

**Summary of State Discussion Group**  
held during the Appalachian Regional Commission Conference  
*Education and the Community: Fostering Mutual Support*  
Maryville, Tennessee, October 30, 2002

**ALABAMA: Number of discussion participants: 15**

**What major educational initiative are you currently working on?**

*High school/Vocational education/College access*

- Alabama Online High School—A comprehensive web-based learning collaborative to augment course offerings in small schools.
- After-School Alabama—Development of community-based extra learning opportunities.
- PACERS Rural Entrepreneurial Initiative—Development and support of school-based enterprises for academic and community development.
- Entrepreneurial education (K–14) focusing on high school, skills building, and career options.
- Encouraging students to imagine themselves in post-secondary education settings and facilitating their attendance.
- Post-secondary education preparation.
- Through leadership skills training, helping students invest in their home county. (Importance of place).
- Planning leadership activated for high school juniors and seniors.
- School-to-Work Program that serves all students in grades K–12.

*Workforce development/Adult education*

- We are working with current employees in industrial plants to improve their basic skills in reading, writing, and math. We are also working with students to prepare them for employment, and to develop pre-employment skills.
- We are attempting to improve educational reading comprehension and literacy for adults.
- Continuing education through Jacksonville State University for local government leaders.
- Workforce development and educating potential employees.
- GED.
- Workforce training for the future.

*Early childhood education*

- Creating a state and local infrastructure; early care and education system in Alabama; kidstuff/policy councils.
- Children's Policy Council (birth to 19): Uniting our resources in Land County (one in particular, the Family Resource Center).
- Empowering communities to plan and collaborate around issues affecting zero to five-year-olds.
- Pre–K.

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- Pre-K programs (our goal is universal pre-K for our state).

#### *Violence Prevention*

- Improving education and skills for adult victims of domestic violence. Referrals to community colleges and referrals to programs for completing GEDs.
- Dating violence education in all tenth grade health classes and/or other middle and high school classes by invitation.
- Education for community members (e.g., teachers, counselors, pastors, others) regarding the dynamics of domestic violence and its effects on education and the community.
- Education in middle and high schools regarding dating violence. Includes printed materials and video materials. Partnering with our medical community to provide this service.

#### *Miscellaneous*

- Connecting schools and communities for improved economic development.
- As a school board member, trying to find creative ways to find money!
- Professional continuing education credit for staff members through conferences and workshops.

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**ALABAMA:**

**Number of discussion participants: 15**

**What educational need do you believe is not being addressed?**

*Resources/Funding*

- Lack of Resources: money, people, and time. Small rural counties depend on the same small group of people to get things done.
- Adequate funding for schools.
- Lack of resources.
- Lack of resources, including money, time, and people.
- Great programs missing infrastructure.
- Lack of money, time, and resources.
- Adequate funding.
- Pooling Resources. Identify what's available so we do not have gaps or overlap; this is being done but needs to be done better.
- Consider setting up community foundations. Community Foundation Association in Alabama?

*Children and Families*

- Quality parenting education for parents of preschool children.
- Comprehensive education at all grade levels on healthy relationships and related life skills – including family and dating.
- Education for teachers and counselors on domestic violence. Incorporate domestic violence into the curriculum.
- Education in schools on healthy relationships, including dating relationships, violence free relationships, violence free families, and breaking the cycle of violence in families.
- Need a single clearinghouse agency such as the Children's Policy Council to coordinate activities.
- Childcare licensing and rating.
- Infant-teacher (childcare) training; professional development.
- Early childhood reading.

*The Arts*

- Arts Education. Fine arts.
- Arts: Availability of LIVE performing arts; present culture is based, unfortunately, on Internet, television, radio, etc.
- Lack of rural arts education, both indigenous and historically based.

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- ----- County has almost zero funding for the arts in schools programs, and zero fine arts enrichment activities.

#### *Program development/Professional development*

- More international learning.
- Necessity of computer literacy and Internet use.
- Not enough emphasis on giving students time in school to read.
- Greater professional development for public school teachers.

#### *Community*

- Community education not attached to two- and four-year institutes [such as by] using school buildings off hours.
- Interaction of business community with high schools in a more hands-on manner to prepare students for the starkness of life without adequate skills or education.
- Adult leadership training.

#### *Miscellaneous*

- Focus on seamless system of P-16 education, lack of communication, child-driven results-based programming.
- I think one of the key needs is for a serious set of accountability measures at the lower grades and preschool to improve reading and writing before the third grade.
- Not enough emphasis on small class size.
- Over reliance on one-best standardized test. [There is a] lack of engagement with fuller notions of educational achievement in the public realm.

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**GEORGIA: Number of discussion participants: 13**  
**What major educational initiative are you currently working on?**

*Early childhood/family*

- SGA, the Governor's Initiative: As Chairman of SGA "Valuing our Children, the Early Years." Georgia hosts the 2003 Annual Meeting in September 2003.
- The Georgia Early Childhood Initiative, which includes early learning, early brain development, and school readiness.
- Early literacy in reading and math; speech.
- Early childhood initiative.
- Fatherhood program NGTC. New Connections to work.

*Miscellaneous*

- Agency administers the Federal Workforce Investment Program.
- After School Program.
- Church involvement.
- As a non education attendee, the Franklin County Chamber is working to improve resource information in the county and is addressing how to keep young at-risk children connected to their schools and community.

**What educational need do you believe is not being addressed?**

*Early childhood/family*

- Enhanced family literacy.
- Family literacy.
- The need to support education efforts, such as day care and after school care.
- A state-wide universal contact system that allows communities to identify families with newborns so that HV programs such as Parents as Teachers can be offered.
- Education for home-based child care providers in child development, nutrition, parent support, etc.

*Miscellaneous*

- Economic development.
- A bridge between high school and the first year of college.
- After school and summer learning opportunities for all students.
- After school transportation.

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**KENTUCKY: Number of discussion participants: 11**

**What major educational initiative are you currently working on?**

*Workforce*

- Support of Hart County Workforce's Excellence effort.
- Workforce Excellence Partnership – to prepare a better trained workforce, to lead to greater success.
- Currently working with Rockcastle Development Board, members of Board of Education, and local Kentucky technical school to find ways they can better support industry; this is part of an overall strategic planning initiative.

*Parent involvement*

- Increasing parent involvement and engagement, particularly among low-income parents.
- Increase parental involvement in schools by engaging parents in learning about education standards for their students.

*No Child Left Behind/School standards/Achievement*

- Partnership Schools Initiative: Identifying one school in each region that has a particular set of conditions related to student achievement (12 years of research, best practices). Getting all students to proficiency by 2014 is the goal; what can business do to support that work?
- *No Child Left Behind*: Title I (Improving Academic Achievement of the Disadvantaged); Title V (Promoting Informed Parental Choice and Innovative Programs); Title VI (Flexibility and Accountability); Title X (Repeals ... and Amendments to Other Acts); and Comprehensive School Reform (CSR).
- Kentucky's Scholastic Reviews of low performing schools.
- Implementing *No Child Left Behind* in a way that brings out Kentucky's experience in accountability and is best for children.
- Support for schools and districts ranging from transportation (critical to the *No Child Left Behind* parent choice issue) to facilities.
- Internal Kentucky Department of Education work (staff work and development) to support schools and districts in student achievement (e.g. service delivery teams in partnership with schools, including community and parents; connection with Partnerships for Kentucky schools or Champions for Schools).

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*Miscellaneous*

- Leadership development for teens to instill interest and commitment of our youth in their local communities.
- Increase the number of students graduating from high school and attending post secondary education.
- Advisory program at RCMS leading into RCHS Individual Graduation Plan.
- Financial support for public education.
- Coordinated school health, including child obesity issues.

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**KENTUCKY: Number of discussion participants: 11**  
**What educational need do you believe is not being addressed?**

*High school/Vocational education/Workforce development*

- Career preparation for juniors and seniors.
- A coherent, integrated approach to P–12, post-secondary, and employer links. Community views of high schools [----]- major policy. How to actually work through high school change.
- Alignment between high school and college curriculum (high numbers of freshmen needing remediation).
- An accurate system for determining the number of students who do not graduate from our high schools.
- Cooperation between guidance counselors and agencies involved with training high school dropouts.
- Not adequately addressing the educational needs industry requires in the labor force; for example, an imaging company executive contacted me about need for 150 employees and indicated a shortage of trained workers. Challenge for vocational education.
- Entrepreneurship programs for teens.

*Miscellaneous*

- Public engagement of 76 percent of Kentuckians who don't have children in schools – increasing the public will around issues of school improvement and community improvement.
- Parenting skills for parents of adolescents and teenagers.
- Early childhood development: It may be occurring in Kentucky, but I was not aware of [it until I] attended the Georgia session and was impressed by their activity and the potential impact on future workforce.
- Supplemental reading programs for students who don't have a low socioeconomic status.
- Limited English Proficient (LEP) students in rural schools.
- Examining financial support for public education, outside the box.

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**MARYLAND & NORTH CAROLINA: Number of discussion participants: 7**  
**(Discussions were combined as there were only a few participants from each.)**  
**What major educational initiative are you currently working on?**

*Early childhood*

- Male involvement in children's early education.
- Measuring school readiness.
- More @ 4 (Enhancements).
- Implementation of all day kindergarten for low-income children.
- Thorton Report: Implementation of pre-K for low-income children.

*College access/Vocational education*

- Gear-Up
- Higher Education Gear-Up
- New Century Scholars
- School-to-Careers Pathways

*Miscellaneous*

- Maryland Satellite Academy for Technology Infusion.
- Regional Professional Development Network (K-12).
- Higher education staff development.
- K-16 Focus Group.
- Advances In Reading (AIR).
- Special Needs Families.

**What educational need do you believe is not being addressed?**

*Funding/Resources*

- Responsiveness.
- Vocational training.
- Funding equity.
- There's some entity addressing, though there may not be enough resources (physical and fiscal) to make a difference.
- Resources: Need to develop a science focus to attract students of all levels.
- More education staff in preschool classrooms.

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**MISSISSIPPI: Number of discussion participants: 20**

**What major educational initiative are you currently working on?**

*Technology*

- Internet access (DSL).
- Computers in the classroom.
- Computers in the classroom initiative.
- Southern Regional Education Board (SREB) virtual high school.
- Integration of technology into classroom instruction.
- Explore network with computers in classroom.

*No Child Left Behind Act*

- *No Child Left Behind*: ([instructional] assistants training)
- Following the Leaders [project of the Education Leaders Council].
- *No Child Left Behind*: Professional development, achievement, and accountability (monitoring, training, and reward high achievement).
- In Mississippi we are working on several major education initiatives. The one initiative (or component of *No Child Left Behind*) that the Mississippi Department of Education's Office of Educational Technology is currently working on is developing our State Technology Plan. The state plan is a long range, strategic framework for utilizing technology to improve student achievement and teacher capacity. We're examining how to measure student proficiency with technology by the end of eighth grade before the year 2008.
- Improving academic achievement of Mississippi school children by fully implementing all aspects of the federal *No Child Left Behind Act* and State Assessment Accountability Program.

*Early Childhood*

- Early childhood development.
- Early childhood education assessment.
- Early childhood with a strong focus on parent involvement.
- Reading, early childhood, and language arts.
- Reading initiative (pre K-3, peer coaching, teaching of reading, extended day-year).

*Workforce development/Vocational education*

- Workforce development; training incumbent workers in existing industry.
- MS Careers to work, Fast Forward Mississippi Initiative.
- School-to-Career initiative.

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### *College access*

- North Mississippi Appalachian Center for Higher Education (NMACHE)

### *Miscellaneous*

- Parental Involvement (director and school nurse).
- Professional development (Mississippi Department of Education and North Mississippi Education Consortium).
- Statewide testing to include subject area testing, plus FLE.
- Implementing Higher Education Leadership Summit: (marketing education, school readiness, teacher preparation, graduation rate, higher education, R&D investment, P-16 counsel).
- Improving student achievement.
- Every child a reader—*Reading Excellence Act* grant focus has been and still is improving reading achievement.

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**What educational need do you believe is not being addressed?**

*Vocational education*

- Decision career book from Liz Barrette's office in Jackson.
- Number of colleagues using career and/or college planning tools.
- The Tech Prep Initiative appears to have been left behind.

*Parent education*

- Parent education.
- Education of illiterate parents.
- Early childhood, parent education, daycare workers.

*Miscellaneous*

- *No Child Left Behind*
- Determining an accurate method of determining socioeconomic status of Mississippi (and all) school children for disaggregation of data purposes.
- Teaching students importance of good work habits, which shouldn't have to be done in schools, but is very necessary.
- Implementation! Monitoring follow-up.
- Changes and expectations in society as they relate to education . . . Talk but no real systematic changes.
- Use of free educational materials made available through community colleges.
- Mentoring for New Teachers: The legislature has enacted this as an unfounded mandate. Steps have been taken, but we need to be more aggressive in identifying funding and implementation.
- The gap in student achievement between African-American and Caucasian students is growing wider after third grade. We know that the problem exists. Specifically, what is being done to address this problem?
- Non-grading of the first three grades of school.
- Cooperation or collaboration between business and the education community; lack of communication.

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**NEW YORK: Number of discussion participants: 4**

**What major educational initiative are you currently working on?**

- Salamanca City Central School District focuses on alternative/vocational programs.
- Employs C-DOS to promote job skills and job readiness (career, development, occupational, standards).
- New York feels comfortable meeting standards of *No Child Left Behind*.

**What educational need do you believe is not being addressed?**

- Work with New York State Department of Education.
- Stress regional skills and needs.
- Work on student-workplace transfer programs.
- Need to identify at-risk students early on.

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**OHIO: Number of discussion participants: 9**

**What major educational initiative are you currently working on?**

*College access*

- Partner school projects to increase college-going rate.
- GEARUP with six high schools and five colleges.
- Administering \$2 million of tobacco settlement money for financial aid.
- Educational Opportunity Center (EOC) a Trio [of federal grants] program to help adults to enter college.
- College and career access; for example, the Ohio College Access Network.

*Technology and science*

- Advanced Computer Training (ACT) for adults within our community technology centers (CTCs).
- Various software-specific training.
- Summer science program similar to the ARC–Oakridge National Laboratory Summer Institutes.
- On-going efforts to provide funding assistance for technology and equipment projects in schools.

*Miscellaneous*

- A system that connects prenatal through adult basic education services with the public school systems in Meigs County, including (a) Help Me Grow, (b) Head Start, (c) K-12 (including Alternative Schools) and (d) ABLE.
- Head Start in old school.
- Continuous improvement plans for the educational service.
- Baldrige Teacher-Student Partnership with Marty Moore from Shipley and Associates.
- Developing more student accountability for teaching and learning.
- Top 100 wired schools in the nation.
- Lack of space.
- Student entrepreneur training, SET, youth.
- Business education support and training; BEST – Adult.
- Jump Start The Future—Workforce development for youth and adults.
- School improvement, primarily restructuring large urban high schools into smaller schools and/or learning communities.
- Engaging communities in the planning and design of school facilities; promoting schools as centers of communities; encouraging reflection/use of research to enhance learning.

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- Mayor's Education Initiative: Trying to get development funding for Cave Lake (Hi-Y) Leadership Training Center for construction, and trying to expand summer youth entrepreneurship training.
- Program that focuses on building youth self-esteem and building parents' self esteem.
- Developing a regional education partnership as part of the Appalachian New Economy partnership with the Ohio Appalachian Center for Higher Education (OACHE).
- Series of education projects about 11: study (1992) relinking Ohio Appalachian Center for Higher Education (OACHE) as we develop more systematic focus on education; use of educational assets for region; broad definition of education; [----]

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**What educational need do you believe is not being addressed?**

*Resources*

- For the Ohio to articulate an understandable, comprehensive plan that will maximize available resources to achieve improvement goals in (a) public education, (b) service delivery from other agencies, (c) local government and (d) state government.
- Avoid duplication of effort by utilizing existing data sources, [such as] Institute for Local Government and Regional Development (ILGARD).
- For all Ohio Appalachian high schools to have capability to provide full range of advanced and honor programs.
- Building a [----] support system for talent, technology, and capital formation in government, business, and education in the region.

*Teachers*

- The need for highly qualified teachers to replace the baby boomers who will be retiring in the next five to seven years. Increased requirements for license, etc.
- Teacher recruitment and retention in the Appalachian Region.

*Miscellaneous*

- Assessing the need for transportation and daycare [to increase] continuing education opportunities for both youth and adults.
- Civic Leadership through local YMCAs, youth groups, etc., and building Cave Lake curriculum for leadership.
- Residential alternative education rather than only the traditional time at an alternative site, [---]-Y's "Institute for Ideas" 28-day residential "school" sends kids back ready to learn, behave, get positively involved in the life and work of their schools and communities.
- Educate communities about the Ohio School Facilities Commission manual process what they really can do in building/renovating schools.
- Program that focuses on building youth self-esteem and building parents' self esteem.

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**PENNSYLVANIA: Number of discussion participants: 6**

**What major educational initiative are you currently working on?**

- Reading First—Twenty-first century initiatives.
- Community technology learning centers.
- State standards and professional development.
- Data-based analysis to eliminate the achievement gap.
- Reading-in-content-area training for teachers to improve secondary teachers reading comprehension.
- Reduce class size.
- Increasing expectations.
- Focused, consistent staff development.
- Character education.

**What educational need do you believe is not being addressed?**

- A regional economic plan that local education agencies can endorse, maximizing skills/resources.
- Economic focus that creates educational focus.

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**SOUTH CAROLINA: Number of discussion participants: 4**  
**What major educational initiative are you currently working on?**

- Virtual library.
- Sharing knowledge and resources in the ARC Region.
- Workforce development—to identify what or when industry needs regarding workforce.
- Business-school partnerships.
- Special efforts in improving math and science; robotics competition.
- Community education; sharing products made in county.
- Spanish instruction for front line supervisors.
- Professional development.
- Weekday workshops (Flex Days).
- Freshman Academy—transition from middle to high school.
- Rebound Program called “7 Habits”; middle school dropout prevention.

**What educational need do you believe is not being addressed?**

*Secondary programs*

- Virtual High School, an online class for high school students.
- Careers vs. jobs study. A charter high school on Tech campus.
- The need for service learning.

*Funding/Resources*

- More funding from the federal government for the special needs population—cost per student is absorbed at the local level—cost is roughly \$6,000 per student.
- Adequate resources for alternative education, remediation, rebound, and high school extension classes.

*Miscellaneous*

- Remediation for college level students.
- Doing away with social promotions.
- Addressing the challenges associated with English as a second language.
- Parent involvement in public school.
- “Retooling” teachers.

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**TENNESSEE: Number of discussion participants: 45**

**What major educational initiative are you currently working on?**

*Community groups*

- With Workforce Investment Act Youth Council, we are working to build upon identified community benchmarks in the region with a focus on education skills, life skills.
- Increase service learning and meaningful community volunteer opportunities for youth. [Organizations mentioned include] AmeriCorps, America's Promise, and Community of Promise (creates a sense of mission).
- To hold a seminar for the community on the *No Child Left Behind Act*.
- Focus on community partnerships that enhance educational opportunity.
- Tri-Cities Tennessee/Virginia Regional Partnership Education 2010, whose mission is to make our students globally competitive by 2010. It is a business, education, and community cooperative effort in 17 counties, 50 municipalities, and two states.

*Funding*

- Fundraising for school system, the first ever campaign for a county system. (This is not really an initiative but goal of volunteer board.)
- Funding computer production lab at high school.
- Funding innovative teaching and classroom grants.
- We are trying to obtain grants and funds to start initiatives for various school programs such as arts across the curriculum and placed-based programs such as environmental projects.

*Program development/Professional development*

- Development of exploratory curricula for middle schools. We currently offer 14 classes, and students move from one to another every six weeks.
- Incorporating technology into instruction.
- Refining or redesigning the senior year—transition class; college-career resource center; lecture series; exit interviews; independent study.
- Working on Reading Excellence/Reading First; developing and delivering professional development for K–3 reading teachers and leadership training for literacy leaders, Title I persons, principals, and others.
- Literacy, specifically teacher-training to incorporate reading strategies into content area.
- Our office funds Mother Goose program with Helen Ross McNabb. It is an early development initiative for newborn to 18 month-old children.
- Institute for the advancement of middle school.
- Maryville High School literacy (content area).

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- Providing the technology infrastructure to schools that allows students and teachers to be more productive, and to utilize learning and teaching tools that would be otherwise inaccessible. It also provides a medium that allows consistent teaching throughout the region.
- We are looking at designing a distance learning program for our university and more collaborative programs with area community colleges.
- Continuing education grants for teachers, especially to enable them to acquire or improve Spanish-speaking skills due to an increase in the Hispanic population.
- Continuing education for teachers, such as to improve Spanish speaking skills.
- School improvement process based upon a place-based approach, affiliated with the Rural School and Community Trust.
- One of the many—an early childhood preschool program for special education and at-risk students between the ages of three and five. I am searching for collaborative agencies and facilities!
- Appalachian Rural Systemic Initiative (ARSI) – Building capacity in content leadership, math and science, in 16 low socioeconomic status counties through professional development in Tennessee, Kentucky, and North Carolina.
- ACCLAIM—Work with professional development teams and schools in York and Oneida along with other East Tennessee systems to increase math capacity with master’s and doctoral programs (pre-service/in-service program).
- Appalachian Rural Systemic Initiative (ARSI)—work in 16 school systems in Tennessee, North Carolina, and Kentucky to improve math, science, and technology through professional development and data analysis.
- ACCLAIM—work in East Tennessee districts to improve math at all secondary, post secondary, and graduate levels. Doctoral program professional development teams.
- AMSP—new program work in K–16+ preservice, inservice research; a ten-university consortium in Tennessee, Kentucky, and Virginia.

### *College-going rate*

- Tennessee Appalachian Center for Higher Education (funded through UT, ARC, and Kellogg), including Campbell, Fentress, Johnson, and Scott Counties and assisting distressed schools with low college going rates to increase the number going on to postsecondary education and increase community and parental support.
- Tennessee Appalachian Center for Higher Education (Tn ACHE) is working in four distressed counties in Tennessee to increase post secondary education rates; the program is funded by ARC and Kellogg.

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- GEARUP—Two school systems, Scott and Coker. [Work with] all students in a cohort, increase high school graduation rates and post secondary [participation] rates; professional development and leadership for teachers and administrators.

*Miscellaneous*

- Youth Development Scholarship Award.
- Transitions between: Elementary and middle, middle and high, and high and postsecondary schools.
- Targeting remediation programs system-wide.
- Evaluation of strategic plan of urban school systems, specifically the personnel recruitment and retention of quality staff.
- Transition skills from the school setting to jobs or post secondary education and career, primarily with students who have disabilities.
- Reading.
- Mold abatement.

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**Summary of State Discussion Group**  
held during the Appalachian Regional Commission Conference  
*Education and the Community: Fostering Mutual Support*  
Maryville, Tennessee, October 30, 2002

**TENNESSEE: Number of discussion participants: 45**

**What educational need do you believe is not being addressed?**

*Funding*

- Small schools lawsuit? Effects funding of education in the future.
- Unfunded mandate in decreasing student-teacher ratio in vocational classes.
- Proper funding on all levels.
- Salary issues for educators, along with benefits and health care. This issues are not being addressed adequately.
- Funding is being addressed but not adequately.
- Funding.
- Increased teacher pay.
- Adequate funding.
- Better salaries for teachers.
- Adequate funding.

*Teacher training/Certification*

- Teacher certification in vocational programs.
- Training for leadership in content areas such as reading = shared leadership, teacher leadership.
- Educating teachers on the benefits of, and availability of technology tools for teaching. Technology coordinators in schools will buy products but there is no consistent initiative for training the teachers on the products and tools.
- Increased focus on preparation of community colleges and universities; teacher training.
- In-service for teachers that are specific to their class, not wholesale everyone goes to classroom management.
- More intense communication to teachers of all disciplines of what research says are the best practices (required for administrators to know).
- Little or no knowledge by regular classroom teachers of state and/or federal funds coming to their system. They aren't told or don't know what to do with it.
- Better trained substitutes.
- Intensive training on *No Child Left Behind*.

*Volunteers/Community organizations*

- Better, more efficient screening for volunteers and mentors. Cooperative and collaborative efforts. Education programs using the concept seen as an answer to many issues. Expensive

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and the length of time is too long. Regional “bank” of appropriately(?) screened volunteers to agree upon “standards” and pool resources to accomplish this.

- Better cooperation between school administrators and volunteers such as foundations who are in existence to help the schools. Sometimes this is not welcomed. Why?
- How can we as a community help those schools that are “on notice” without casting stones?
- More concern by schools and organizations about strategic planning with the community rather than each organization, community leadership agency, or school district developing a strategic plan.

#### *Sharing of best practices*

- Most educational needs are being addressed in one school system or another. There is—or seems to be—a need to have a wider span of awareness of the initiatives in place and that are working.
- Better coordination of existing educational programs. Improved interagency communication and cooperation as well as elimination of programs that aren’t working (or at least revamping those programs).
- Communication of curricula so we don’t reinvent the wheel.
- Implementation of and sharing of high quality mathematics curricula.

#### *Miscellaneous*

- Not addressing needs of “regular” (middle, not college prep or special education) students.
- After being married to a teacher for 40 years, and discussing school situations at home, I am of the opinion that successful schools have administrators (principals) who motivate or intimidate the best from their teachers and students. They accept nothing but the best. I have not heard much about demanding accountability from principals. I have heard about teacher training and educational methods and practices, but nothing that addresses the problem of principals who do not demand the best from those in their school.
- Background checks on university interns and student teachers.
- More ideas about how to address the unique needs of the changing college campus (i.e., more students who do their entire program off campus). There are some special problems inherent in the distance learning/satellite campus concept, etc.
- Teacher shortages, particularly in rural places. (Not being addressed adequately.)
- Small-minded vindictive school board members. (Not being addressed adequately.)
- There is currently no avenue for colleges to discuss with high schools what students are and are not lacking at the college level. We need to be able to address how to help each other make as seamless a transition as possible for the students.

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- Very few educational research initiatives are rural based. We need more rural, Appalachian-based educational research; for example, textbooks have very few (if any) rural references in mathematics.
- Addressing the “substitute” issue; there are too few substitutes.
- Research of “block schedule” versus regular schedule in Tennessee—how effective are these.
- Increase services from regional education offices

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**VIRGINIA: Number of discussion participants: 3**

**What educational need do you believe is not being addressed?**

- How to market the qualified graduates to employers in the county so they don't leave the area.

**What major educational initiative are you currently working on?**

- Appalachian Intermountain Scholars Program (AIM).
- Virginia and Tennessee counties in Bristol/Scott, Tri-Cities.
- 95 percent attendance.
- High School AIMS Scholar—incentives to complete and continue education.
- Pre-program, 11 percent qualified; after program, 33 percent are qualified.
- Pass on a more rigorous high school program.
- \$40 per child supported by donations from private donors and business.

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**WEST VIRGINIA: Number of discussion participants: 13**  
**What major educational initiative are you currently working on?**

*School and system initiatives*

- Coalfield Rural Systemic Initiative aims to improve math and science teaching and learning in ten southern West Virginia counties; improve the use of data to inform school and county math and science improvement planning; recruit students into math/science teaching; mentor new teachers (math/science).
- Assisting a county school system develop planning and community involvement in writing their mission or goals for the county and the school system.
- Identify and deliver the training needs in our service region.
- West Virginia PASS (Partnerships to Assure Student Success). Partnerships to make services to all students more effective and efficient. National partners include AmeriCorps Promise Fellows, America's Promise, Communities in Schools, and Dr. Ruby Payne's Framework for Understanding Poverty.
- Benedum Foundation "building communities of learning."
- Sponsoring business education programs at local schools with Junior Achievement.
- Utilization of International Sister Cities Programs for education primarily.
- Capital additions improvements to school facilities.
- GearUp collaborative with us.
- Provision of computers at SCCC.
- West Virginia REAL [entrepreneurship education program].
- Rural Entrepreneurship initiative.
- International business class at high school level.
- DreamQuest.
- Service learning initiative.

*Community education programs*

- Improving the literacy level within our service area.
- Developing community education offerings in north-central West Virginia.
- Developing educational programs to support the existing industries and to attract new ones to north-central West Virginia.
- Reaching out to citizens 55 and older to keep them mentally active and possibly to retrain them for work.
- Assist public school dropouts (16–24) in getting their GEDs, ASVAB, ACTs, SATs etc.
- Teach leadership skills.

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- Teach construction skills.
- Teach trainees how to get a job and keep a job.
- Assist with work, family, and community development.
- Tutoring students at city recreational facility.
- Creating leaders to be lifelong contributing citizens.
- Youth work.
- Civic engagement initiative.
- Twenty-first century community learning center collaborations.

*College access/Educational attainment*

- To sustain and further develop the West Virginia Access Center for Higher Education to help increase the college going rate in West Virginia.
- Increasing the college going rate of the 25–45 age group.

*Miscellaneous*

- Ropes course

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**WEST VIRGINIA: Number of discussion participants: 13**

**What educational need do you believe is not being addressed?**

*Instruction and learning*

- Illiteracy of students after high school graduation.
- Improving literacy and numeracy levels; many are working on this, but we need more programs.
- Addressing learning stages—much more needs to be done.
- Avoid grade inflation, cheapening, or watering down education, “dumbing down” or whatever the term may be.
- Reading proficiency in order to pass fourth grade proficiency; start as early as possible on all fronts.
- Foreign language immersion at primary level.
- Active physical education in all grades every day.
- Teachers need awareness of the business environment and business needs in education.
- Seamless education needs to be better communication from 0-3; pre-K; K-12; higher education/post-secondary so students don’t fall through the cracks at each of these levels.

*College access/Educational attainment*

- Access to postsecondary education (Work Smarter).
- Encouraging and supporting youth to continue their education after high school.
- Although it is being addressed in some ways I feel we could do much more to address low educational attainment rates for traditional and non-traditional students.
- Life skills training needed.
- Low educational attainment.

*Economic development*

- Low income jobs; no or few middle to high {?}
- Lack of industry being developed in area.
- Losing good work ethic, attitude, and image to lure industry.
- Skilled workforce needed in larger numbers and needs to be focused.
- Educational programs needed to promote the value and responsibility of work.

*Miscellaneous*

- Helping more students to make career choices earlier. Work is being done, but much more effort needs to be made.
- Inequality in state funding for counties.

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- Computer illiteracy. Need more community technology centers.
- Coordination of existing services. There are great pockets of program success that no one knows about. We need to share and communicate better.
- Need to identify who is the primary consumer of education.
- What are the primary purposes of education and are we meeting the need?
- Basic needs (rules).
- Interaction of government officials and the business community with the education community.
- Mandate summer coaches to read to players as Carol Rasco mentioned, almost in humor.
- Entrepreneurship education in schools.
- Educate youth to be leaders and to give back to their community; civic engagement.
- How to get schools into better competitive positions?

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