



Education Segment of the E&I Policy Series
Wednesday, April 28, 2010
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Panelists:

Immediate Action is needed to ensure equitable funding for education and early childhood development to close the student achievement gap. The Elementary and Secondary Education Act (ESEA) should improve low-performing schools and improve equitable access to academic resources, including high-quality teachers and leaders; ensure that students are college and work ready; address the spiraling high school drop-out rate; and implement standards of measurement for success.

Overarching Themes:

- Diverse backgrounds and ideas
- Schools housing community, early learning programs- serving as community hubs
- Punishing low performing schools doesn't improve schools
- Holding students back is not the answer. There needs to be a commitment of catching students up

Advocacy: The group discussed some advocacy strategies to advance our work

What will work Today:

- End Silos
- Accountability measures for school board leaders
- Create incentives through schools to involve parents in the child's learning process
- Trends to address patterns in middle schools
- Technologies- low performing schools need access to resources and computers
- Teacher training and empowerment through workshops
- Early learning and early intervention is drop-out prevention

Education System:

- Early education. K-12 (0-3)

- Collaboration between the Public Schools and early childhood providers
- Legislate a policy that will assure a collaboration of partnership agreements between providers

Early Drop Outs:

- Schools become hub for the learning process, apply for 21st century grants
- End high state testing
- Create mentorship programs to end 8th grade drop outs. Review trends in families
- Early intervention and early learning is drop-out prevention

System Failure/Reconstruction:

- Case management for students and families
- Low performing schools should receive additional funds, not less, and states should publicly report their resources for transparency
- State should develop 5 year plans for equalizing resources in inequitable schools and districts
 - School should be prepared for a holistic approach of students' lives
- Improve the professional practice of teachers, principals, superintendant, etc.
- Decision making should be guided by the district report card
- School Board members should deal with the things that are making our students fail
- Districts should implement transference of best practices within districts and between schools
- System Failure-starts at the leadership
 - Report to them what should be changed
 - Evaluation on what's been done, what we're doing and what needs to be done

Leadership Roles/Responsibilities/Accountability:

- Challenge of politicization of school boards and appointments made by mayors
- Increase on hours for training school board members
 - Quarterly training
- Develop National Guidelines for all school board members
 - Gives accountability to the board member to ensure progress in school (i.e. are your children learning)
- Parents and person who appointed them should evaluate and hold the board accountable
- Standard set of criteria for evaluating school board

- Based on the school's performance report card

Early Childhood Education:

- Teacher's main focus should be how to keep children engaged in learning
- Headstart as a good model for children and families
- Early learning, early intervention is drop-out prevention
- Headstart outcomes should be tracked—from Headstart through 3rd grade
- Examine difference in funding allocation between Headstart and Early Headstart
- Collaborate with schools and help districts to use Title I to look at importance of early learning, examine how states interpret limits on Title 1 funds