvcs/rfhf.home.page.shtml. Thank you, [name deleted] [position deleted] Oregon State Library [email deleted]
Other	WA	Please consider children's museums as important community resources for early learning and part of successful cradle to career programs when you draft your final report and address early learning (challenge #3 per your webinar).
Parent	OR	See comments attached [comment at end]
Parent	OR	I'm a parent who also volunteers in the classroom, participates in site council, etc. Our schools need: more rigorous curriculum more support for talented and gifted kids, who are often bored and unchallenged in the classroom - they need material that is taught in greater depth and at a faster pace, not just more worksheets and busy work more focus on parental accountability - if your child is constantly misbehaving in the classroom, distracting other kids and taking a chunk of teacher time, parents need to be required to handle this or else the kid will be sent home more support for teachers - it's easy to say that they can just differentiate for kids, but when you see a range of 2-4 grade levels in ability in one classroom, and there are 28-30 kids, there is no way a teacher can meet those needs. Kids at the bottom get pull-out services. Kids at the top get ignored.
Librarian	OR	Are the first and second meetings by webinar different from each other or follow the same agenda?

Role	State	Comments
Parent	OR	The role of the Talented And Gifted (TAG) program has been severely curtailed or lost due to budget cuts and a lack of understanding among teachers. I have had four TAG students in Oregon schools. My third one, who just graduated, had a very uneven education. Some years, he had teachers that challenged him. Other years, he had teachers refuse to let him work ahead unless he finished all the regular classroom work first -- work that he'd already completed years before. This led to him feeling bored and frustrated. Is this how we want to treat our brightest students? I have a fourth child in grade school and am already seeing the same pattern repeat. Last year, he was bored all year. This year, he was challenged, although the teacher had to personally find challenging materials as the school has no materials available for a child working two grade levels ahead. I don't want to promote my child to a higher grade to get the materials, because he's not socially and emotionally ready for that.
Teacher	OR	We have been condoning the decline of Music and the Arts in our childrens education. We are taking time away from this subject and putting more towards English and Math in the "Hopes" of improving test scores. So far this emphasis in English and Math is not working. Our kids are dropping out of school at a faster rate than the past two decades (shortly after the time this shift away from Music and the Arts was started), test scores have not improved but steadily declined, are widening and our current developing work force is lacking the ability to "creatively" develope new solutions or ideas. This is because our youth does not have the chance to exercise this part of the brain, therefore they do not know how to think creatively. There has been MORE research and data on this subject (Music and the Arts) than any other in education, but yet our leaders continue to ignore the facts. 1) More students envolved in Music and the Arts graduate than any other sector of education. 2) It wipes the inequality between the social economic classes in school. 3) It improves test scores. 4) It gives an avenue for people to learn how to express (and cope) with their raw emotions, an avenue that NO OTHER Subject has the ablility to do. 5) It teaches leadership at a level that "leadership" classes cannot recreate. 6) It teaches discipline. 7) It teaches commitment. 8) It teaches Teamwork. One person does not pull their weight in a band (or any other performing art), it hurts the whole group, not just the individual's grade. A failure in English is a poor grade, a failure in knowing one's own part in choir affects everyone involved. This even includes a band with 160 members or 16. 9) Music and the Arts works the same part of the brain as reading and mathematics. It works the left and the right parts of the brain. 10) Students do just learn a culture with Music and the Arts, they

Role	State	Comments
Comment continued from previous page		experience it! 11) This list goes on and on and on. There is No Other subject in school that is as complete. We need to reverse our course of action and give our children a daily dose of Music and the Arts, not deplete it!
Parent	ID, MT, OR, WA	http://creatingcurriculum.wordpress.com/2011/06/12/what-do-twice-exceptional-children-need/
Librarian	OR	The devaluation of librarians is disturbing. Having a school filled with books but no CERTIFICATED TEACHER to oversee the instruction and collection development is not providing for our future citizens. If anything, the technology divide is getting wider and wider between students who have access and those who do not. I work daily with students who have never "clicked" a mouse because their family has no computer at home. Study after study has shown that quality schools are staffed with certified library media teachers....yet in these "budget crisis" times, library teachers are been cut, reduced, or spread thin between schools. The careful use of information and technology will be needed by future generations and students are just not being taught that on a school by school basis. We are leaving behind our kids to figure out for themselves how to evaulate websites, navigate through the information overload, and how to ethically use information and it just won't happen! Federal laws in the past helped libraries. Federal laws now could help fund school libraries. I urge you to mandate library/technology teachers for every student in every school. All of our kids deserve to step into the future informed and prepared.
Librarian	WA	Kindergarten used to be the place where children got ready for school. They learned how to behave in a group situation, they learned their letters, they discovered the world of books and learning. But now kids are expected to already know these things when they start school. The library helps to pick up the slack, with books, storytime, and other activities to encourage early learning before kids even reach kindergarten. Learning begins at home, and the library can help. The library has educational materials and programs for parents, and librarians can help kids develop a love of learning that will last their whole life long. The library is a resource for all people, no matter where they live, or who they are, or what their circumstances. All are welcome at the library. I have been a children's librarian for a long time, and I love it when "my" storytime kids keep in touch. Some, I still see regularly, others have moved away. I love it when they come back and say "I still remember being in your storytime when I was

Role	State	Comments
Comment continued from previous page		little" and go on to tell me about their latest accomplishment as an author, or a politician, or whatever. It makes me happy to know that the library was part of their life.
Librarian	WA	In our community we as the library play a key role in reaching children and parents before they enter kindergarten. We offer in-library and community storytimes where we specifically focus on early literacy skills. We hold parent education courses to teach parents about the types of activities they can do in their home to get their child ready for school. Early literacy has become our library systems number one priority and we try to incorporate early literacy and development skills in all of the programming that we offer to families and preschoolers. Two programs in particular that we have done at the [area deleted] Libraries are: Block Party: At this program we are using block play to help build development of early math, science, and literacy skills. We have taken this program to daycares, community centers, family nights, and held block parties within each of our branches. In the short time that we have instituted the program we have seen over 2500 children participate. Another target of the program is to get parents involved in their children's learning. Community Baby Showers: This program has been extremely successful community partnership. We hold baby showers in the library where we feature information for parents on early literacy, brain development, health/safety information, and provide connections to what resources are available to new parents in the community. We also provide crafts activities for parents and serve cake. It makes the library a friendly welcoming place for new parents and helps build a relationshp with the library. During our first baby shower we had over 100 new parents participate.
Librarian	OR	Please think of adding your local library to your grant applications! We are your educational partners. One of the primary purposes of libraries is to ensure that young children become ravenous readers. [county deleted] Library's staff have always taken an active role in encouraging preschool children's love of books and reading, but in the past decade librarians have taken the next step they have learned and embraced the latest research about children's brain development and early literacy development. Now library staff educate parents and caregivers about the importance of talking, singing, rhyming and reading with their children beginning at birth. These are the daily activities that prepare children to be capable readers. [county deleted] Library is also a strong supporter of the early learning workforce in Portland, Oregon by providing free educational opportunities for early childhood providers who are seeking educational credits for childcare certification and/or license renewal.

Role	State	Comments
Comment continued from previous page		Through a series of free early literacy classes, called Early Words, we have taught over 27,000 caregivers in the past 15 years. Through these interactive workshops, caregivers learn best practices for fostering children's early literacy skills. Libraries have great potential for preparing children to succeed in school.
Librarian	WA	Public libraries support early learning in many ways. Studies have shown that children need to be exposed to books early and often; and that children who have at least 50 books in the home score much higher on standardized tests. Children's books are expensive, and the library is a way for parents to expose their children to board books and picture books from birth onward. Our bookmobile visits Head Start classes and larger home daycare centers, to deliver books to young children who may not have the opportunity to visit a library, because their parents work long hours. Our free storytimes are not just for the benefit of the children attending, our librarians model for parents and caregivers ways to read to children, and how to help children interact with books in ways that support early literacy. For children who are never enrolled in ECEAP, Head Start, or any sort of preschool; library storytimes are sometimes the only exposure they have before Kindergarten to listening to stories, and to being with a group of children, and learning how to sit and listen.
Teacher	OR	I have spent 25 years in the classroom with children. In all that time I never seen a trend in staff development so counterproductive as the current movement to spend so much time and effort at measurement of learning, rather than supporting the efforts of teachers to instruct effectively in order to instigate, motivate, and enrich learning. Quality instruction has the single most profound impact on student learning. The assessment and reporting of this learning to stakeholders has become the number one responsibility of classroom teachers. I see this as a significant distraction from the true task of teachers: To Teach. If my students know what I expect and understand how they can succeed at their learning tasks, I can report to them effectively. The reporting is one of the many tools I use as a teacher. It should not drive my instruction. The needs of my students have always been and will always be the driving force behind my growth as a teacher. I will not supplant this motivation with the political needs of those who wish to spend their time and energy in critical assessment of a job which they do not understand.

Role	State	Comments
Parent	WA	The libraries at which I work regularly serve the parents of young children, pre- and early-readers, including immigrant children who will need to master English as a second language in order to be successful in life. The book, audio- and visual resources these parents get at the library are often better than what the parents can get in their schools. They are certainly better than the daycares (to which the library provides outreach) and are desperately needed if the parents want to raise literate children. Children's and youth services librarians are specialists who regularly teach one-to-one, and by example in storytimes and other programs pre-literacy skills to parents who may not have the cultural capital themselves to pass on to their children. Don't forget their role in the process: they fill the gap left by our broken public education system. I know this is a long shot, but I also hope you will reconsider breaking the backs of the states with industry-killing regulations; serving the needs of adult bureacrats rather than struggling families and children. We can **afford** our library services if you Feds would only quit killing our local economies, and strangling local innovation. Please also reconsider your slavish allegiance to the public employee unions. They've killed the good name and effectiveness of the public schools--don't let them do the same to public libraries. I know many of the congressional representatives have their seats bought and paid for by the public unions. But maybe a few of you still have a conscience--perhaps you could exercise it for a change.
Librarian	WA	Early Learning Services at [county deleted] Library Adult Classes/Classes for Branch Managers for Early Learning: Examples include: Healthy Beginnings, Social Beginnings, Brain Gym Basics, Every Child Ready to Read @ Your Library and other related topics. Baby Time -- Birth to 2 years of age Fingerplays, songs and the rhythmic sound of simple text (in a cozy lap) are the basic mechanics used to promote early reading skills that boost brain development. Storytime -- 2 to 5 years of age Stories with imaginative activities, fun finger plays, and theme-based crafts promoting early literacy and pre-reading skills. Daycare and Preschool Outreach Librarians visit licensed facilities encouraging literacy skills with stories, interactive songs and finger plays. The Outreach also provides books, videos, Storytime boxes and other library materials for the facilities. Book Bear Visits Everyone Loves the Book Bear! He along with a librarian makes appearances in parades and [county deleted] community events for literacy promotion. Baby Packets to Area Hospitals Parents are presented with early learning information and a new board book for baby. Parent Resource Network [county deleted] Library along with area agencies works together with parents, caregivers, and

Role	State	Comments
Comment continued from previous page		community partners to optimize the skills, abilities, and motivation for life-long learning and discovery in young children in the Palouse area with education, support, screening, and resource services.
Teacher	OR	I am unfortunately unable to participate in the webinars as I am teaching during those hours, but I want to make certain the discussion touches on the need to preserve and/or restore school librarians in all of our schools. I have witnessed budget cuts taking far too many of these positions away in what may be the most short-sighted decision making I've seen as an educator. Our teacher-librarians teach the 21st century survival skills of critical thinking, media literacy, online safety, and information ethics--not to mention good old literacy--and they teach these skills to every student in the school. And as teaching partners, providing classroom teachers with material support, collaborative lesson-planning and best-practice co-teaching, our teacher-librarians facilitate excellence in education in every classroom. The link between schools with a strong, professionally staffed library program and advances in student achievement has been demonstrated time and time again in independent academic studies. Yet these programs are being gutted throughout the region, and our students are paying the price. We must find a way to support the school library with more than just words.
Librarian	WA	This past year I have been able to be a bridge between families and parents, the local library and the school district. In our community we are doing some wonderful things like free books for children, story times and baby classes. Because I am the bridge between the different entities in the community I have been able to see everything come together. It has been very fulfilling and rewarding to see the parents and families grow as the community supports them in their role of getting their children ready for school. The library is essential because we reach families that typically do not go in to the school on a regular basis but because the library provides free use of computers and check outs of DVDs and books we have the personal connection. The local principal is excited when he stops by because of the faces he sees each time he enters the library. The free and easy access of books, the parental support and the connection to the families in the community makes public libraries essential to the family unit especially when reading is an essential live skill.
Teacher	MT	Decreasing the emphasis on testing would benefit our students and teachers enormously. I feel that the only subject area where testing (at its current level) should remain is in reading. The entirely of the first 3 years of education should be devoted to mastering reading and literacy skills.

Additional Comment from Above:

We measure and incent our schools to acheive minimum competency for all students. We are concerned about the achievement gap for disadvantaged students as measured by minimum competency only.

We do not:

- group by ability instead of by age
- measure each child's year to year growth and incent schools to make sure that each child is progressing every year
- require teachers of talented and gifted students to have any training whatsoever in how to accomodate these kids and keep them progressing at their rate and level

We are not concerned with whether disadvantaged students are taking honors classes or earning AP credit. We care if they pass the state tests and graduate high school--is that the best we can do?

We are very reluctant to accelerate kids even when they are clearly bored to tears.

I suggest we start a conversation about measuring and publishing data regarding disadvantaged student enrollment in honors/advanced classes, earning of AP/college credit in high school and etc.

I suggest we start a conversation about incenting schools to have kids accelerate when appropriate--could there be a financial incentive since the school system will save X dollars on another whole year of public education?? A (small) incentive to have kids accelerate successfully in math since their skills will be worth so much more to society down the road? There is talk about STEM but no incentive or accountability--districts are so busy meeting minimum standards that you are at the mercy of your teachers' good wishes.

I suggest that middle schools be required to have a certified librarian on staff and that kids must be taught computer literacy and research skills somehow by the first year of middle school. Salem (Oregon) just cut all K-8 librarians. We will pay later in a less prepared work force.

We need parent involvement and accountability to become part of our new measures of NCLB. We put all the accountability on the schools and so many parents do nothing.

We need to take a good hard look at social promotions and how we hand off kids that are not ready for the next grade.

Thank you for your consideration.

[name deleted]
[position deleted], [district name deleted]
Parent volunteer
Salem, Oregon

APPENDIX E

Northwest RAC Member Biographical Information

APPENDIX E: NORTHWEST RAC MEMBER BIOGRAPHICAL INFORMATION

Carissa Moffat Miller, Chair, is the Deputy Superintendent, Assessment Division, at the Idaho State Department of Education. Dr. Miller also serves on the Executive Committee for the SMARTER Balanced Assessment Consortium and is currently the chair of the Education Information Management Advisory Consortium (EIMAC). In addition to more than five years working in K-12 assessment, Dr. Miller spent nearly 15 years in higher education which included conducting research at Boise State University. She received her doctorate in education from the University of Idaho.

Colleen M. Works is a teacher with the Corvallis School District in Corvallis, Oregon. She began her teaching career in 1981, and she has taught both in Oregon and Washington states. She has taught grades 5-12 in English, social science, and German, and has ventured into teaching math, directing the school play, and instructing hearing impaired students. Currently she teaches high school U.S. history, government, and sociology. She has served for many years on Oregon's social science Core Standards, Content and Assessment Committee, as well as on the Oregon Core Standards Implementation Committee. She was a 2004 U.S. State Department *Excellence in Teaching* awardee. She has also served as a mentor teacher in her school district and been awarded its *Golden Apple*. She is the 2010-11 Oregon Teacher of the Year.

Jim Reed is Superintendent of the Weiser School District in Weiser Idaho where he has served for 35 years as an English teacher, middle school and high school principal. Jim is the past president of the Idaho School Superintendents Association and recipient of the Idaho District Leadership Award. Jim has been married for 38 years and has four grown children and 4 grandchildren.

Bette Hyde was appointed Director of the Department of Early Learning (DEL) by Gov. Chris Gregoire on Feb. 10, 2009. Bette previously served as superintendent of the 5,500-student Bremerton School District, well-known for its emphasis on partnering with local early learning groups to improve kindergarten readiness. Under Bette's leadership, the Bremerton Schools received the National School Board Association's Magna Award for their system of early childhood partnerships. Bette has served on the Washington Learns K-12 Advisory Committee, the Joint Task Force on Basic Education Finance, and the Quality Education Council. She also serves on the boards of Thrive by Five Washington and Institutes for Learning and Brain Sciences (I-LABS) at the University of Washington. Bette earned her Ph.D. from the University of Minnesota.

Jerome Colonna is in his eighth year as Superintendent of the 38,500 student Beaverton, Oregon School District. Prior to coming to Beaverton he worked in school administration for the Eugene, Corvallis and Redmond School Districts. Before entering K-12 administration Mr. Colonna was a classroom teacher in Alaska, California and Oregon. He currently serves as Chair of the Education Northwest Board, is a past President of the Confederation of Oregon School Administrators, is a member of the American Association of School Administrators Executive Committee and serves on the NIKE School Innovation Advisory Board. Mr. Colonna is a past Oregon Superintendent of the Year. His daughter, Ann, works for Oregon State University's Food Innovation Center and his wife, Linda, is a recently retired high school science teacher.

Paula Pawlowski was born in Alaska and became an Air Force 'brat' with 9 states and 11 schools before graduating from high school providing a broad experience with different education systems. She has used this experience with her three children and with three exchange students (Costa Rica, Japan and Switzerland and her eldest son spent a year in Sweden and the youngest son spent a year in China) over the years while her husband served 26 years in the military. He is now retired from the service and works for the state while they enjoy life in Alaska with two of their three children living within the state along with one grandchild. She has served on the National PTA board of directors, a presenter, coach and mentor. She was the Alaska PTA president and spent five years on the Alaska State Board of Education and Early Development. She currently works as the Director of the Alaska PTA Parent Engagement Program, continues advocating for military families and serves on the Alaska Commission on Aging.

Susan Richards is Executive Director of Communities in Schools of Washington. She was hired in July 2008 for her strong commitment and passion to help every child benefit fully from their education and have opportunities to build themselves a bright future. This was demonstrated throughout her tenure as the founding Executive Director of Communities in Schools of Renton from 1994-2008. During that time she worked with the Renton School District, The City of Renton and the entire community to build successful family support and mentor programs which collectively served over 1,000 students annually. Susan holds a Master's Degree in Social Work and has an extensive background in a variety of social service settings ranging from mental health day treatment, supported employment, to school social work. She has participated on numerous national, regional, and local initiatives and evaluation work groups to ensure that children receive the support they need to fully benefit from their education

Barbara Riley is a school board trustee for Columbia Falls Public Schools in Columbia Falls, Montana. For over 30 years, she has been involved in school board leadership, with current terms including the Montana School Board Association, where she is past president, and the National School Boards Association Western Region Director. Mrs. Riley also serves as a member of the Montana Schools Unemployment Insurance Program. In addition to school board service, Mrs. Riley served as a trustee representative to a professional judgment study conducted by Augenblick & Meyer, and on an expert panel with R.C. Wood & Associates, with school funding litigation in Montana. Mrs. Riley has a background in accounting and finance, and owns a real estate brokerage firm.