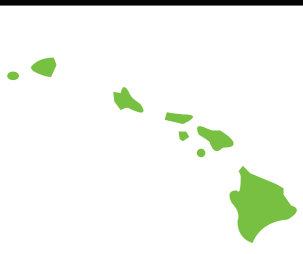
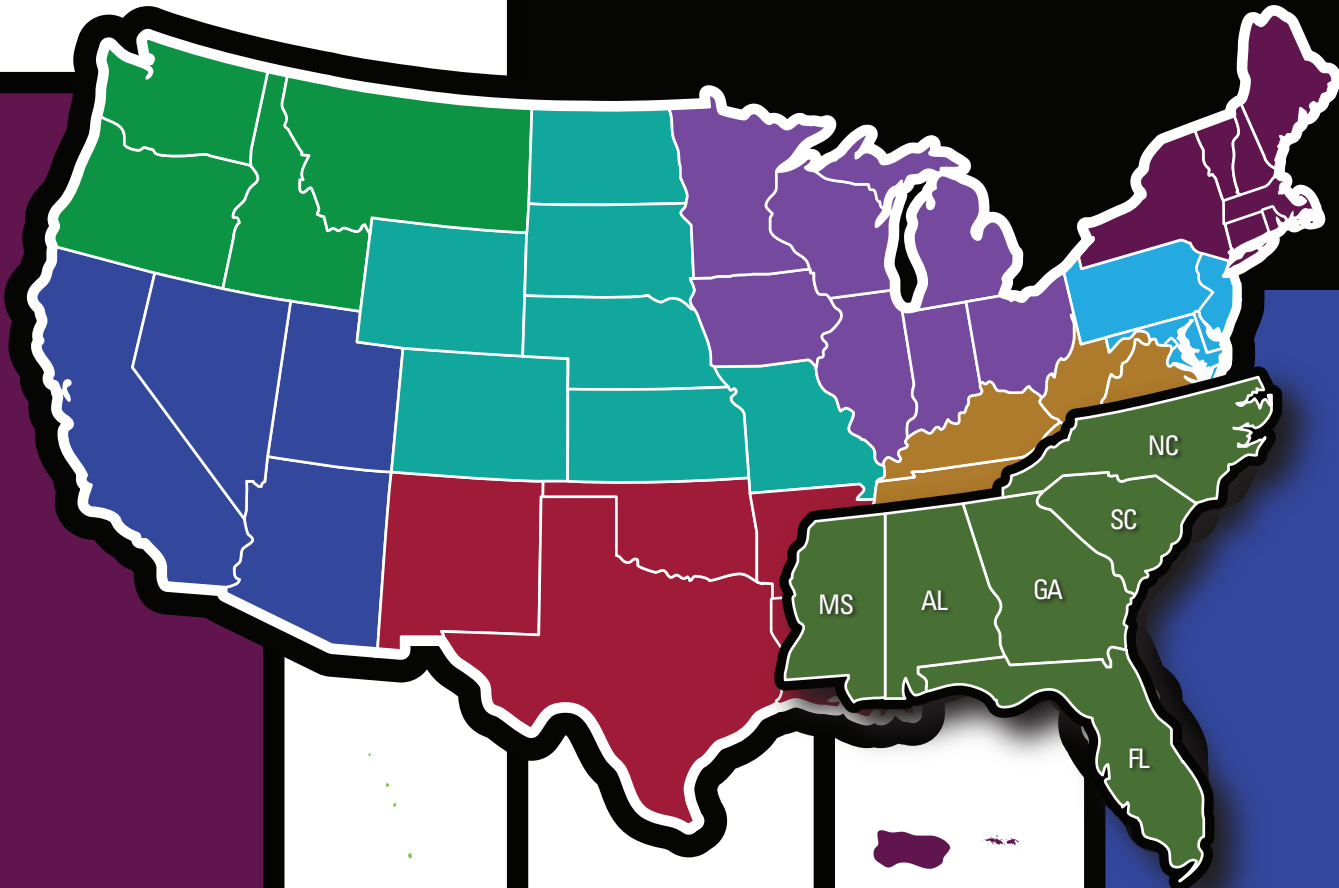
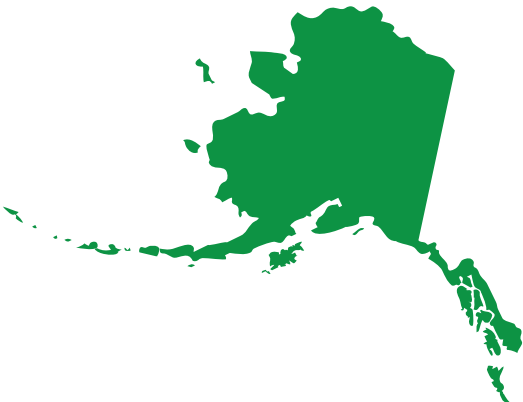


# SOUTHEAST REGION: A REPORT IDENTIFYING AND ADDRESSING THE EDUCATIONAL NEEDS



July 2011

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



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## PREFACE

This report presents the deliberations of the Southeast Regional Advisory Committee (SE 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 six states of Alabama, Florida, Georgia, Mississippi, North Carolina, and South Carolina. Committee deliberations took place May 23, 2011, through June 20, 2011.

SE RAC members represented local and state education agencies; parents; practicing educators, including classroom teachers, principals, administrators, school board members, and other local school officials; business; and researchers. Areas of expertise and interest represented included, but are not limited to, educator quality and leadership development; school improvement; curriculum development; classroom instruction; assessment; gifted education; afterschool programming; community engagement; parent involvement; lesbian, gay, bisexual and transgender (LGBT) student issues; and Teach for America programming. Members included:

### Regional Chair

- Diana Bourisaw, Deputy Chancellor for School Improvement/Student Achievement, Florida Department of Education

### Designated Federal Official

- Sharon Horn, Comprehensive Center Program Officer, U.S. Department of Education, Office of Innovation and Improvement

### RAC Members

- Mark Bounds, Deputy Superintendent, Educator Quality and Leadership, South Carolina Department of Education
- Stacey Donaldson, Curriculum Specialist, Jackson Public School District, Mississippi
- Carolyn Jordan, Executive Director of Instructional Services, Lancaster County School District, South Carolina
- Amy Murphy, Chemistry Specialist, Alabama Science in Motion, University of Montevallo, Alabama
- David Payne, Executive Director, Atlanta Community Engagement Team, Georgia
- Summer Pennell, Teacher, Bertie Early College High School, North Carolina
- Alena Treat, Academically/Intellectually Gifted Resource Teacher, Lufkin Road Year-Round Middle School, North Carolina

### Facilitator

- Deborah Lessne, Senior Research Analyst, Synergy Enterprises, Inc.

## ACKNOWLEDGMENTS

The Southeast RAC would like to thank Sharon Horn, Designated Federal Official (DFO) from the U.S. Department of Education (ED), and Deborah Lessne, RAC facilitator from Synergy Enterprises, Inc., for their assistance and support. The SE RAC would also like to thank Kipchumba Kitur and Clare Corroone from Synergy Enterprises, Inc., who assisted the Southeast RAC by preparing the Regional Profile, helping to organize the information gathered by the RAC, and documenting and providing logistical support for the Committee's public meetings, including webinars, under the U.S. Department of Education Contract No. ED-ESE-11-C-0017 (Nancy Loy, Project Officer).

## EXECUTIVE SUMMARY

This report presents the deliberations of the Southeast Regional Advisory Committee (RAC), one of 10 RACs established by the U.S. Department of Education, identifying educational challenges across the six states in the region: Alabama, Florida, Georgia, Mississippi, North Carolina and South Carolina. Committee deliberations took place May 23, 2011, through June 20, 2011, during which time the RAC members considered input from professional practice groups, public comments, and their own experiences and expertise.

The Southeast RAC members noted that each challenge identified affects multiple stakeholders and represented multiple needs. To outline coordinated strategies for technical assistance to meet these needs, the RAC organized the highest priority stakeholder needs into three cross-cutting challenge categories: Providing customized instruction for all students; integrating appropriate, research-based practices into classrooms; and placing and retaining qualified and quality teachers in the most challenged and rural classrooms. Southeast RAC members recommended specific technical assistance to meet the needs for each category, and strongly advocate a global and coordinated approach to meet the interrelated needs and sustain systemic change. The RAC further believes that all the action items together form a cohesive, strategic approach to meet the overall challenges, and that such a strategic approach should inform any future assistance programs or centers provided by the U.S. Department of Education to the Southeast region.

The cross-cutting challenges, priority needs, and the recommendations for technical assistance for the Southeast region are:

**Category 1: Challenges to providing customized instruction for all students.** Providing instruction that meets the needs of every student was seen by Committee members as key to generating improvement in student engagement, school climate, and real-world outcomes. It encompasses current issues related to the education of gifted and talented students, prevention of bullying, and expanding definitions of student achievement to include individual student growth at all educational and ability levels.

**Need 1:** Design a more engaging curriculum that is culturally relevant,<sup>1</sup> and focused on real-world instruction and jobs of the future.

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<sup>1</sup> A culturally relevant curriculum utilizes the backgrounds, knowledge, and experiences of the students to inform the teacher's lessons and methodology.

### **Recommendations for specific technical assistance:**

- Create a National Content Center that provides research about promising practices and professional development related to developing a culturally relevant curriculum using the common core standards and any next generation standards.
- Help local education agencies (LEA) develop culturally relevant curricula for the local student population from the nationally based common core/next generation standards.
- Work with state education agencies (SEA) and LEAs to develop locally relevant policies and procedures that help support implementation of the curriculum.
- Publicize successful outreach mechanisms that help LEAs facilitate real-world connections in the curriculum through business and the community

**Need 2:** Develop an instructional model that focuses not only on low achievers, but also on nurturing high potential and maximizing individual student growth.

### **Recommendations for specific technical assistance:**

- Utilize globally based as well as nationally based models in creating policies, procedures and strategies for classroom instruction focused on asset based instruction which includes the needs of all students, including English language learners (ELL), Gifted and Talented, and special needs students.
- Develop model policies that help LEAs shift from a deficit-based to an asset-based educational model.
- Develop a family component to help families understand the unique needs of their child within the asset-based model.
- Develop an educational leadership component to prepare community leaders (e.g. elected officials, entrepreneurs, superintendents, school administrators) to support and lead the transformation to asset-based education.
- Develop a cadre of teacher-trainers with expertise in culturally relevant gifted education practices.
- Adapt the principles of customized learning for teachers and tutors to use in programs outside the traditional boundaries of the school day.

**Need 3:** Create safe learning environments that teach and practice respect for *all* teachers and students.

### **Recommendation for specific technical assistance:**

- Provide research, guidance, and content to ensure the common core/next generation curriculum is culturally competent.<sup>2</sup>
- Include, in all materials issued by U.S. Department of Education supported centers, specific content to address culturally diverse groups that traditionally are not included in discussions of diversity, such as Lesbian/Gay/Bisexual/Transgender (LGBT) populations and students living in atypical home environments such as foster care, as well as

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<sup>2</sup> A culturally competent curriculum encompasses and respects the diversity of the population in its content and presentation of materials.

traditionally defined groups including, but not limited to, religion, race, color, national origin, sex, and disability.

- Develop model policies for SEAs that ensure protection and support for *all* diverse student and teacher groups and align with culturally competent curriculum.
- Create model curriculum and instructional practices for the classroom and for teachers to address bullying in schools that aligns with the policies developed.

**Category 2: Challenges to integrating appropriate, research-based practices into classrooms.** Southeast RAC members noted that information about best practices is only slowly and sporadically improving the classroom environment. Improving models for delivery and support of professional development, meeting the professional development needs of rural communities, and addressing unmet technology needs were all included in this challenge category.

**Need 4:** Develop more effective models for delivering professional development.

**Recommendations for specific technical assistance:**

- Develop model policies that help LEAs shift from the direct instructional model to customized delivery and support of professional development.
- Assist in developing and training professional learning teams at the school level
- Help create and publicize professional networks to support best practice in delivering customized educator professional development.
- Develop and promote models for classroom implementation of best practices to help teachers transition from knowledge to application. Include videos, activities, and sample lesson plans that help educators visualize applications.
- Develop classroom observational tools that measure and provide adequate feedback about teachers' instructional skills based on best practices.

**Need 5:** Enhance dissemination of information about research-based practices related to culturally competent and culturally relevant curriculum and pedagogy.

**Recommendations for specific technical assistance:**

- Help school districts leverage technology to maximize dissemination of information about, and implementation of, new curriculum and instructional models.
- Promote alternate methods for delivering and supporting Professional Development in rural areas, as well as for all educators.

**Need 6:** Enlist additional support for educators to adopt new curriculum and instructional models.

**Recommendations for specific technical assistance:**

- Help SEAs and LEAs align curriculum, instruction, and assessments using a cohesive, research-based model.

- Create more professional development materials about effective classroom management practice based on the principles developed under safe spaces (Need 3).

**Category 3: Challenges to placing and retaining qualified and quality teachers in the most challenged and rural classrooms.** Educator recruitment, development, career transition, and retention are influenced by more than teacher evaluation and compensation methods, which are currently the focus of debate. Elevating the teaching profession by applying the principles of human capital systems is necessary to maintain a high quality education; however, there is a dearth of research disseminated about developing human capital systems for education.

**Need 7:** Strategies for recruiting, retaining, and developing quality teachers and administrators.

**Recommendations for specific technical assistance:**

- Identify national and global research and promising practices for creating human capital systems that address the recruiting and retaining of highly effective teachers to high- need and rural areas, and evaluating both teachers and administrators.
- Enhance processes for disseminating information about evolving education policies and involving teachers in the development of local education policy.
- Support models for more effective professional development (Challenge Category 2).
- Promote the development of practicing teachers and administrators by encouraging professional development that includes broad perspectives on the practice of education, such as National Board Certification and advanced degrees, along with promotion of professional development on specific instructional skills.

**Need 8:** Create more equitable opportunities within all schools.

**Recommendations for specific technical assistance:**

- Promote a social justice approach to distributing financial resources based on the needs of rural and low-income communities.
- Disseminate research on evidence-based strategies to create equitable opportunities and expectations for all students (see Need 2).
- Support the creation of community (full service) schools that extend services to students, families, and the community beyond the traditional school day.

**Need 9:** Disseminate information for resource allocation and developing community support.

**Recommendations for specific technical assistance:**

- Analyze and provide data on “return on investment” for implementation of human capital systems.
- Provide technical assistance to help LEA/SEAs adopt, implement, and evaluate promising practices for human capital systems, such as Professional Learning Communities and mentoring, that can help them do more with less.

The varied educational needs of the Southeast region outlined above should be addressed in a global, coordinated manner by providing technical assistance that maintains a focus on these overall strategies:

1. Providing equity in education by removing barriers for students and teachers, and moving from a deficit-based instructional system toward one based on student growth;
2. Equipping teachers and leaders to support systemic change by actively supporting changes in professional development toward mentor/team models and through dissemination of best practice information directly to teachers; and
3. Elevating the education profession through maximizing human capital.



## INTRODUCTION

This report represents the regional needs assessment of the Regional Advisory Committee (RAC) for the Southeast region, which includes Alabama, Florida, Georgia, Mississippi, North Carolina, and South Carolina. The Southeast 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 Southeast Regional Profile (Appendix B), and deliberated during three public meetings from May 23 through June 20, 2011.

### Legislative Background

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

### Regional Background Information

The Southeast region includes the states of Alabama, Florida, Georgia, Mississippi, North Carolina, and South Carolina. The region represents a variety of school and student demographics. A detailed statistical profile of educational indicators for the Southeast region was provided to members of the Committee and the public and is included in Appendix B. Excerpts from that profile, as related to the needs prioritized by members of the Southeast RAC, are included below.

During SY 2008-2009, there were nearly 8 million public school students in just under 13,000 public schools,<sup>3</sup> along with 4,500 private schools,<sup>4</sup> in the Southeast region. Florida had the largest school system in the region, with 2.6 million public school students, and Mississippi had the smallest with just under a 500,000 public school students. The majority of school districts in the region were rural,<sup>5</sup> followed by suburban schools. Urban school districts ranged from 4.3 percent of school districts in Mississippi to 21.7 percent of school districts in North Carolina (Figure 1).

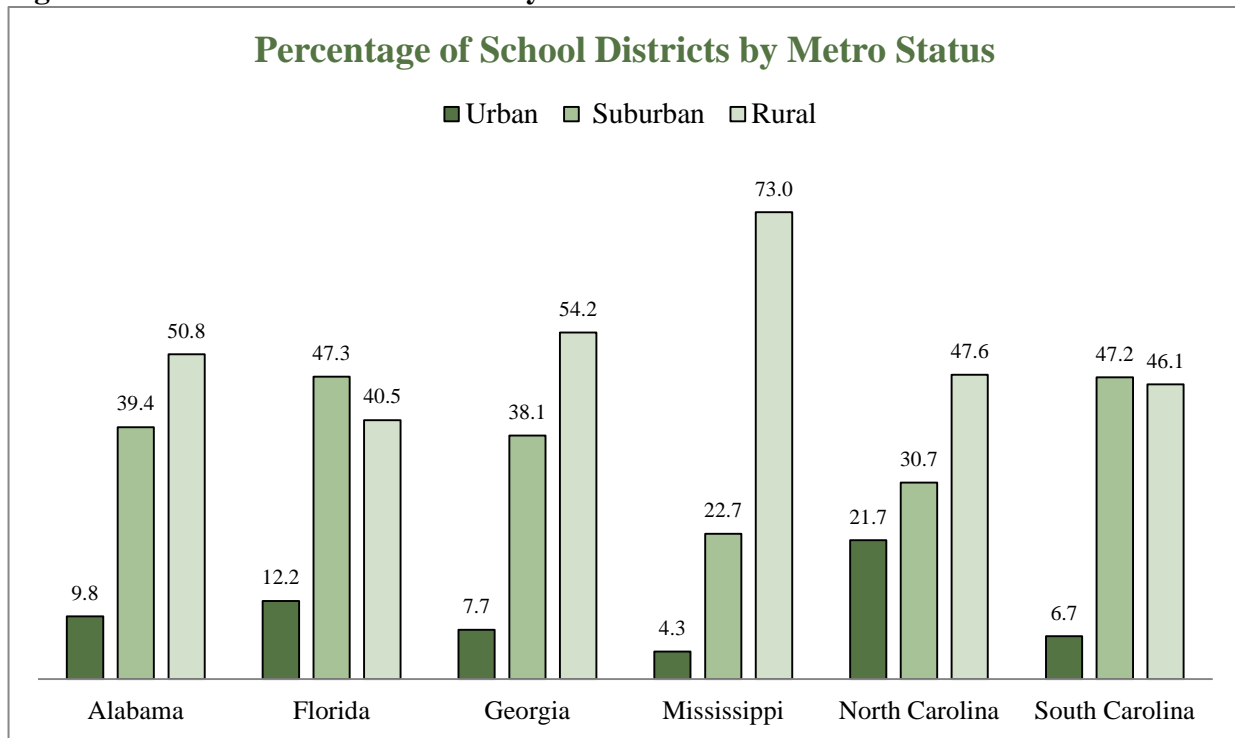
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<sup>3</sup> Common Core of Data, 2008-2009.

<sup>4</sup> National Center for Education Statistics (NCES): Private School Universe Study 2007-2008.

<sup>5</sup> The Committee defines 'rural metro' as a territory that is not included in an urbanized area or urban cluster. A "suburb" is a territory that is outside a principal city but inside an urbanized area. "Urban metro" is a territory inside an urbanized area and inside a principal city.

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



SOURCE: Common Core of Data 2003-2004.

The racial and ethnic makeup of states varied as well, with Black, non-Hispanic students making up the majority of public school students in Mississippi, and Hispanic students comprising the largest minority group of public school students in Florida (Table 1). Students in the region have a variety of needs; poverty is a significant issue in all states, as indicated by the number of students receiving free or reduced-price lunch (Table 2). Poverty often compounds the educational challenges of students with Individualized Education Programs (IEP), and those who are English language learner/Limited English Proficient (ELL/LEP), migrant, or homeless.

**Table 1: Percent 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*
Alabama	0.8	1.2	35.3	3.9	58.8	not applicable
Florida	0.3	2.6	24.0	26.1	47.0	not applicable
Georgia	0.2	3.3	39.0	10.4	47.2	not applicable
Mississippi	0.2	0.9	50.5	2.1	46.3	0.0
North Carolina	1.4	2.5	31.2	10.6	54.3	not applicable
South Carolina	0.4	1.6	38.8	5.5	53.8	not applicable

SOURCE: Common Core of Data SY2008-2009; \* Not applicable means this choice is not available on state forms.

**Table 2: Selected Student Subgroups**

State	Percent of students receiving Free and Reduced Price Lunch <sup>1</sup>	Percent of students in ELL/LEP <sup>1</sup>	Percent of students with an IEP <sup>1</sup>	Number of Migrant Students <sup>2</sup>	Number of Homeless students <sup>2</sup>
Alabama	52.4	2.6	0.9	2,440	12,859
Florida	49.6	8.6	14.6	30,772	40,967
Georgia	53.0	5.0	10.9	9,894	24,079
Mississippi	68.3	1.3	Not available	500	8,525
North Carolina	33.9	7.6	12.6	5,081	18,693
South Carolina	52.5	4.4	14.1	1,057	8,744

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

Licensure requirements for teachers as well as periodic evaluation procedures vary by state (Tables 3 and 4). Florida, Georgia, and North Carolina all received Race to the Top Grants that included the condition that states develop teacher evaluation systems that incorporate student growth as a factor<sup>6</sup> in their evaluation systems.

**Table 3: Initial Licensure Requirements for Teachers (2009-10)**

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)
Alabama		✓	✓	✓		15	150
Florida			✓	✓	✓	10	
Georgia		✓	✓	✓			
Mississippi		✓	✓	✓		12	
North Carolina	✓		✓			10	
South Carolina	✓		✓	✓		12	

SOURCE: EPE Research Center, 2010.

**Table 4: 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
Alabama	✓			✓
Florida	✓	✓	✓	✓
Georgia	✓	✓	✓	✓
Mississippi				
North Carolina	✓	✓	✓	✓
South Carolina	✓	✓	✓	✓

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

<sup>6</sup> Department of Education, Race to the Top Executive Summary (November 2009) accessed June 13, 2011, at <http://www2.ed.gov/programs/racetothetop/executive-summary.pdf>.

## DATA COLLECTION: PUBLIC MEETINGS

The Southeast RAC held three public meetings. The first meeting was held over 2 days, May 23 and 24, 2011, in Arlington, Virginia. During that meeting, Southeast RAC members identified 15 regional educational needs and challenges (Appendix C) based on the profile referenced above, Committee members' educational expertise and experience, as well as input received from constituent groups and public comments made during the meeting.

The second meeting was an online webinar on June 13, 2011. The public was invited to listen in and to submit comments via the website. At that meeting, Committee members reviewed comments received from the RAC website, and input from colleagues and research reports relevant to the needs identified by the Committee and the public. Using all these information resources, Southeast RAC members revised and expanded upon their recommendations for addressing the needs.

The third meeting, also a webinar, was held on June 20, 2011. Again, members of the public were invited to listen in, and to submit comments via the website. During the final meeting, RAC members finalized the report structure, reviewed comments submitted after the first webinar, and analyzed all input received. The ultimate goal was to reach consensus on key educational needs and priorities for technical assistance. The Committee members focused on the nine high-priority needs that they recognized as interrelated and part of three cross-cutting challenges to education in the Southeast region. The Committee outlined a coordinated approach to providing technical assistance that would fully address these challenges: Providing customized instruction for all students; integrating appropriate, research-based practices into classrooms; and placing and retaining qualified and quality teachers in the most challenged and rural classrooms.

## DATA COLLECTION: OUTREACH STRATEGIES

Each Committee member drafted a personal e-mail invitation for constituent groups with which he or she had an affiliation. The priority was to contact numerous educational stakeholders including teachers, principals, state, and local education administrators, higher education organizations, administrators of Federal Education Programs, youth organizations, and business leaders. More than 50 organizations received e-mails introducing the work of the Southeast RAC and inviting comments to be posted on the RAC website. Table 5 shows the roles and states of residence of those submitting comments.

**Table 5: Members of the Public Submitting Comments, Responses by Affiliation**

Role	Number	State	Number
Librarian	8	AL	3
Local Educational Agency	1	FL	5
Other	7	GA	4
Parent	2	MS	3
School Administrator	1	NC	11
Teacher	14	SC	2
TOTAL	33	Multi-state affiliation	5
		TOTAL	33

Southeast RAC members reviewed the comments received and found that, for the most part, they aligned with the RAC’s assessment of the most pressing needs in the region.

**Table 6: Summary of Public Comments**

<b>Problem/need by Committee’s Priorities</b>	<b># of times</b>	<b>Summary of Public’s Recommendations</b>	<b>References Cited</b>
<b>Challenges to providing customized instruction</b>			
Class size	2	Reduce class size to allow teachers time to review written work; support focus on customized learning	
Exams don’t accommodate IEP students	1		
Needs of gifted students	9	Self-contained classrooms for K-12 intellectually gifted students; Get support for programs from tech industries in the area; Parental involvement for higher expectations; Stop relying on age to determine level; Give gifted students access to FAPE; Encourage more talk of services for gifted and high-ability students	National Association for Gifted Children: Common Gifted Education Myths  Thomas B. Fordham Institute Report: High Achieving Students in the Era of NCLB
Better outcomes require real-world focus to curriculum	1	Focus on encouraging schools to equip students with essential skills that will prepare them for success in their postsecondary lives	
Rural areas have different educational needs	1	Leave curriculum development to states and local districts	
Need for safe learning environments	6	Implement comprehensive school bullying/harassment policies; Support Gay-Straight Alliances; Provide training for school staff to better respond to LGBT harassment in school; Introduce and increase student access to LGBT-inclusive curricular resources; Ensure students know where to go for information and support; Develop comprehensive health curricula that do not promote discriminatory bias; Advocate defunding of abstinence-only programs that have not been shown to positively impact development as per U.S. Department of Health and Human Services new guidelines; Include data on sexual orientation and gender identity in youth surveys like YRBS; Require cultural competency training for schools; Create violence prevention and response programs that are inclusive of all youth	GLSEN School Climate Survey  Safe Schools Improvement Act  Welcoming Schools K-5 Resource Guide
<b>Challenges to getting research based practices into classrooms</b>			
States not honoring/paying for National Board Certification	1	Have an incentive to [help teachers] stay in the classroom and to get higher levels of certification	
Time for development of teacher knowledge and experience	1	Need experienced teachers to mentor; Support effective administrators; Need professional development that challenges [teachers] to think critically about our practice	
<b>Challenges to placing qualified and quality teachers into challenged/rural classrooms</b>			
Lack of funds for supporting well-rounded education	1	Stop spending on testing systems and invest in teachers	

<b>Problem/need by Committee's Priorities</b>	<b># of times</b>	<b>Summary of Public's Recommendations</b>	<b>References Cited</b>
<b>Other Challenges</b>			
Lack of support for school media centers/specialists	1	Give media specialists a voice at the district level	
Need to coordinate Education and Healthcare services to address developmental delays	1	Prevent/mitigate school problems with outreach education for pregnant women to prevent low birth weight, and provide home visitations for early diagnosis of developmental delays among at-risk families	
Address segregation/racial inequality in schools	2	Allow students to have options; Integrate schools economically; Ensure that students, no matter where they live, are able to have equal access to opportunities and resources	
Problems with untimed state tests	1		
Low Parental support/education level/involvement particularly in low-income community	1	Provide free parenting resources more aggressively targeting parents in low income communities; Tie parental involvement to receiving governmental assistance/funds	
Recognize key role public library plays in early literacy	4	Respondents provided lists of library-based programs each was involved in that they felt were beneficial to the development of literacy and support of parents and schools	

The largest group of comments (13) reflected the need for more customized instruction, including having smaller class sizes and providing instruction focused on gifted and talented students, in addition to the current focus on low-achieving students. Six comments addressed the need for providing safe learning environments and reducing bullying, particularly that targeted toward LGBT students. The full text of the comments submitted appears in Appendix D. Any recommendations for technical assistance relevant to the key needs identified by the Committee were included in the discussions below.

## CROSS-CUTTING CHALLENGES TO EDUCATION IN THE SOUTHEAST REGION

The Southeast RAC members noted that each challenge impacted multiple stakeholders and represented multiple needs. For example, to address the challenge of improving the preparation of students for future success community and education leaders must collaborate to introduce a real-world focus to education through the following:

- LEAs need research about policies and practices that help achieve those real-world outcomes.
- Schools should develop curricula that align with those policies and practices.
- Educators must be provided with professional development opportunities to learn and deliver those curricula.
- Administrators need new classroom evaluation protocols to obtain feedback on the extent to which new practices are implemented.

In addition, student assessments must be developed that adequately measure real-world outcomes along with assessments that measure intermediate outcomes of mastery of materials. In some cases, efforts to address regional education challenges must include stakeholders beyond the education community, such as business leaders and social service agencies. For example, the

challenges to teacher recruitment and retention, particularly in rural or high-needs schools, involve housing, security, and economic development in the community.

The Committee members further recognized that to fully address the multifaceted challenges related to improving educational outcomes, the Southeast region requires multiple levels of, and multiple targets for, coordinated technical assistance. Efforts to effect change in education should not address a single construct, such as research on designing curricula to provide culturally relevant instruction. Coordinated efforts should address all needs in the overall challenge, such as providing technical assistance to align instructional practice, assessments, and policies that impact how a newly developed curriculum is implemented. To ensure a coordinated strategy for technical assistance, the Southeast RAC first organized the needs of all stakeholders into three cross-cutting challenge categories:

1. Providing customized instruction for all students.
2. Integrating appropriate, research-based practices into classrooms.
3. Placing and retaining qualified and quality teachers in high needs and rural classrooms.

The Committee members strongly urge that efforts to meet these challenges be coordinated to engender sustained, systemic change. The Southeast RAC proposes a global approach to meeting the interrelated needs within each category. While each recommendation for technical assistance includes specific action items addressing a specific need, these action items together form cohesive strategies that address the overall challenges. Such a strategic approach should inform the development of any future assistance programs or centers provided by the U.S. Department of Education to the Southeast region.

## **KEY NEEDS AND RECOMMENDATIONS FOR TECHNICAL ASSISTANCE FOR THE SOUTHEAST REGION**

### **Category 1: Challenges to providing customized instruction for all students**

Across the education community, research indicates that the current focus on deficit-based education is self-defeating. Policies that do not promote equitable opportunity and expectations for all students perpetuate the achievement gap and educational bias. Time and resources are devoted to remedial programs to the exclusion of Gifted and Talented programs. As teachers struggle to engage diverse students and prepare them for future success in education, work, and community, they are restricted by the defined curriculum and schedules driven by test requirements. Classroom management and individual safety challenges also impact student engagement and hinder provision of instructional opportunities for all students. This is an acute concern for students not included in traditional definitions of protected or special needs groups, such as LGBT students and those living in foster homes.

To meet the educational needs of all students and achieve better outcomes that support future economic productivity, the overall strategy should focus on removing barriers for students and teachers and moving from a deficit-based instructional system toward one based on student growth.

***Need 1: Design a more engaging curriculum that is culturally relevant,<sup>7</sup> and focused on real-world instruction and jobs of the future.***

**Recommendations for specific technical assistance:**

- Create a National Content Center that provides research about promising practices and professional development related to developing a culturally relevant curriculum using the common core standards and any next generation standards.
- Help LEAs develop culturally relevant curricula for the local student population from the nationally based common core/next generation standards.
- Work with SEA/LEAs to develop locally relevant policies and procedures that help support implementation of the curriculum.
- Publicize successful outreach mechanisms that help LEAs facilitate real world connections in the curriculum through business and the community.

***Need 2: Develop an instructional model that focuses not only on low achievers, but on nurturing high potential and maximizing individual student growth.***

**Recommendations for specific technical assistance:**

- Utilize globally based as well as nationally based models in creating policies, procedures, and strategies for classroom instruction focused on asset-based instruction that addresses the needs of all students, including ELL, Gifted and Talented, and special needs students.
- Develop model policies that help LEAs shift from a deficit-based to an asset-based educational model.
- Develop a family component to help families understand the unique needs of their child within the asset-based model.
- Develop an educational leadership component to prepare community leaders (e.g., elected officials, entrepreneurs, superintendents, school administrators) to support and lead the transformation to asset-based education.
- Develop a cadre of teacher-trainers with expertise in culturally relevant gifted education practices.
- Adapt the principles of customized learning for teachers and tutors to use in programs outside the traditional boundaries of the school day.

***Need 3: Create safe learning environments that teach and practice respect for all teachers and students.***

**Recommendation for specific technical assistance:**

- Provide research, guidance, and content to ensure the common core/next generation curriculum is culturally competent.<sup>8</sup>

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<sup>7</sup>A culturally relevant curriculum utilizes the backgrounds, knowledge, and experiences of the students to inform the teacher's lessons and methodology.

<sup>8</sup> A culturally competent curriculum encompasses and respects the diversity in the population in its content and presentation of materials.



- Include, in all materials issued by U.S. Department of Education supported centers, specific content to address the needs of culturally diverse groups that traditionally are not included in discussions of diversity (e.g., LGBT populations and students living in atypical home environments such as foster care), as well as traditionally defined groups including, but not limited to, religion, race, color, national origin, sex and disability.
- Develop model policies for SEAs that ensure protection and support for *all* diverse student and teacher groups and align with culturally competent curricula.
- Create model curriculum and instructional practices for the classroom and for teachers to address bullying in schools that aligns with the policies developed.

## **Category 2: Challenges to integrating appropriate, research-based practices into classrooms**

Information on best practices for curriculum development, pedagogy, and technology use is continuously improving. However, Southeast RAC members noted that this information is only slowly and sporadically improving the classroom environment. Adequate mechanisms are lacking for disseminating information about changing practices; opportunity and time to learn develop, and implement new practices; and models to help teachers apply those practices. Rural areas especially lack access to professional development programs, and technology infrastructure, including wireless access, is still not universally available. Adoption of best practices in the classroom is moving instruction toward more active models of learning, and professional development models must also move away from a direct instructional model (listening to lectures) toward an active, collaborative and ongoing instructional model exemplified by Professional Learning Communities (PLC).

To increase the dissemination of research-based practices to teachers and improve practice implementation in the classroom, the overall strategy must focus on more active support for changes in policy and practice of professional development toward collaborative and mentor/team models (reciprocal mentoring) and dissemination of best practice information directly to teachers.

***Need 4: Design more effective models for delivering professional development.***

### **Recommendations for specific technical assistance:**

- Develop model policies that help LEAs shift from the direct instructional model to customized delivery and support of professional development.
- Assist in developing and training professional learning teams at the school level.
- Help create and publicize professional networks to support best practice in delivering customized educator professional development.
- Develop and promote models for classroom implementation of best practices to help teachers transition from knowledge to application. Include videos, activities, and sample lesson plans that help educators visualize applications.
- Develop classroom observational tools that measure and provide adequate feedback about teachers' instructional skills based on best practices.

*Need 5: Enhance dissemination of information about research-based practices related to culturally competent and culturally relevant curricula and pedagogy.*

**Recommendations for specific technical assistance:**

- Help school districts leverage technology to maximize dissemination of information about, and implementation of, new curriculum and instructional models.
- Promote alternate methods for delivering and supporting professional development in rural areas, as well as for all educators.

*Need 6: Provide additional support for educators to adopt new curriculum and instructional models.*

**Recommendations for specific technical assistance:**

- Help SEAs and LEAs align curriculum, instruction, and assessments using a cohesive, research-based model.
- Create more professional development materials about effective classroom management practice based on the principles developed under safe spaces (Need 3).

**Category 3: Challenges to placing and retaining qualified and quality teachers in the most challenged and rural classrooms**

There is a dearth of research disseminated about developing human capital systems for education. This research is needed to understand the factors that influence teacher recruitment and retention. Southeast RAC members noted that in the recent effort to recruit teachers into challenged and rural schools, offers of salary incentives and other bonuses have not proven effective. Involving the community is the key to attracting and retaining quality teachers. There is little information about supporting teacher recruitment and retention through factors important to them and their families such as improving local amenities, economic opportunities, and community support for educators. Teachers coming from diverse backgrounds need more active assistance when integrating into new communities. LEAs lack policies and procedures to assist or remove ineffective teachers that are responsive to needs such as making pensions portable or developing career transition paths. Community leaders need to recognize that having quality teachers often means developing the talents of teachers in a school rather than replacing them, especially in rural areas where it is not practical to encourage teacher removal because new teachers are not available. All of these factors are part of human capital systems.

To more effectively recruit and retain qualified and quality teachers, the overall strategy must be designed to elevate the education profession by ensuring that all activities of the Comprehensive Centers, Regional Centers, and other Department of Education initiatives align with the goal of maximizing human capital.

***Need 7: Strategies for recruiting, retaining and developing quality teachers and administrators.***

**Recommendations for specific technical assistance:**

- Identify national and global research and promising practices for creating human capital systems that address the recruiting and retaining of highly effective teachers to high-need and rural areas, and evaluating both teachers and administrators.
- Enhance processes for disseminating information about evolving education policies and involving teachers in the development of local education policy.
- Support models for more effective professional development (Challenge Category 2).
- Promote the development of practicing teachers and administrators by encouraging professional development that includes broad perspectives on the practice of education, such as National Board Certification and advanced degrees, along with promotion of professional development on specific instructional skills.

***Need 8: Create more equitable opportunities within all schools.***

**Recommendations for specific technical assistance:**

- Promote a social justice approach to distributing financial resources based on the needs of rural and low-income communities.
- Disseminate research on evidence-based strategies to create equitable opportunities and expectations for all students (see Need 2).
- Support the creation of community (full service) schools that extend services to students, families and the community beyond the traditional school day.

***Need 9: Disseminate information for resource allocation and developing community support.***

**Recommendations for specific technical assistance:**

- Analyze and provide data on “return on investment” for implementation of human capital systems.
- Provide technical assistance to help LEA/SEAs adopt, implement, and evaluate promising practices for human capital systems, such as Professional Learning Communities and mentoring, that can help them do more with less.

## **CONCLUSIONS**

The educational needs in the Southeast region are numerous and varied in their origins and effects. However, the Southeast RAC views the needs as interdependent and as having components that require a coordinated approach to technical assistance.

The needs of the stakeholders in the region fall under three cross-cutting challenge categories:

1. Providing customized instruction for all students;
2. Integrating appropriate, research-based practices into classrooms; and
3. Placing and retaining qualified and quality teachers in high needs and rural classrooms.

Technical assistance to address these needs should maintain a focus on overall strategies that include:

1. Providing equity in education by removing barriers for students and teachers, and moving from a deficit-based instructional system toward one based on student growth;
2. Equipping teachers and leaders to support systemic change by actively supporting changes in professional development toward mentor/team models and through dissemination of best practice information directly to teachers; and
3. Elevating the education profession through maximizing human capital.

# APPENDIX A

## Glossary of Abbreviations

## APPENDIX A: GLOSSARY OF ABBREVIATIONS

ELL/LEP	English Language Learner/Limited English Proficient
EPE	Editorial Projects in Education – a non-profit organization
FACA	Federal Advisory Committee Act
GLSEN	Gay, Lesbian & Straight Education Network
IEP	Individualized Education Program
LEA	Local Education Agency
LGBT	Lesbian, Gay, Bisexual and Transgender
NCES	National Center for Education Statistics
NCLB	No Child Left Behind Act
PLC	Professional Learning Community
RAC	Regional Advisory Committee
SE RAC	Southeast Regional Advisory Committee
SEA	State Education Agency
SEI	Synergy Enterprises, Incorporated
YRBS	Youth Risk Behavior Surveillance System

# APPENDIX B

## Regional Profile

# SOUTHEAST REGION EDUCATIONAL PROFILE

*Prepared by:*

Clare Corroone  
Akshay Jakatdar  
Kipchumba Kitur  
Deborah Lessne  
Kathy Zantal-Wiener

Synergy Enterprises, Inc.  
Silver Spring, MD 20910

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*Prepared for:*

U.S. Department of Education  
Office of Elementary and Secondary Education  
Washington, D.C. 20202

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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 the percentage of households below the poverty level and the percentage of students receiving Free and Reduced Price Lunch (FRPL). This data for the Southeast Region states of **Alabama, Florida, Georgia, Mississippi, North Carolina** and **South Carolina** are found below.

**Number of Schools.** Table 1 displays the number of public schools and students, private schools and charter schools collected for the Southeast Region states. During the School Year (SY) 2008-2009, **Florida** had the largest number of public schools (3,985) and public school students (2,631,020). **Georgia** had 910 private schools during SY2007-2008, while **Mississippi** had 219. During 2011, **Alabama** had no charter schools collected, while **South Carolina** had 48 charter schools collected.

**Table 1: Number of Schools**

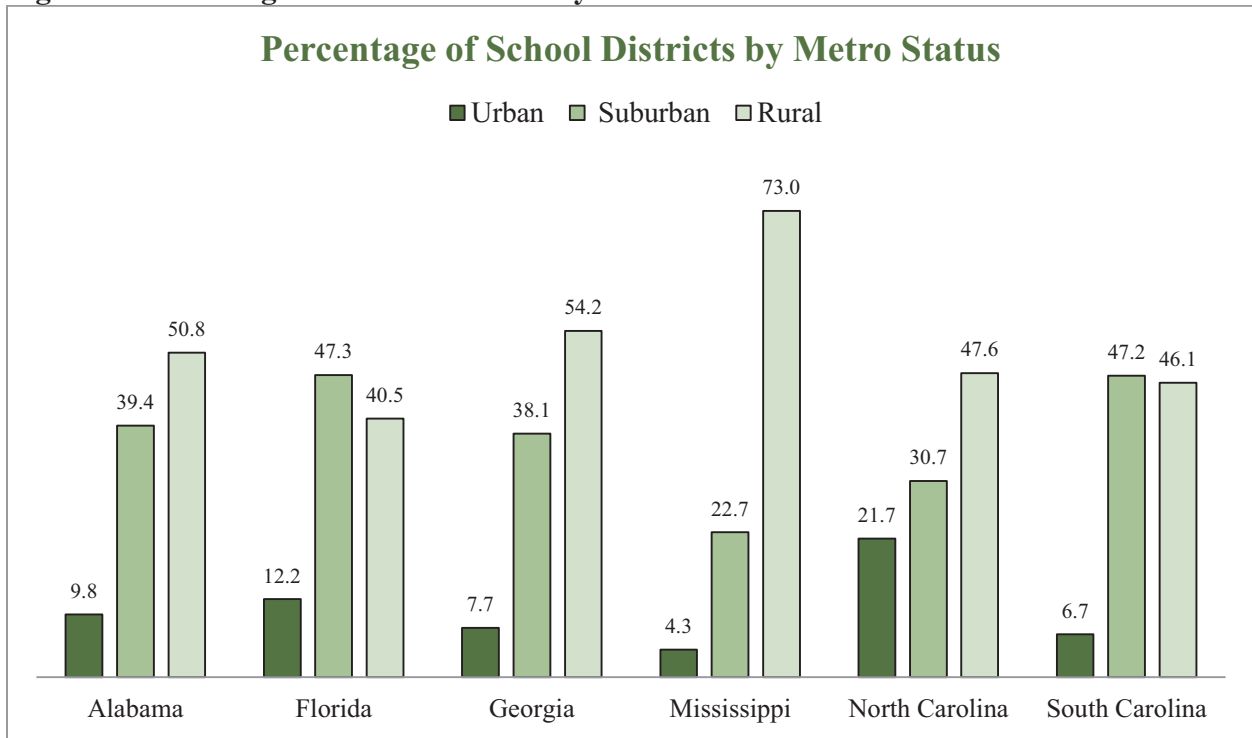
State	Public School Students, SY2008-2009 <sup>1</sup>	Public Schools, SY2008-2009 <sup>1</sup>	Private Schools, SY2007-2008 <sup>2</sup>	Charter Schools Collected, 2011 <sup>3</sup>
Alabama	745,668	1,605	423	0
Florida	2,631,020	3,985	1,938	505
Georgia	1,655,792	2,472	910	119
Mississippi	491,962	1,077	219	1
North Carolina	1,488,645	2,548	656	104
South Carolina	718,113	1,211	409	48

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

**Percentage of School Districts by Metro Status.** Figure 1 shows the percentage of school districts by metro status for the Southeast Region. 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 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.<sup>1</sup> In **North Carolina**, 21.7 percent of school districts were located in urban areas, while in **Mississippi**, 4.3 percent were located in urban areas. The percentage of school districts located in suburban areas was highest in **South Carolina**, with 47.2 percent located in these areas. In **Florida**, 40.5 percent of school districts were located in rural areas, while in **Mississippi**, 73 percent were located in rural areas.

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

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



SOURCE: Common Core of Data 2003-2004

**Percentage of Public School Students by Racial Characteristics.** Table 2 displays the percentage of public school students by racial characteristics in the Southeast Region. The percentage of American Indian/Alaska Native public school students was greatest in **North Carolina** (1.4 percent) and lowest in **Georgia** (0.2 percent) and **Mississippi** (0.2 percent). **Florida** had the greatest percentage of Asian/Pacific Islanders (2.6 percent), while **Mississippi** had the lowest (0.9 percent). In **Mississippi**, 50.5 percent of public school students were black, and in **Florida**, 24 percent were black. The percentage of Hispanic students was greatest (26.1 percent) in **Florida** and lowest (2.1 percent) in **Mississippi**. **Alabama** had the largest (58.8 percent) percentage of white public school students.

**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
Alabama	0.8	1.2	35.3	3.9	58.8	Not Applicable
Florida	0.3	2.6	24.0	26.1	47.0	Not Applicable
Georgia	0.2	3.3	39.0	10.4	47.2	Not Applicable
Mississippi	0.2	0.9	50.5	2.1	46.3	0.0
North Carolina	1.4	2.5	31.2	10.6	54.3	Not Applicable
South Carolina	0.4	1.6	38.8	5.5	53.8	Not Applicable

SOURCE: Common Core of Data, SY2008-2009

**Selected Student Subgroups.** Table 3 contains selected student subgroups, such as the percentage of students receiving FRPL, percentage of students with an Individualized Education

Program (IEP) and number of homeless students. The percentage of students receiving FRPL was 68.3 percent in **Mississippi** and 33.9 percent in **North Carolina**. In **Florida**, 8.6 percent of students identified as ELL, while in **Mississippi**, 1.3 percent did the same. Exactly 14.6 percent of students in **Florida** had an IEP, followed by **South Carolina**, in which 14.1 percent had an IEP. The number of migrant students was greatest in **Florida** (30,772) and smallest in **Mississippi** (500). **Florida** had the highest number of homeless students (40,967).

**Table 3: Selected Student Subgroups**

State	Percent of Students Receiving Free and Reduced Price Lunch <sup>1</sup>	Percent of Students in ELL/LEP <sup>1</sup>	Percent of Students With an IEP <sup>1</sup>	Number of Migrant Students <sup>2</sup>	Number of Homeless students <sup>2</sup>
Alabama	52.4	2.6	0.9	2,440	12,859
Florida	49.6	8.6	14.6	30,772	40,967
Georgia	53.0	5.0	10.9	9,894	24,079
Mississippi	68.3	1.3	N/A	500	8,525
North Carolina	33.9	7.6	12.6	5,081	18,693
South Carolina	52.5	4.4	14.1	1,057	8,744

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

**Linguistic Indicators.** Table 4 displays linguistic indicators, such as the percentage of population foreign born, percentage of children whose parents speak English fluently and percentage of the population aged 5 through 17 that speaks a language other than English at home. In **Mississippi**, 1.9 percent of residents were foreign born, while in **Florida**, 18.7 percent of residents were born abroad. The percentage of children whose parents speak English fluently was greatest (95.1 percent) in **Alabama** and lowest (80.3 percent) in **Florida**. In **North Carolina**, 22.3 percent of the population aged 5 through 17 spoke a language other than English at home, while 8.6 percent of public school students in **Florida** were enrolled in ELL programs.

**Table 4: Linguistic Indicators**

State	Percent of Population: Foreign Born <sup>1</sup>	Percent of People Aged 5 and Over Who Speak Language Other Than English <sup>1</sup>	Percent of Children Whose Parents Are Fluent English Speakers <sup>2</sup>	Percent of Population Aged 5-17: Speak Language Other Than English at Home <sup>1</sup>	Percent of Public School Students in ELL/LEP <sup>3</sup>
Alabama	2.9	4.4	95.1	21.0	2.6
Florida	18.7	25.8	80.3	16.9	8.6
Georgia	9.1	12.0	87.9	21.3	5.0
Mississippi	1.9	3.6	97.3	20.1	1.3
North Carolina	6.8	9.6	89.3	22.3	7.6
South Carolina	4.4	6.2	93.6	20.9	4.4

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

**Socioeconomic Indicators.** Table 5 contains socioeconomic indicators, such as percentage of families below the poverty level, percentage of children with at least one parent with a postsecondary degree and percentage of students receiving FRPL. **Florida** had the largest number of families (4,610,488) and **Mississippi** had the smallest (752,560) number. The

percentage of families below the poverty level was highest (17 percent) in **Mississippi** and lowest (9.5 percent) in **Florida**. In **North Carolina**, 17.4 percent of families with children were below the poverty level, while the percentage of children with at least one parent with a postsecondary degree was greatest (45.2 percent) in this state. In **Mississippi**, 68.3 percent of public school students received FRPL.

**Table 5: Socioeconomic Indicators**

State	Total Number of Families <sup>1</sup>	Percent of Families Below the Poverty Level <sup>1</sup>	Percent of Families With Children Below the Poverty Level <sup>1</sup>	Percent of Children With at Least One Parent With a Postsecondary Degree <sup>2</sup>	Percent of Students Receiving Free and Reduced Price Lunch <sup>3</sup>
Alabama	1,236,035	12.9	20.3	40.1	52.4
Florida	4,610,588	9.5	15.0	43.6	49.6
Georgia	2,326,389	11.4	16.6	43.1	53.0
Mississippi	752,560	17.0	25.3	35.0	68.3
North Carolina	2,363,963	11.1	17.4	45.2	33.9
South Carolina	1,140,554	11.9	18.8	40.7	52.5

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

## INDICATORS OF STUDENT ACHIEVEMENT

Tables 6 through 10 and Figures 2 and 3 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 AYP data for the six Southeast Region states. In SY2008-2009, 2,564 (76.6 percent) schools in **Florida** failed to make AYP, and in **South Carolina**, 557 (49.8 percent) failed to do so. **Alabama** had the lowest number of schools (183) and lowest percentage (13.3 percent) of schools that failed to make AYP during SY2008-2009.

**Table 6: Adequate Yearly Progress**

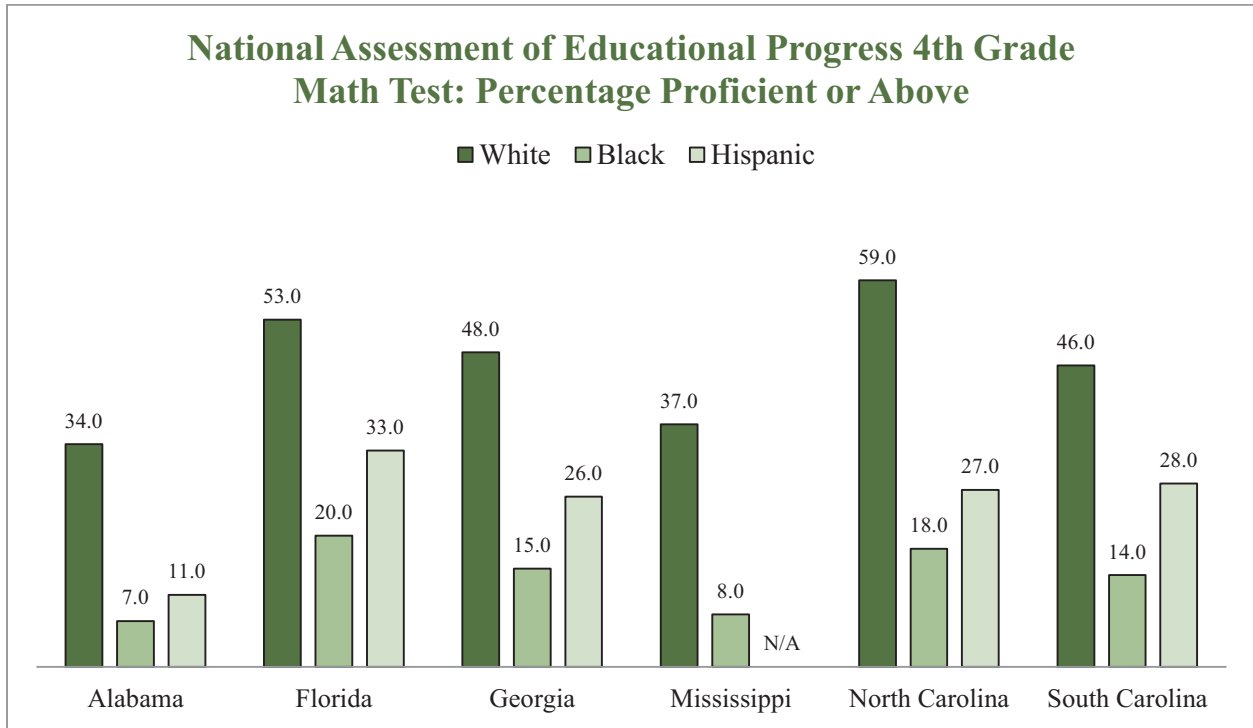
State	Number and Percent of Schools That Failed To Make AYP in SY2008-2009
Alabama	183 (13.3%)
Florida	2,564 (76.6%)
Georgia	305 (14.0%)
Mississippi	318 (35.4%)
North Carolina	728 (29.0%)
South Carolina	557 (49.8%)

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

**National Assessment of Educational Progress 4th Grade Math Test.** Figure 2 displays results of the most recently administered 4th grade NAEP math test. Among white students, 59 percent were proficient in math in **North Carolina**, while 34 percent were proficient in **Alabama**. In this state, 7 percent of black 4th graders were proficient, and in **Florida**, 20 percent of black students

were proficient. For Hispanic students, performance was strongest in **Florida**, with 33 percent considered proficient in math, followed by **South Carolina**, in which 28 percent were proficient. Hispanic students in **Mississippi** did not constitute a large enough number for data to be available.

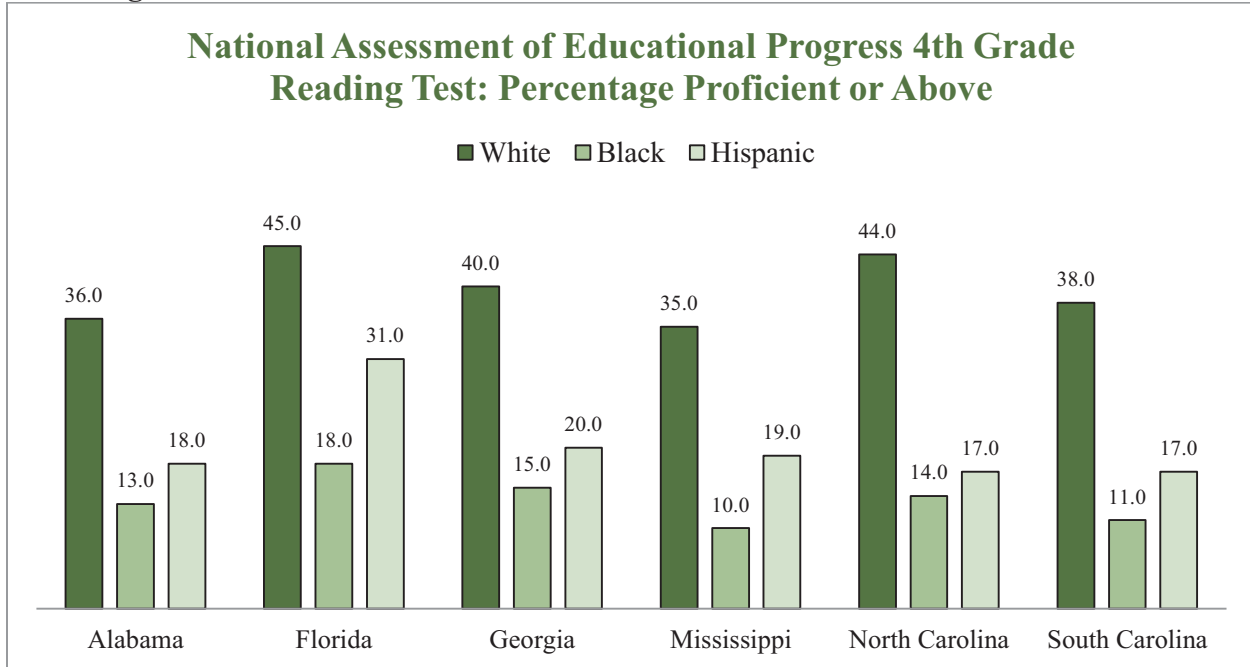
**Figure 2: National Assessment of Educational Progress 4th Grade Math Test: Percentage Proficient or Above**



SOURCE: NAEP State Profiles, 2009

**National Assessment of Educational Progress 4th Grade Reading Test.** Figure 3 displays the results of the most recently administered 4th grade NAEP reading test. In 2009, 45 percent of white students in **Florida** and 36 percent of white students in **Alabama** were proficient in reading. Among black students, performance was strongest in **Florida**, with 18 percent of black students achieving proficiency on the test. Hispanic students performed best (31 percent) in **Florida**, while 17 percent were proficient in **North Carolina** and **South Carolina**.

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



SOURCE: NAEP State Profiles, 2009

**Educational Standards.** Table 7 displays measures of educational achievement, such as high school graduation rate, total number of credits required to earn a standard diploma, whether the state has an exit exam and if it finances remediation for students failing the exam. During SY2007-2008, the high school graduation rate was highest (86.8 percent) in **Mississippi** and lowest (70.3 percent) in **North Carolina**. Among 11th and 12th graders who took AP tests, 28.1 percent scored a 3 or above on the test in **Florida**, while 3.7 percent scored a 3 or above in **Mississippi**. All six states required an exit exam, and **Alabama, Florida, Georgia, North Carolina** and **South Carolina** provided state-financed remediation for students failing the exam.

**Table 7: Educational Standards**

State	High School Graduation Rate, SY2007-2008 <sup>1</sup>	Advanced Placement High Test Scores (3 or Above) Per 100 Students in Grades 11 and 12 for 2009 <sup>2</sup>	Total Number of Credits Required To Earn Standard Diploma <sup>2</sup>	Alternative Credential for Not Meeting All Standard Requirements <sup>2</sup>	Basis for Alternative Credential <sup>2</sup>	State Has Exit Exam <sup>2</sup>	State Finances Remediation for Students Failing Exit Exams <sup>2</sup>
Alabama	85.5	9.1	24.0	✓	Disabilities	✓	✓
Florida	72.8	28.1	24.0	✓	Disabilities, Fail Exit Exam	✓	✓
Georgia	75.4	23.5	22.0	✓	Disabilities, Fail Exit Exam	✓	✓
Mississippi	86.8	3.7	21.0	✓	Disabilities	✓	
North Carolina	70.3	24.1	20.0	✓	Disabilities, Fail Exit Exam	✓	✓
South Carolina	74.9	16.5	24.0	✓	Fail Exit Exam	✓	✓

SOURCES: <sup>1</sup>EDFacts/Consolidated State Performance Report, 2008-2009; <sup>2</sup>EPE Research Center, 2011



**Dropout Rates by Race/Ethnicity.** Table 8 contains dropout rates by race and ethnicity for the Southeast Region. During SY2007-2008, the overall dropout rate was highest (5.2 percent) in **North Carolina** and lowest (2.2 percent) in **Alabama**. **Florida** had the largest (26,635) number of dropouts. The dropout rate for American Indian/Alaska Native students was highest (7.7 percent) in **North Carolina**. For Asia/Pacific Islanders, the dropout rates were the lowest across all six states, with 1.1 percent dropping out in **Alabama** and **Florida**. Hispanic students had the highest dropout rate among all students in **Georgia**, with 1,593 (4.8 percent) dropping out in this state. For black students, the dropout rate was highest (6.2 percent) in **North Carolina** and lowest (2.2) in **Alabama**. In **North Carolina**, 10,541 white students dropped out, resulting in a dropout rate of 4.4 percent. 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
Alabama	2.2% (4,654)	1.8% (37)	1.1% (26)	2.2% (108)	2.2% (1,765)	2.1% (2,706)
Florida	3.3% (26,635)	2.5% (57)	1.1% (209)	3.7% (6,816)	4.7% (8,710)	2.1% (8,249)
Georgia	4.3% (20,135)	3.6% (26)	1.3% (189)	4.8% (1,593)	4.6% (8,632)	3.6% (8,165)
Mississippi	4.6% (6,399)	3.0% (7)	2.0% (25)	3.9% (70)	5.6% (3,946)	3.6% (2,351)
North Carolina	5.2% (21,477)	7.7% (427)	2.0% (186)	7.6% (2,139)	6.2% (7,683)	4.4% (10,541)
South Carolina	3.9% (8,013)	0.0% (0)	1.8% (50)	5.3% (397)	4.3% (3,578)	3.5% (3,954)

SOURCE: Common Core of Data, SY2007-2008

**Meeting Requirements To Establish Standards.** Table 9 displays whether states are meeting requirements to establish state standards in reading, mathematics and science, and if they have agreed to adopt common core standards. All six Southeast Region states of **Alabama, Florida, Georgia, Mississippi, North Carolina** and **South Carolina** are meeting requirements to establish state standards and have agreed to adopt common core standards.

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

State	Reading <sup>1</sup>	Mathematics <sup>1</sup>	Science <sup>1</sup>	Agreed To Adopt Common Core Standards <sup>2</sup>
Alabama	Yes	Yes	Yes	Yes
Florida	Yes	Yes	Yes	Yes
Georgia	Yes	Yes	Yes	Yes
Mississippi	Yes	Yes	Yes	Yes
North Carolina	Yes	Yes	Yes	Yes
South Carolina	Yes	Yes	Yes	Yes

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

**Preschool.** Table 10 contains preschool enrollment and school readiness intervention data. Preschool enrollment, defined as the percentage of 3- and 4-year-olds enrolled in preschool, was highest (53 percent) in **Mississippi** and lowest (44.5 percent) in **Alabama**. **Alabama, Florida,**



**Georgia, Mississippi and North Carolina** each provided readiness interventions, defined as state-provided or funded programs for children not meeting school-readiness expectations.

**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)
Alabama	44.5	✓
Florida	51.0	✓
Georgia	50.7	✓
Mississippi	53.0	✓
North Carolina	47.1	✓
South Carolina	50.2	

SOURCE: EPE Research Center, 2011

## TEACHER PREPARATION, QUALIFICATIONS AND CERTIFICATIONS

Tables 11 through 16 display teacher preparation, qualification and certification data, such as number of teachers; average teacher salaries; percentage of classes taught by highly qualified teachers; licensure requirements for prospective teachers; and teacher performance, incentive and professional development criteria for the Southeast Region. The data are found below.

**Number of Teachers and Teacher Salaries.** Table 11 displays the number of teachers and average teacher salaries for the Southeast Region. **Florida** had the largest (186,361) number of teachers, and **Mississippi** had the smallest (33,358) number. For SY2008-2009, average teacher salaries were highest (\$52,879) in **Georgia** and lowest (\$44,498) in **Mississippi**. Teacher pay-parity (i.e., teacher earnings as a percentage of salaries in comparable professions) was 91.7 percent in **Alabama**, and 80 percent in **North Carolina** during 2008.

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

State	Number of Teachers <sup>1</sup>	Average Teacher Salary, SY2008-2009 <sup>2</sup>	Pay Parity (Teacher Earnings as a Percent of Salaries in Comparable Occupations, 2008) <sup>3</sup>
Alabama	47,819	\$46,879	91.7
Florida	186,361	\$46,921	84.0
Georgia	118,839	\$52,879	90.4
Mississippi	33,358	\$44,498	84.4
North Carolina	109,634	\$48,648	80.0
South Carolina	49,941	\$47,421	89.4

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

**Teacher Quality Indicators.** Table 12 contains teacher quality indicators, such as percentage of classes taught by highly qualified teachers and National Board for Professional Teaching Standards (NBPTS) certified teachers as a percentage of all teachers. According to the U.S. Department of Education, teachers considered as highly qualified must have a bachelor's degree, full state certification or licensure and must prove that they know each subject they teach.<sup>2</sup> In

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

**North Carolina**, 98.1 percent of classes were taught by highly qualified teachers, and in **Florida**, 93.9 percent were taught by the same. In **North Carolina**, 16.4 percent of teachers were NBPTS certified, and in **Georgia**, 2.2 percent held this certification.

**Table 12: Teacher Quality Indicators**

State	Percent of Core Classes Taught by Highly Qualified Teachers <sup>1</sup>	National Board Certified Teachers as a Percent of All Teachers <sup>2</sup>
Alabama	94.7	4.2
Florida	93.9	7.3
Georgia	97.7	2.2
Mississippi	94.0	9.7
North Carolina	98.1	16.4
South Carolina	97.1	15.6

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

**Teaching Profession.** Table 13 contains teaching profession criteria, such as initial licensure requirements for teachers, and if state requires substantial formal coursework in subject areas taught. In **North Carolina** and **South Carolina**, all new teachers were required to participate in state-funded induction programs, and **Alabama**, **Georgia** and **Mississippi** required substantial formal coursework in subject areas taught. Only **Florida** required prospective teachers to pass written tests in subject-specific pedagogy, and **Alabama** required 150 hours of clinical experiences other than student teaching during teacher training.

**Table 13: Teaching Profession**

Initial Licensure Requirements for All Prospective Teachers (2009-2010)							
State	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)
Alabama		✓	✓	✓		15	150
Florida			✓	✓	✓	10	
Georgia		✓	✓	✓			
Mississippi		✓	✓	✓		12	
North Carolina	✓		✓			10	
South Carolina	✓		✓	✓		12	100

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 if states require all evaluators to receive formal training. **Alabama**, **Florida**, **Georgia**, **North Carolina** and **South Carolina** required teacher performance to be formally evaluated, and in **Florida**, **Georgia**, **North Carolina** and **South Carolina**, teacher evaluation was tied to student achievement and occurred on an annual basis. All Southeast Region states, except for **Mississippi**, required evaluators to receive formal training.

**Table 14: Evaluation of Teacher Performance**

State	State Requires All Teachers' Performance To Be Formally Evaluated	Teacher Evaluation Is Tied to Student Achievement	Teacher Evaluation Occurs on an Annual Basis	State Requires All Evaluators To Receive Formal Training
Alabama	✓			✓
Florida	✓	✓	✓	✓
Georgia	✓	✓	✓	✓
Mississippi				
North Carolina	✓	✓	✓	✓
South Carolina	✓	✓	✓	✓

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

**Teacher Performance Incentives.** Table 15 displays teacher performance incentive measures, such as whether the state provides financial incentives for teachers to earn NBPTS certification, and if the state provides incentives to teachers who work in targeted hard-to-staff assignments. **Florida, North Carolina** and **South Carolina** had pay-for-performance programs or pilot programs rewarding teachers for raising student achievement. All the Southeast Region states, except for **Alabama**, provided incentives to teachers who work in targeted hard-to-staff assignments, and **Georgia** and **South Carolina** provided incentives for NBPTS-certified teachers to work in targeted schools. Additionally, **Florida** provided incentives to principals who work in targeted schools.

**Table 15: Teacher Performance Incentives**

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

SOURCE: EPE Research Center, 2010

**Professional Development.** Table 16 contains professional development criteria, such as whether the state has formal professional development standards and if the state finances professional development for all districts. All six Southeast Region states had formal professional development standards, and **Alabama, Georgia, North Carolina** and **South Carolina** financed professional development for all districts. **Florida, Georgia, North Carolina** and **South Carolina** required districts to align professional development with local priorities and goals.

**Table 16: Professional Development**

State	State Has Formal Professional Development Standards	State Finances Professional Development for All Districts	State Requires Districts To Align Professional Development With Local Priorities and Goals
Alabama	✓	✓	
Florida	✓		✓
Georgia	✓	✓	✓
Mississippi	✓		
North Carolina	✓	✓	✓
South Carolina	✓	✓	✓

SOURCE: EPE Research Center, 2010

## SELECTED FUNDING RESOURCES AND STUDENT EXPENDITURES

Tables 17 through 19 contain data such as adjusted spending per student and source of funding, school finance measures such as the wealth-neutrality score and McLoone Index, and U.S. Department of Education funding by grant.

**Adjusted Spending Per Student and Source of Funding.** Table 17 shows adjusted spending per student and source of funding for the Southeast Region. In 2008, per-pupil expenditures (PPE) were highest (\$10,496) in **Alabama** and lowest (\$8,261) in **North Carolina**. **Georgia** had the greatest (48.5 percent) percentage of students in districts with PPE at or above the U.S. average, and **Mississippi** had the lowest (4.3 percent). The spending index (i.e., per-pupil spending levels weighted by the degree to which districts meet or approach the national average for expenditures) was 95.1 in **Georgia** and 75.5 in **Mississippi**. **South Carolina** spent the highest percentage of its total taxable resources on education in 2008 (4.5 percent).

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

State	Per-Pupil Expenditures (PPE), Adjusted for Regional Cost Differences (2008)	Percent of Students in Districts With PPE at or Above U.S. Average (2008)	Spending Index (2008) <sup>1</sup>	Percent of Total Taxable Resources Spent on Education (2008)
Alabama	\$10,496	18.1	90.4	4.1
Florida	\$9,810	10.7	87.5	3.6
Georgia	\$9,897	48.5	95.1	4.3
Mississippi	\$9,498	4.3	75.5	4
North Carolina	\$8,261	5.2	80.7	2.8
South Carolina	\$10,051	9.9	87.4	4.5

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

**School Finance.** Table 18 contains school finance measures, such as the Wealth-Neutrality Score, McLoone Index, Coefficient of Variation and Restricted Range. The Wealth-Neutrality Score (i.e., the relationship between district funding and local property wealth) was lowest in **Alabama** and **Georgia**, indicating proportionally higher funding for poorer districts than in the other states. The McLoone Index (i.e., actual spending as a percentage of the amount needed to bring all students to the median level) was 88.9 in **Mississippi** and 95.1 in **Florida**. The Coefficient of Variation (i.e., amount of disparity in spending across districts) was lowest in **Florida**, indicating greater equity in spending than in the other states. Finally, the Restricted

Range (i.e., the difference in per-pupil spending levels at the 95th and 5th percentiles of spending) was smallest in **North Carolina** and largest in **Mississippi**.

**Table 18: School Finance**

State	Wealth-Neutrality Score (2008) <sup>1</sup>	McLoone Index (2008) <sup>2</sup>	Coefficient of Variation (2008) <sup>3</sup>	Restricted Range (2008) <sup>4</sup>
Alabama	0.128	92.3	0.106	\$3,011
Florida	0.143	95.1	0.100	\$2,765
Georgia	0.128	90.1	0.126	\$3,802
Mississippi	0.277	88.9	0.162	\$4,427
North Carolina	0.145	92.0	0.127	\$2,652
South Carolina	0.179	91.0	0.131	\$3,604

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

**U.S. Department of Education Funding by Grant.** Table 19 displays U.S. Department of Education grant funding by state. For each of the Southeast Region states, information regarding Language Acquisition State grants, Special Education grants, Title I grants, Improving Teacher Quality grants, Education Technology grants is available below.

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

State	Language Acquisition State Grants <sup>1</sup>	State Agency Grant-Migrant <sup>1</sup>	Special Education Grants <sup>1</sup>	ESEA Title I Grants to Local Education Agencies <sup>1</sup>	Improving Teacher Quality Grants <sup>1</sup>	Education Technology Grants <sup>1</sup>	Rural and Low Income Schools Grant <sup>1</sup>	Small Rural School Achievement Grant <sup>1</sup>	Race to the Top Grant <sup>2</sup>	Statewide Longitudinal Data Systems Grants <sup>3</sup>	School Improvement Grants <sup>1</sup>	Safe and Supportive School Grants <sup>4</sup>
Alabama	\$3,662,530	\$2,113,620	\$172,827,241	\$215,191,927	\$47,018,200	\$4,006,389	\$5,132,465	\$0	\$0	\$0	\$7,620,634	\$0
Florida	\$42,406,254	\$23,313,089	\$598,437,209	\$656,255,294	\$133,957,142	\$12,398,071	\$3,547,753	\$0	\$700,000,000	\$14,002,890	\$24,114,568	\$0
Georgia	\$15,944,963	\$8,235,979	\$303,971,064	\$446,271,008	\$79,401,753	\$8,249,575	\$6,251,402	\$39,466	\$400,000,000	\$8,942,640	\$15,808,110	\$0
Mississippi	\$1,387,985	\$626,171	\$180,405,407	\$187,345,926	\$42,781,932	\$3,435,290	\$5,888,078	\$56,168	\$0	\$10,957,024	\$6,496,822	\$0
North Carolina	\$14,756,567	\$5,874,881	\$304,602,437	\$358,570,325	\$68,094,000	\$6,758,943	\$5,796,106	\$681,233	\$400,000,000	\$6,000,000	\$12,928,504	\$0
South Carolina	\$4,112,405	\$550,190	\$166,466,317	\$205,597,026	\$37,978,750	\$3,853,165	\$3,723,969	\$0	\$0	\$20,685,864	\$7,307,214	\$1,685,180

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

APPENDIX C

Challenges and Needs  
Identified by Southeast RAC

## APPENDIX C: CHALLENGES AND NEEDS IDENTIFIED BY SOUTHEAST RAC

During their first meeting in May, the members of the SE RAC provided input based on their own experience and expertise on the key challenges and needs for the region. These are:

1. **Providing customized instruction for all students.** Customized instruction includes adapting the standard curriculum to the local, relevant culture to engage students. It is also adapted to the learning needs of individual students. Customized instruction also requires cultural competence. Culturally competent instruction must consider the diversity of the entire community, including LGBT, gender, racial and ethnic student and teacher sub-groups. A culturally competent curriculum must include social-emotional learning and appropriate representation of these populations.
2. **Addressing the needs of the gifted population in the current educational focus on underachievers.** Across the education community, research results are indicating that the current focus on deficit based education is self-defeating. These policies perpetuate the achievement gap and educational bias. School systems need to focus more on providing equitable opportunity and expectations for all students, which includes equitable access to technology. Instructional models should include strategies not only for increasing the achievement of low-performing students, but also for maximizing the progress of gifted students.
3. **Achieving better outcomes for students.** Increasing economic productivity requires better educational outcomes for all students. To prepare students for success in their future education, work and community, educational opportunities should align with future jobs, provide a real world focus, and include a curriculum that focuses on civic involvement. Information provided to educators to develop curriculum should include international models and research on adapting those structures to local school systems.
4. **Placing qualified and quality teachers into the most challenged and rural schools.** Members noted that despite recent efforts to recruit teachers to such schools, money has not always been the answer. Community is the key to attracting and keeping teachers. Often the communities in which these schools are located do not have the amenities or economic opportunities that new teachers and their families are seeking. Sometimes lack of support for schools and educators is another factor preventing teachers from coming into the district. In many rural areas with small populations, districts need better ways to develop local talent as opposed to recruiting from outside the area.
5. **Keeping quality teachers in the classroom.** Maintaining quality teachers involves several components including: (a) processes to help remove ineffective teachers and (b) incentives that help in recruiting and retaining good teachers. Removing ineffective teachers is complicated by lack of pension portability and career transition paths. The challenge of recruitment is growing as an aging workforce is creating an increased demand for new teachers. Recruitment and retention strategies are not currently well developed or utilized by school systems. Having quality teachers often means developing the talents of the teachers in a school rather than replacing them – especially



in rural areas where it is not practical to encourage teacher removal because new teachers are not available.

6. **Countering discrimination toward Lesbian, Gay, Bisexual and Transgender (LGBT) students and teachers.** Committee members discussed this issue as both a specific challenge for the LGBT population and part of a wider need to create safe spaces for all students. LGBT students experience high levels of bullying. LGBT teachers cannot seek protection from termination based on sexual orientation. There needs to be open discussion, institutionalized protections, appropriate curriculum, and staff development for change to take place.
7. **Disseminating research based practices to teachers.** There is a lack of adequate mechanisms for disseminating information about changing practices, models to help teachers understand how to apply those practices, and opportunity and time to learn, develop, and implement new practices. Often, without access to models of implementation, teachers have difficulty adapting principles they have learned to their own classrooms. More direct modes of dissemination of information to teachers have to be developed and promoted, and more work must be done to develop practical implementation models from the research.
8. **Providing effective professional development.** New information is challenging the direct instruction model for delivery of professional development (teachers listening to lectures or reading materials). Professional development should emphasize creation of Professional Learning Communities (PLC) that encourage teachers learning from teachers and fosters increased dissemination of best practices, moving from theory to action, and mechanisms for ongoing support and development.
9. **Managing classrooms effectively.** Issues may stem from outside the classroom, but students have difficulty leaving their problems at the school door. Teachers generally have little training to manage all the issues students bring into class. The curriculum is not engaging students and not related to their lives, which contributes to student disengagement and escalation of discipline issues. Educators need curriculum that respects and engages all students, and materials and training to help them anticipate and manage the diverse needs of their students.
10. **Allocating resources more effectively to high need areas.** Often educational programs are adopted to address immediate needs, without regard for sustainability or their impact on overarching challenges. LEAs need more information on the cost effectiveness of programs and policies. Educators need support for programs that get the best results for the money spent.
11. **Increasing family engagement.** In addition to engaging families in supporting their children and schools, families also need assistance to understand the changes made to curriculum and pedagogy, and to understand that time is needed to obtain positive results. Such understanding can prevent reduction of support for reforms before results can be measured.

12. **Increasing civic involvement.** Civic involvement is especially key to teacher retention in rural areas as it can be a factor in making the community more welcoming. Improving connections between schools and communities also may increase community support for education reform; and increased community support is needed to secure legislative support.
13. **Serving unmet technology needs.** Technology infrastructure, including wireless access, is still not universally available in all classrooms and communities. But, beyond the need for equipment, is the need to work more productively with what has been provided. Teachers and administrators need to know how to use the technology they have been given more effectively. Sometimes, the hardware and software purchased by school systems is not aligned with curriculum and testing requirements, leaving it underutilized.
14. **Aligning curriculum, instruction and assessment.** Alignment is central to maximizing the return on technology investments (as noted in challenge 13), increasing productivity, and in helping teachers adopt new curriculum and implement instructional models. Educators are often challenged in trying to change current practices to newer, research-based instructional models when assessments of both student achievement and teacher performance continue to be based on existing state models.
15. **Providing quality afterschool programs.** Potential afterschool providers need models for programs that align with classroom curriculum and focus on student needs. Policies must allow districts to finance programs based on student needs rather than on student enrollment.

# APPENDIX D

## Public Comments

## APPENDIX D: PUBLIC COMMENTS

Role	State	User Comments
Other	AL, FL, GA, MS, NC, SC	Welcoming Schools <a href="http://www.welcomingschools.org">www.welcomingschools.org</a> is a comprehensive and well thought out K-5 resource guide addressing family diversity, gender stereotyping and name calling/bullying. It is one of the few that is LGBT inclusive, and can fit within most any budget. The Alabama Safe Schools Coalition and other safe schools groups provide free training for educators and counselors within their state. ASSC has provided educators over a dozen "Ethical and Legal Responsibilities for Sexual Minority and All Students" (3.5 hr.) workshops in Alabama, and the respondent evaluations have been very positive. Many educators ask, "Why are we just now learning this information?"
Other	AL, FL, GA, MS, NC, SC	New Beginning Initiative...They listed some key steps on bullying and violence prevention [see full text of comments below table]
Other	AL, FL, GA, MS, NC, SC	National Association for Gifted Children, Diversity & Equity Committee [see full text of comments below table].
Other	FL	[From a member of the] Healthy Start Coalition that works with pregnant and parenting mothers and their families. I came to this position after serving 12 yrs on the [district name deleted] School Board. I have seen first hand the need for education and healthcare to be coordinated in the early years. So many of the things the school systems deal with could have been prevented or mitigated had the problems been prevented or diagnosed earlier. For example, low birth weight babies are at much higher risk for developmental delays. Our country has a high rate of low birth weight babies and if this could be prevented by educational outreach programs for pregnant women those cases may be reduced. Also, developmental delays are often not diagnosed until school age when they may have been helped with earlier identification. Programs for at risk families are critical to prevent the need for higher end services later, so I urge you to protect and enhance home visitation programs, early identification programs, etc. in order to save cost and heartache later, not to mention loss of productivity for parents and the child.

Role	State	User Comments
Teacher	FL	<p>Students in Florida have much more "outside" time than students in other parts of the country due to our wonderful sunshine. Frequently, their parent-imposed curfews are "dark", which can be as late as 8:30 P.M., leaving them with fewer hours to study than their counterparts in states to the north. Additionally, the South continues to be more agrarian than the Northeast. Many of my students take Agriculture (Ag) because they raise cows and hogs. Plus, with the double digit unemployment rate and with over 70% of our students on free/reduced lunch, many of my students do not see college in their futures. In fact, many of them simply expect to continue in the family business, which is sometimes collecting welfare. Obviously, the needs of my students do not equal the needs of students in New York City or Los Angeles or Dallas. Curriculum should be left to the states and local districts, not to the federal government. Not only do regions differ greatly, but localities within the same state also have varying needs.</p>
Teacher	FL	<p>If we are broke, then let's simply stop buying... Since FL schools have become more and more test-driven, I've seen a decrease in the offering of a well-rounded education for our students. Out goes art, music, social studies and recess and in comes test practice. I've also seen an increase in funds being driven towards the purchase of "practice bubble-tests" and online software programs designed to "help" students improve skills. More and more, our students "point and click" or "bubble in" their way to an education. This truly is not education and students will gain no creativity or joy from this kind of approach. Why are we placing millions into more data systems, bubble-tests, overpriced "consultants" and unnecessary technology in THIS economy when studies show that students succeed in smaller class sizes with stress-free environments? We need to stop laying off teachers and para-professionals in an already understaffed education environment. Our children deserve a well-rounded education with an experienced teacher (not stressed out from over-kill on data and paperwork). We are going in the wrong direction. NCLB has proven that data driven instruction (ad nauseum) kills the joy out of learning and teaching, and has served to narrow the curriculum that our children are exposed to. Let's take a break from the testing madness. Rather than place a stressed out teacher in front of maxed out classrooms with little to no help from support staff (who have been laid off), let's use what little money we have to hire teachers and para-professionals, stop buying unnecessary data systems, testing materials and state tests. If we are broke, then let's simply stop buying. The kids will continue to suffer with the current</p>

Role	State	User Comments
Comment continued from previous page		approaches we are taking and have been taking for the past 9 years or so. Thank you. [Twitter handle deleted], a 10-year Title I elementary school teacher and parent of 3 who attend trad'l public schools.
Parent	AL	I think it is unfair in the Alabama High School Exit Exams that children under an IEP are accommodated all through school and then during the exit exams few accommodations can be made. Children with learning disabilities need continuity to have a consistent learning pattern. Testing is stressful and should be broken up into several different days. Test do not show what a child knows, but just how well a child takes test.
School Administrator	AL	Thank you all for working on these important issues. I would like to see the committee recommend to the Secretary to focus on encouraging schools to equip students with essential skills that will prepare them for success in their postsecondary lives instead of encouraging schools to fill students with factoids and discrete knowledge. Business and collegiate stakeholders are asking for workers and students who can think critically, write constantly, speak fluently, think creatively, and analyze logically. They are not asking schools to produce workers and students who can recite the Gettysburg Address or quickly do their times tables. The assessments that are created for the upcoming common core and college readiness goals must assess skills rather than knowledge if we are really going to prepare students for 21st century work. Research shows that there are many ways to demonstrate learning, and having one type of test that showcases only one type of knowledge shortchanges what teachers and students are doing successfully every day in our schools. I think fulfilling the goal of creating a culturally responsive curriculum hinges on developing assessments that tap into skills rather than rote knowledge. I believe that by creating such assessments, we can tap into the successful learning outcomes from a wider diversity of students that we have here in the Southeast.

Role	State	User Comments
Teacher	AL	<p>Thank you for including us in your meeting. I want to encourage more talk of services for the gifted and high ability. We are truly losing these children at an early age. While we have a scattering of services like pull out classes and magnet schools, it is not enough. Often by early elementary grades, a child coming in at above their level, learns to underachieve because their teacher has to teach to the lower or middle part of their class. They learn to "coast." By the time they get to high schools, many times they end up dropping out. In Alabama, gifted services are mandated, but not funded. But, like I mentioned, what services we are providing is not enough. You can't raise the bottom by lowering the top. [name deleted] Gifted Specialist [district name deleted] AAGC [position deleted] (<a href="http://alabamagifted.org">http://alabamagifted.org</a>)</p>
Librarian	GA	<p>Discussion in Recommendation 2 - about teaching gifted kids. The reality is that in the middle school, where I teach, the gifted kids are guaranteed only one gifted class (out of 7). That gifted class has only 20 kids. The "regular" students have to make due with classes of 30+ all day. You've got a problem in both areas. Gifted students need to be pushed to the maximum they can handle. As do "regular" students - which need small classes so they can't get lost. Nat'l Board Certification: what do you with states, like GA, that no longer honors/pays for NBC? How do you encourage teachers to get the training? It's frankly cheaper and easier to get an online Ed.S. and move to administration for double the amount of money. You have to have an incentive to stay in the classroom and to get higher levels of certification. Can you tie it to the Real World Connections - business and community. - [name deleted]</p>
Librarian	GA	<p>Recommendation 2: Transforming instructional delivery to customize learning. I do not see any comment or concept on the number of students in the classroom. The reality is that teachers cannot review written papers and do LESS multiple-guess quiz/test/review without a reduction on students in the classroom. Classes of 30+ do not have the same learning ability as classes of 15-20. Without some controls on the size of classroom or even a mention, the rest may be hot air.</p>

Role	State	User Comments
Teacher	AL, FL, GA, MS, NC, SC	<p>Please see the executive summary of recommendations from all 6 states in the area: RAC webinar one <a href="http://www.glsen.org/cgi-bin/iowa/all/library/record/2624.html?state=research&amp;type=research">http://www.glsen.org/cgi-bin/iowa/all/library/record/2624.html?state=research&amp;type=research</a></p> <p><b>RECOMMENDATIONS</b> Given the high percentages of LGBT students in Florida who experience harassment at school and the limited access to key resources and supports that can have a positive effect on their school experiences, it is critical that school leaders, education policymakers and other individuals who are obligated to provide safe learning environments for all students take the following steps: Implement comprehensive school bullying/harassment policies; Support Gay-Straight Alliances; Provide training for school staff to better respond to LGBT harassment in school; and Increase student access to LGBT-inclusive curricular resources. These actions can move us toward a future in which all students in Florida will have the opportunity to learn and succeed in school, regardless of sexual orientation, gender identity or gender expression. GLSEN Florida: Findings from the GLSEN 2009 National School Climate Survey demonstrate that Florida schools were not safe for many lesbian, gay, bisexual and transgender (LGBT) secondary school students. In addition, many LGBT students in Florida did not have access to important school resources, such as Gay-Straight Alliances, and were not protected by comprehensive bullying/harassment school policies. Hearing biased remarks: Racist: 76% • Gender expression: 86% • Sexist: 92% • Homophobic: 92% • "that's" gay: 98% Victimization at school: Verbal or physical harassment, physical assault: Sexual orientation (82%. 42%, 18%, respectively) was highest occurrence. In descending order: gender expression, gender, religion, race/ethnicity, disability Most students feel have supportive educators (93%), but have little access to resources or inclusive curriculum. Georgia Findings from the GLSEN 2009 National School Climate Survey demonstrate that Georgia schools were not safe for many lesbian, gay, bisexual and transgender (LGBT) secondary school students. In addition, many LGBT students in Georgia did not have access to important school resources, such as Gay-Straight Alliances, and were not protected by comprehensive bullying/harassment school policies. Hearing biased remarks: Racist: 71% • Gender expression: 95% • Sexist: 95% • Homophobic: 95% • "that's" gay: 98% Victimization at school: Verbal or physical harassment, physical assault: Sexual orientation (88%. 45%, 18%, respectively) was highest occurrence. In descending order: gender expression, religion, gender, race/ethnicity, disability Most students feel have supportive educators (88%), but have little access to resources or inclusive</p>



Role	State	User Comments
Comment continued from previous page		<p>curriculum. North Carolina Findings from the GLSEN 2009 National School Climate Survey demonstrate that North Carolina schools were not safe for many lesbian, gay, bisexual and transgender (LGBT) secondary school students. In addition, many LGBT students in North Carolina did not have access to important school resources, such as Gay -Straight Alliances, and were not protected by comprehensive bullying/harassment school policies. Hearing biased remarks: Racist: 65% • Gender expression: 89% • Homophobic: 90% • Sexist: 92% • "that's" gay: 95% Victimization at school: Verbal or physical harassment, physical assault: Sexual orientation (82%. 34%, 16%, respectively) was highest occurrence. In descending order: gender expression, religion, gender, race/ethnicity, disability Most students feel have supportive educators (91%), but have little access to resources or inclusive curriculum.</p>
Teacher	NC	<p>Please see the attached about gifted students... how 73% of the teachers report that they are bored/under-challenged in schools, and 77% of teachers agree that getting underachieving students to reach proficiency has become so important that the needs of advanced students take a back seat. [Did not provide attachment]</p>
Teacher	NC	<p>Please see attached myths about gifted education. [attached copy of <i>National Association for Gifted Children: Common Gifted Education Myths</i>]</p>
Teacher	NC	<p>Please see attached executive summary about high-achieving students in NCLB. It shows how 80% of the teachers' attention is focused on the struggling students and how little gain the gifted students make in comparison.[attached copy of <i>Thomas B. Fordham Institute Report: High Achieving Students in the Era of NCLB</i>]</p>
Local Educational Agency	MS	<p>teacher knowledge and experience are at the core of every classroom of successful learners. there is no shortcut (business model or otherwise) to acquiring the knowledge and experience- it takes effort and time. the teachers who have the knowledge and experience need to mentor the teachers who don't. all teachers should be supported by professional development that challenges us to think critically about our practice teachers should be supported by administrators who have demonstrated evidence of having effective instruction; the same holds true for instructors in teacher education and alternate routes to licensure</p>

Role	State	User Comments
Librarian	SC	<p>The backbone of our Main Library Story Times are daycare groups both public and private. There is no typical story time; as our capable staff offer a variety of ever changing elements in programming. Books are read to the children, occasional themes applied, music and song get them up and moving, ie, exercise the fun way, phonics, crafts, puppets and assorted props are utilized, a short film is run, and time is always allotted for children to hold and "read" real books. Diversity and self-esteem are subtly taught by example --- "education through kindness." What starts out as thirty minutes more often than not turns into an hour or longer. Children are engaged and motivated as well as their daycare providers. This formula for literacy success has worked for twelve years. Whether the staff is seen in the library or away, children recognize the connection to the library. To hear a child or a group of children enthusiastically shout "books" is what it's all about. To know that if that reading seed is planted early, it will someday bear fruition.</p> <p>[name deleted] Children's Services [library name deleted]</p>
Librarian	FL	<p>I am very concerned over several things that are occurring in our county [deleted] and our state (Florida). * Our budgeted #113 funds, which in past have been our sole asset with which to purchase instructional materials for our media centers, are being reduced to \$0 for the 2011-2012 school year. Every year we have noted a decrease, but \$0 is absurd. How can we be expected to support the core curriculum, collaborate with teachers and instill a love of and excitement for literature in our students without current non-fiction/fiction books in good condition for their use? I'm baffled. In a Title One school such as mine, with fundraisers producing minimal income, I'm at a loss as how to purchase what is needed. * Our District Media Supervisor/Director retired several years ago and due to funding was never replaced. Our Media Specialists are under the direction of Curriculum. We, as Media Specialists, have lost our voice at the District level and have a person speaking for us who does not know the scope of our jobs, nor has ever done the job of a Media Specialist. We have no one with a vision for our future any more or to keep us up to date on current trends and we have no county voice at the State level. * Many counties in our State have cut the position of Media Specialists in their schools, especially at the elementary level. This is very upsetting to me, as an Elementary Media Specialist, I realize the skills of using a library and the love of literature must be instilled at an early age or may be lost forever. How are these cuts in the best interest of our students? Also, we have many reports out there stating that standardized test scores are much higher in schools with a Certified Media Specialist and a fully functioning media program. These are but a few of my concerns, but</p>

Role	State	User Comments
Comment continued from previous page		I hope they can be addressed at the meeting. I know in a time when money is tight, cuts must be made, but it should not be at the expense of our number one asset, our students! Sincerely,[name deleted]Media Specialist [email address, district and school name deleted]
Parent	GA	In other areas of the country, specifically the Chandler Unified School District in Arizona, there are self-contained classes for those K-12 students identified as intellectually gifted. These classes are designed to promote problem based learning and out of the box thinking in addition to accelerated academics during the ENTIRE school day. CUSD has significant support from Intel and Orbital, as well as other tech industries within the area, in the form of parental involvement which also translates into higher expectations for their students. CUSD has also had to compete with several highly performing charter schools for students and public monies. Why does Georgia not have these types of programs for its gifted populations in its public school when the technological corporate giants like HP and Siemans are so close by? Why must we continue to place such a heavy emphasis on age and deny prepared younger students the opportunities to work ahead of their age appropriate grade level? Pull out gifted programs are not challenging our gifted students. This practice has been in place for the past thirty plus years. It must change in order to assist our gifted students with access to FAPE. Education must be more individualized and our teachers, administrators, LEAs and DOEs must do more than offer platitudes and false assurances. This may be cultural and could take a generation to implement the appropriate changes; however, our children of today have an expiration date that will have extremely serious ramifications throughout their lives and on the economic viability of Georgia as a technological hub.
Teacher	GA	PROBLEM/ NEED: Poor Parental Support/Education Level/Involvement. Many themselves have not finished school, and thus do not effectively build foundational academic practices in their children, for lack of knowledge. PROPOSED SOLUTION: Free parenting resources more aggressively targeting parents in low income communities. Perhaps tied to receiving governmental assistance/funds. I.E. Parents receiving governmental funds must attend a certain number of free parenting/educational classes, their children must be performing at a certain level in school, and they must attend 2 school conferences/functions per year.

Role	State	
Teacher	MS	<p>I am currently in my third year of teaching in the Mississippi Delta Region. I am originally from New York and obtained my college education in Maryland. I cannot express how frustrated I am by the lack of attention and innovation in Mississippi. More specifically looking at education. The fact that the schools are segregated at such high levels where some schools have 99.1 percent black? How can the state not allow students to have options? No one is addressing the stranglehold that the state has on African American children by forcing them to choose from one school. We are losing a generation of children and it makes me sick to my stomach. Please begin addressing the issues there or else the state will continue to implement systematic racism to keep African American kids where they are.</p>
Librarian	NC	<p>Public libraries are sometimes overlooked as educational institutions, but as a children's librarian, I know the impact we have on children of all ages, particularly in the area of early literacy development. Through story time programs at libraries like mine, we introduce children age 6 and under not only to reading, but to scientific principles, such as migration and animal life cycles, early mathematics, such as counting and measurement, and artistic concepts, such as color theory. We engage their imaginations and reinforce new concepts through multiple approaches, including as songs, stories, hands-on crafts, and experiential learning. Our facilities not only include written resources to help parents teach their children, but our programs also provide opportunities to model effective reading and teaching behaviors to parents. The variety of programs we offer at different times on different days of the week means we reach a wide variety of people from different cultural and educational backgrounds. As children grow, we remain a vital force in their education, providing resources for school projects and helping maintain children's reading proficiency over the summer months through our annual Summer Reading Program. These programs not only encourage and reward reading, but also provide cultural and learning experiences children may not have otherwise had. For example, over the last two years, my library has hosted programs on Australian aboriginal music, the ecology of our local river system, gardening, and creating art from materials that normally would have been considered trash, to name only a few. We also provide volunteer opportunities for teens and encourage children of all ages to give back to their community through programs such as Creative Caring Day. On Creative Caring Day, the children in our library gathered together to put together art and craft supplies for the patients of a local children's hospital. This summer,</p>

Role	State	User Comments
Comment continued from previous page		we plan to offer a similar opportunity by collecting and assembling school supplies and gently used books to send to the charity Books for Africa. Libraries provide a wealth of knowledge through books, but we are also more than books. We are interactive learning centers that provide vital educational support to children at all stages of their development.
Librarian	NC	Our branch library provides weekly in-house public storytimes for children birth-age 5. Additionally, our staff make several monthly visits to area child care centers for storytimes, some of which care for many lower SES children. Many of these children have never been to the public library, and these outreach programs provide their only exposure to these resources.
Other	NC	I support the RAC's emphasis on customizing instruction to meet student needs, especially the needs of high-ability learners that have been lost in the current focus on low-performing students. This will require a focus on individual student growth, as well as better alignment of curriculum, instruction, and assessment (including the use of above-grade-level assessments). Specific technical assistance in the form of professional development for teachers and grants to higher education institutions to disseminate research-based practices in these areas would be helpful.
Librarian	SC	The [district deleted] County Public Library promotes reading skills from birth with our Born to Read hospital collaborative program that encourages new moms and families to read to their newborn by providing materials and a board book of nursery rhymns. The public library staff provide information about the Dolly Parton Imagination Library in which each child under five years old gets a free age appropriate book each month delivered to their home by the postal system. This project is in collaboration with our two school districts and The United Way of [district deleted] County. The public library provides storytime sessions for children from birth to age five. Evening programs are presented to families to encourage parents to read to their children. Summer reading that is sponsored by the South Carolina State Library is promoted for children birth to 18. The public library has a key role through outreach to child care facilities with our Read to your Baby preselected bags that rotate each month to a new facility. These bags are also available to individuals and home care providers of child care. The bookmobile provides service to low income and families who lack transportation to the library building. The bookmobile also provides materials for non-english speaking families and children that can not acquire a library card. The public library plays a key role in the promotion of reading in our community. We pride ourselves on developing life long learners and readers. [name and title deleted]

Role	State	User Comments
Teacher	NC	This is a report related to the emphasis on under-achievers and the resulting ignoring of those with high abilities. [attached copy of <i>Executive Summary: Thomas B. Fordham Institute Report: High Achieving Students in the Era of NCLB</i> ]
Teacher	NC	Here is a one-page document that summarizes the Safe Schools Improvement Act. This applies to all students who are bullied, including those with different abilities, gender expression, race, sexual orientation, languages, etc. This specifically applies to your "safe space" initiative. [attached copy of GLSEN Summary: <i>Safe Schools Improvement Act, S. 506/H.R 1648</i> ]
Teacher	NC	It is timely that the SE RAC is working on protecting GLBT students and teachers. For the issues related to GLBT students, safe spaces, etc., please download this executive summary document at <a href="http://www.glsen.org/binary-data/GLSEN_ATTACHMENTS/file/000/001/1676-2.PDF">http://www.glsen.org/binary-data/GLSEN_ATTACHMENTS/file/000/001/1676-2.PDF</a> Please do what you can to protect GLBT teachers, too, as they can now be fired in most states simply for being GLB or T.
Librarian	FL	I am currently a Media Specialist at a rural elementary school in [district deleted] Florida. I am a NBCT in Library/Media since 2002. I hope to provide input into your advisory committee. Thank you.
Teacher	MS	Out of the many issues with Mississippi education, one of the issues overlooked to non-educators is the fact that the MCT2 is untimed. Untimed tests obscure real student mastery levels and set students up for failure when they have to take the ACT as a college entrance exam
Other	NC	<b>PROBLEM/NEED:</b> I currently work for Teach For America, a national non-profit organization, as a mentor for 1st and 2nd year teachers. Before this experience, I worked as a 2nd grade teacher in the [district deleted] School system in NC. [District] schools were heavily segregated. I taught at [school name deleted] and 99% of our student population was African-American and on free or reduced lunch. Contrasted with schools across town, such as [school name], which was mostly white and middle-class income, [school name] received little resources and was the widely conceived ideology about [school name] was that the school had "no hope." In the [district] school system, there is segregation. In fact, for many of my students, I was one of the first white people that they had ever seen. This <b>MUST</b> change. Students <b>MUST</b> have access to equal opportunities and resources and until schools in [district]are integrated and resources redistributed, it is very hard to make real change. I now work with [district names deleted], and the same is

Role	State	User Comments
Comment continued from previous page		true. Schools must be forced to integrate. The reality is that my students are able to achieve (my students achieved 1.8 years of growth as determined by the DRA in 1 year), but when students are not given equal access to opportunities and resources, it makes long-term success MUCH more difficult. SOLUTION: In [school districts], there needs to be a long and hard look taken at the integration policies of school systems. If schools were integrated economically, this wouldn't solve every problem, but it would be a very strong first step in ensuring that students, no matter where they live, are able to have equal access to opportunities and resources.
Teacher	NC	Class sizes are way too large to be an effective teacher. I have 5 classes of 29-32 and i teach middle school science. This is especially disconcerting in my special education inclusion class, which has 30 extremely low level learners who need and deserve special attention.



*Diversity & Equity Committee*



June 19, 2011

[name deleted]

U.S. Department of Education  
Southeastern Regional Advisory Committee

Dear [name],

Thank you for giving me the opportunity to provide feedback to you regarding the **pressing needs of culturally and linguistically diverse (CLD) gifted learners in the Southeastern Region**. As a gifted education & diversity education professor, author, and consultant with expertise in this area - I regularly receive inquiries from parents, teachers, community leaders, and school districts asking what they can do to better meet the needs of cultural minority students with high potential. The need for professional development targeted at increasing teacher awareness of gifted potential in culturally and linguistically gifted students cannot be overstated. With an increasing number of 'minority' population students in our schools, coupled with the rise of low socio-economic students attending schools everywhere, these requests will only grow in number and intensity. It is imperative, I believe that the United States Dept of Education through these regional technical assistance centers begin conversations as to the most effective way to develop of a **cadre of teacher trainers with expertise in culturally relevant gifted education practices** who can serve the Southeast region.

A cadre of trainers with expertise in culturally responsive identification practices, parental involvement strategies, and advanced education service options would meet a great need in this region. There are a number of evidence-based programs providing excellent results for teachers and their culturally diverse students and increasing the number of students from these groups identified as gifted. These programs produced the types of results that we need to encourage a 'strengths' based approach to working with culturally diverse students in poverty. In other words, using gifted education practices to working with all students has great potential to improve equity and preparation of more students for high-end curriculum and programming options.

It is highly recommended that the USDOE Regional Education Center determine how this technical assistance center can develop a cadre of expert teacher trainers to serve as a vehicle for dissemination of evidence-based practices throughout the region. To that end, I believe that this committee along with other experts stand ready to advise you and will do what we can to enable you to accomplish this goal.

On behalf of the NAGC Diversity & Equity,

[name and contact information deleted]



# **New Beginning Initiative (NBI) Coalition Members' Recommendations to the Department of Education's Regional Advisory Boards**

May 2011

*Please attribute each recommendation to the organizational name under which they appear.*

## **I. Gay-Straight Alliance Network**

**[name.and.contact.deleted]**

### **A. Bullying and Violence Prevention**

Research by the California Safe Schools Coalition has documented 5 key steps that schools can take that are correlated with lower rates of bullying and increased student safety and youth development outcomes. Those steps are summarized below and the research findings can be found in this link: <http://www.gsanetwork.org/files/resources/CSSC3-steps.pdf>

1. Establish and publicize an anti-harassment or anti-bullying policy that specifically includes sexual orientation and gender identity and expression as protected categories.
2. Train teachers and staff to intervene when they hear slurs or negative comments based on sexual orientation and gender identity.
3. Support the establishment of a Gay-Straight alliance or similar student club.
4. Ensure that students know where to go for information and support related to sexual orientation and gender identity.
5. Introduce curriculum that includes LGBT people and information about sexual orientation and gender identity.

### **B. Sexual Health**

We need to advocate for comprehensive sexual health education curriculum and programs that are inclusive of the sexual health needs of LGBT youth and do not promote a discriminatory, heterosexual bias.

### **C. Data Collection**

We should advocate for inclusion of four types of questions on state and district-level surveys:

1. Demographic questions on sexual orientation
2. Demographic questions on gender identity
3. Questions about bullying based on actual or perceived sexual orientation
4. Questions about bullying based on actual or perceived gender identity or expression.

We can recommend inclusion of such questions on state or city YRBS surveys, which entails advocacy with the YRBS Coordinator in each state or city that conducts YRBS. We can also encourage school districts to conduct their own school climate surveys, or add these types of questions onto other survey instruments they use that examine issues of student safety and health.

## **II. Parents, Families & Friends Lesbians and Gays (PFLAG) National**

[name.and.contact.deleted]

### **A. Bullying Prevention**

The first step toward bullying prevention is to encourage implementation of model district policies like the Department of Education's Office of Civil Rights guidance on district anti-bullying policies and implementing reporting requirements for incidences of bullying that do occur (that keep the student's best interest in mind – i.e. not outing a student to a parent/guardian). In regions with states that lack fully enumerated anti-bullying protections, encourage the Advisory Committee to distribute GLSEN and PFLAG's Claim Your Rights resources ([www.pflag.org/claimyourrights](http://www.pflag.org/claimyourrights))

PFLAG also recommends the continuing steps of:

- Cultural competency training for all school members to stop, fix and prevent bullying behaviors.
- Support inclusive data collection for state administered surveys like the YRBS.
- For regions with states that have strong protections and good laws on the books, stress the importance of implementation oversight to ensure that these protections are being adequately enforced.
- Make state specific reporting resources available for school community members to access when they may be experiencing bullying, harassment or discrimination
  1. i.e. what agency or representative should a school community member contact when trying to report bullying?

## **III. National Coalition of Anti-Violence Programs**

[name.and.contact.deleted]

### **A. LGBTQ Teen Dating Violence**

All young people who openly or privately identify with the LGBTQ community, or are involved in an LGBTQ relationship, must have avenues to confidentially report abuse. Those avenues must be sensitive to the private needs of each young person, so as to not jeopardize the safety or well being of that young person. Those needs are determined by whether the young person is out or not, whether threats of revelation of their sexual identity is an issue within the relationship, or whether any potential revelation of their sexual identity could impact their safety or well being.

- The lack of those confidential avenues in many communities is a direct indicator of the low reporting of abuse in LGBTQ relationships. Young people are concerned with being outed, being kicked out of their homes, facing additional bullying or retaliation for reporting the abuse.
- The LGBTQ community continues to work to present positive relationships as a means to achieve equality. That philosophy must be shared by those working to prevent unhealthy relationships. LGBTQ youth must be able to see positive relationships to model. The omission of LGBTQ issues from regular school discussion does a disservice to youth - if

they encounter a situation where they need help, they may be less likely to speak up if they feel the school/school body regularly ignores them.

- Schools and school-based programs are urged to create violence prevention and response policies that are inclusive of all youth, and create safe spaces for those students to privately report their abuse.
- Schools and school-based programs are urged to consider the correlation between dating violence and other risk behaviors or challenges: alcohol/drug abuse, suicide, school truancy, and other forms of violence are just a few examples.

#### **IV. General**

A. In 2010, the U.S. Department of Health and Human Services' Administration for Children and Families (ACF) issued new guidelines for abstinence-only until marriage (AO) program funding. The new guidelines require medically accurate, evidence-based programs. Also, ACF noted the particularly harmful impact AO programs have on LGBTQ families and young people. AO programs have not been proven to be effective and are detrimental to the healthy development of young people, especially those living in diverse family structures. The Department of Education should advocate defunding them permanently. In the interim, the Department of Education should continue to encourage and implement all measures to reduce the harm AO programs cause.