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# Rural Policy Matters




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 A Newsletter of Rural School & Community Action
 

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March 2010

## Printable Edition

**Note:** This resource includes all articles from the March 2010 Rural Policy Matters newsletter, except for RPM Premium Exclusives, which is available to members of the [Rural School Innovation Network](#).

### Facts and Figures About States With High Percentages of Minority Students in Rural Schools

**QUESTION:** In which 16 states do minority students make up more than 25% of rural enrollment?

**ANSWER:** New Mexico (81.6%), Alaska (56.2%), California (50.3%), Louisiana (43.9%); South Carolina (42.9%), Texas (41.4%), Mississippi (40.0%), Oklahoma (36.7%), North Carolina (36.0%), Florida (34.9%), Delaware (33.9%), Georgia (31.2%), Colorado (29.8%), Nevada (29.6%), Alabama (27.0%), Virginia (24.3%), and Washington (23.4%).

### Meet the April 1st i3 "Intent to Apply" Deadline!

The Investing in Innovation (i3) Grant was established under section 14007 of the American Recovery and Reinvestment Act of 2009 (ARRA) and provides funding to support local educational agencies (LEAs) and nonprofit organizations in partnership with one or more LEAs or a consortium of schools.

**April 1, 2010 is the deadline** to send an email stating your intent to apply for an i3 grant. This short e-mail should provide:

1. the applicant organization's name and address,
2. the type of grant for which the applicant intends to apply,
3. the one absolute priority the applicant intends to address, and
4. all competitive preference priorities the applicant intends to address.

Send your e-mail to [i3intent@ed.gov](mailto:i3intent@ed.gov) with "Intent to Apply" in the subject line.

[Click here](#) for more information about the i3 Grant Program.

### Formula Fairness Campaign Gaining Momentum

This article appeared in the March 2010 [Rural Policy Matters](#).

The campaign to bring fairness to the Title I funding formulas is gaining strength and attention. Nearly a thousand visitors have already logged on to the website at [www.formulafairness.com](http://www.formulafairness.com), and nearly 200 people have signed the petition to fix the formulas.

If you haven't [signed the petition](#), please do so today and encourage your friends and colleagues to sign, too.

Title I is the primary federal funding system to improve educational opportunities for the nation's poorest students. Since 2002 more funding per student has gone to larger districts, including those with low levels of poverty, than to smaller districts, many with very high poverty rates.

This disparity is the result of "number weighting," which gives more money per Title I eligible child in large districts where there are higher numbers of eligible students. Most districts with higher *percentages* of eligible students don't get the same benefits. In fact, almost all rural districts and many small high poverty city school districts lose Title I funding because of number weighting.

For example, Fairfax County, Virginia, one of the wealthiest school districts in the country, has a poverty rate of 5.7% and gets \$1,935 per Title I eligible child. But a child in one of the 900 poorest rural districts, where the average poverty rate is 37%, gets just \$1,476.

Poor rural children and their schools are directly subsidizing large affluent districts like Fairfax. That's because Title I is a shared funding pool. When one district gets more funding, another gets less. The shift of funding from smaller poorer districts to larger less poor districts amounts to hundreds of millions of dollars.

There is a chance to address this fundamental unfairness with the re-authorization of the Elementary and Secondary Education Act (ESEA), the main federal education legislation, which also governs Title I.

The Obama administration has announced it will seek ESEA re-authorization this year.

That makes convincing congress to fix the Title I formulas a very timely matter, indeed.

As a subscriber to *RPM* you will get updates from the Formula Fairness Campaign. If you wish, you can unsubscribe to the updates without compromising your RPM subscription; just follow instructions on the campaign update.

Also, be sure to check out the [Formula Fairness page on Facebook](#) and register as a fan of the site. You can visit the page here.

To learn more about the administration's goals for the re-authorization of ESEA (no mention of the Title I formulas, by the way) read the *RPM* take on [Blueprint for Reform](#), here.

## Consolidation Fightback Toolkit Now Available

The Rural Trust has collected its most useful studies and reports on school and district consolidation in one location on our website. Check out our [Consolidation Fightback Toolkit](#). The Toolkit includes research on fiscal and academic impacts of consolidation, alternatives to consolidation, and practical advice if your school or district is threatened.

Be alerted: the best way to protect your rural small school is to be vigilant BEFORE there's a consolidation move. That means keeping your school as academically and fiscally strong as possible, making sure community residents and parents are actively and meaningfully involved, and staying on top of local and state policy.

## The Charmed Prince of Good Deals

There are good deals, and then there are really good deals in the Title I formula.

There is no deal better than Chicago's.

Chicago has a lot of poverty, no doubt about it. But at 27%, Chicago's poverty rate (that is, Title I eligibility rate) is only moderately high. It's 10 percentage points lower than either Detroit's or the average poverty rate for the 900 rural school districts with the most poverty.

But Chicago is a charmed prince when it comes to that "number weighting" privilege that artificially inflates the count of students eligible for Title I benefits. The Windy City school district hauls in \$2,408 of Title I dollars for every eligible student, a rocking 66% more than the \$1,476 that the poorest Rural 900 districts receive on average. Number weighting alone adds \$18.6 million to Chicago's Title I take.

One of the major reasons number weighting is so beneficial to Chicago lies in the portion of the Title I formula known as the "Education Finance Incentive Grant," usually just called EFIG. Under this arcane and powerful part of the formula, the amount of money a state is eligible to receive is determined in part by how equitable the state's own school funding system is. The more equally a state spreads its own money around among its school districts, the more EFIG money it gets. It's supposed to provide an incentive for the state to have an equitable school funding system. Never mind that you couldn't find five state legislators in the country who know this incentive exists.

Once it's determined how much EFIG money a state is entitled to, the money is allocated among its districts. But wait! If a state gets fewer EFIG dollars because its own funding system is inequitable, doesn't that just hurt the very high-poverty districts that Title I is supposed to help, in effect, punishing the victims for the sins of the perpetrator?

Enter the number weighting provision to little notice but much effect. The weighting system is applied under EFIG only after the state share is determined, supposedly to move EFIG money away from districts presumed to be favored under the state's inequitable funding system, and send it to districts presumed to be disfavored. Under EFIG, the weighting system only affects distribution of funds within the individual states, not between states. But it is a super powerful weighting system.

Under EFIG, there are actually three separate sets of weighting brackets. One set of brackets uses weights that are identical to those used elsewhere in Title I. But the other two are super and super-duper weighting systems with substantially heavier weights. Which weighting system is used in a given state? It depends on how inequitable the state's funding system is, of course.

If it's reasonably equitable, no need to really fret over those high poverty schools, so the standard weighting system is used. If it's somewhat worse, the state gets socked with the super heavy weighting system, and more of the money goes to districts that benefit from weighting the student count (and that means mostly larger districts that benefit from number weighting, whether they are high-poverty districts or not).

Only the ultra inequitable states are clobbered with the super-duper weighting system under EFIG, and there are currently only two — Louisiana and Illinois.

Under the super-duper number weighting system used under EFIG in these two states, a large district can have some Title I students who count as many as six times in the number weighting bracket. There is only one district in these two states large enough to achieve this state of bliss — Chicago.

Overachieve is more like it. This school year, Chicago places over 102,000 of its 138,000 Title I formula students in the super-duper top-weighted EFIG number bracket, where each counts as six students. As a result, those 138,000 students are magically transformed into well over 759,000 students when it comes to divvying up the EFIG pie in Illinois.

That's a big part of the reason why Chicago gets 66% more money per Title I student than the average Rural 900 district with a poverty rate well over one-third higher than Chicago's.

We wonder if Education Secretary Arne Duncan knew how blessed he was when he was Superintendent of the City of Chicago School District. More important, we wonder if he knows now that he is responsible for leading change in federal education policy?

Visit *Formula Fairness* on Facebook at <http://www.facebook.com/pages/Formula-Fairness-Campaign/335794646592?ref=ts>.

## **Petition to Eliminate Unfair Treatment of Small and Rural Districts in Title I Funding**

***The following petition is available on the [Formula Fairness Campaign](#) website, where you can learn much more about Title I funding and the Fairness Campaign...***

To Eliminate the Unfair Treatment of Small and Rural School Districts Caused by Certain Provisions in the Formula for Distributing Funds Under Title I of the Elementary and Secondary Education Act.

Hon. Tom Harkin, Chairman, U.S. Senate Committee on Health, Education, Labor, and Pensions

Hon. Mike Enzi, Ranking Member, U.S. Senate Committee on Health, Education, Labor, and Pensions

Hon. George Miller, Chairman, U.S. House of Representative Committee on Education and Labor

Hon. John Kline, Ranking Member, U.S. House of Representative Committee on Education and Labor

Hon. Arne Duncan, U.S. Secretary of Education

Gentlemen:

The formula used to distribute federal funds to local school districts to help them meet the educational needs of disadvantaged students contains several provisions that systematically favor very large districts and wealthy states at the expense of all smaller districts and poorer states.

One provision at issue is a number weighting system that inflates the actual count of eligible students in large districts. As a result of this provision, large, low-poverty districts get more funding while smaller high-poverty districts get less.

For example, according to an analysis by the Congressional Research Service for the school year 2008–09, Fairfax County, Virginia, in suburban Washington D.C., gained almost \$2.8 million due to number weighting, despite a very low poverty rate of 5.5 percent. Meantime, Robeson County School District in rural North Carolina lost nearly \$2.0 million due to number weighting, despite having a poverty rate of 40 percent. High-poverty Robeson County was allocated a total of \$1,352 for each Title I student. Low-poverty Fairfax County was allocated \$1,935 per Title I student.

Another provision sends more money per Title I student in states that spend the most per pupil in their public schools, and less to states that spend the least. The education of disadvantaged child in Philadelphia, Pennsylvania is worth 45% more to the federal government than that of a disadvantaged student in Philadelphia, Mississippi, simply because Pennsylvania spends more in its public schools than does Mississippi.

This is wrong. This is unfair. This is not in the spirit of equal educational opportunity that is the Hallmark of the Elementary and Secondary Education Act.

We therefore, ask you as education leaders in the Congress and in the Obama Administration to end the unfair treatment of small and rural school districts caused by these provisions in the Title I formula.

[Click here](#) to sign the petition.

## **Quick and Dirty: The RPM Take on A Blueprint for Reform**

*Editor's note: Links are free and current at time of posting, but may require registration or expire over time.*

Earlier this month the Obama administration released [A Blueprint for Reform](#), announcing the kinds of changes it will seek in the re-authorization of the *Elementary and Secondary Education Act (ESEA)*, currently known as No Child Left Behind (NCLB).

The document purports to be a new direction for ESEA, the primary federal legislation governing K–12 public education. ESEA's Title I programs are also the primary funding stream for addressing the educational needs of disadvantaged students.

But for our money, *Blueprint* looks an awful lot like NCLB. Only more so.

Most of the 'more so' requirements were revealed in the Race to the Top (RTT) grant program: more support for charter schools, more emphasis on testing (RTT and *Blueprint* both require states to rate teachers according to the test score "growth" of their students), and a lot more gathering and publishing of student data.

*Blueprint* continues NCLB's requirement that schools that don't make sufficient progress improving student test scores in English/Language Arts, math, and science will be re-constituted.

There are, however, some shifts in emphasis. While NCLB requires 100% of students to be "proficient" on

state tests by 2014; *Blueprint* sets the goal that all students will graduate college and career ready by 2020, with intermediate test score and graduation rate targets to be determined. College and career readiness is not yet defined.

NCLB abolished local standards and assessments by requiring statewide tests and curriculum standards as a threshold for receiving Title I funding. *Blueprint* goes a step further by pushing states to participate in regional or national collaboratives to develop common standards and assessments. Although *Blueprint* carefully steers clear of “national test” or “national standards” language and does allow for states to work with their state university system in the development of new college/career ready standards, it’s no real matter: beginning in 2015, only states that implement standards common to “a significant number of states” will be eligible for formula grants related to assessments.

Of particular concern to us are new provisions related to teachers. *Blueprint* would require states to rate teachers and principals in at least three categories of “effectiveness,” according to the test scores of their students. Teachers that get more “growth” would be deemed more effective. *Blueprint* doesn’t define growth, but its teacher programs match those in RTT, which defines effective teachers as those whose students made at least one year’s progress on tests. Because student test scores are so heavily influenced by family income, we think this rating system will wind up punishing teachers who work with students with the most learning challenges and will give even greater hiring advantages to well-resourced districts serving affluent children of well-educated parents, students who are likely to score well no matter what their teachers do. That’s a travesty and a perversion of the intent of *ESEA*.

*Blueprint* mentions rural schools more often than is usual in such federal documents. But only one provision would address a real circumstance of rural schools. That provision would give schools in the Rural Low-Income Schools (RLIS) program “teacher quality flexibility,” a little extra time for teachers of multiple subjects to become Highly Qualified in all the subjects they teach. Schools in the Small, Rural School Achievement (SRSA) program already have this flexibility. But even this tiny nod to intra-rural fairness seems moot in the face of the new effectiveness requirements for teachers. There is almost nothing in *Blueprint* that addresses the real needs of high-poverty rural schools, and the programs outlined are clearly designed for high poverty urban schools where circumstances and resources are very different from those found in most rural areas. Nothing in the document does much to make up for considerable hardships placed on these schools by the new requirements.

*Blueprint* is silent on the most problematic federal funding issue for rural schools: “number weighting” in the Title I formulas. Since 2002 Title I funding for disadvantaged students has been distributed through formulas that send more money per eligible child to large, often affluent, districts than to smaller poorer districts. That change in the formulas has shifted hundreds of millions of dollars of critical funding from smaller poorer districts to larger, less poor districts.

True to indications we’ve already seen from this administration, there is a lot more emphasis on competitive grants. Put another way, there would be less money, at least as a percentage, going to schools based on the need level of their students and more going on the basis of how well the district writes grants to implement federally sanctioned or, even more egregiously, federally *mandated* programs. There is a link at the end of this article to a that breaks down *Blueprint’s* proposed grants by whether they will be awarded on a formula or competitive basis.

The document indicates that Title I grants for high poverty districts will continue to be funded on a formula basis, although neither the amount of funding nor makeup of the formulas is addressed.

*Blueprint* does mention the need for resource equity among schools and districts. Descriptions of several programs and grant projects emphasize serving high need schools. The document acknowledges that students most at-risk for academic failure live in “communities with insufficient capacity to address full range of their needs.” And, *Blueprint* asserts that “over time, districts will be required to ensure that their high-poverty schools receive state and local funding levels (for personnel and relevant nonpersonnel expenditures) comparable to those received by their low-poverty schools. ...States will be asked to measure and report on resource disparities and develop a plan to tackle them.”

But there are no provisions to enforce any district or state level equity efforts.

As a matter of emphasis, we feel compelled to point out that equity of opportunity is the reason *ESEA*/Title I was established. It’s a sad day when equity has to be inserted as a goal for the legislation. Even sadder when those calls for equity are as weak as these.

Want more details? See *RPM's* take on *Blueprint for Reform's* provisions for Student Data [here](#); Teachers [here](#); Rural Schools [here](#); Reward/Challenge schools and districts [here](#); ELL [here](#); and Chart of Formula/Competitive grants [here](#).

## ***RPM's Take on the Data Provisions of Blueprint for Reform***

Although *Blueprint* doesn't announce its new data requirements with much fanfare, these requirements seem to be its core. Almost everything else prescribed in *Blueprint* goes back in some way to student test scores. There will be new rating systems for schools, districts, and states (see Reward and Challenge), and, a new system of rating teacher effectiveness based on the test scores of students (see Teachers).

*Blueprint* uses the language of student "growth" in reference to test scores rather than specific score targets. It does not define growth expectations. However, in RTT, growth targets are defined as at least one year's progress on standardized tests.

*Blueprint* would require states to track student test score data to individual teachers. In addition, states would be required to collect and publish data on college enrollment and college remediation rates of schools and districts. And, states would be required to publish school and district level data on teacher and student attendance, teacher qualifications and "effectiveness," school disciplinary incidents, teacher reports of support and working conditions, the rates at which teachers of various "effectiveness" levels remain in the school, and rates at which new teacher hires come from "high-performing pathways." Presumably, NCLB's data collection and reporting requirements will remain largely in place.

Comment: Our biggest student data concerns relate to student privacy. Revealing the identities of individual students is a significant risk, especially in small rural schools. Furthermore, RTT requires that student data be available for sharing vertically within the preK-16 education system and horizontally with partners in the education process. While *Blueprint* does not explicitly set forth these sharing requirements, it offers nothing to protect the privacy of student data or govern how, or by whom, school data could be used to make far-reaching decisions about students' education and lives. Our concerns about rating teachers on the basis of student test scores are addressed in the Teachers section.

## ***RPM's Take on the Teacher and Principal Provisions of Blueprint for Reform***

*Blueprint* opens its section on teachers by saying it will elevate the teaching profession. But the only provisions related to teachers are requirements that states rate teachers and principals based on the test score growth of their students. In fact, *Blueprint* would require states to differentiate the "effectiveness" of all teachers in at least three performance categories based in "significant part" on student growth, which is defined in RTT (but not *Blueprint*) as at least one year's gain on test achievement. At least one proposed grant program described in *Blueprint* would also require states to pay teachers on test-based measures of effectiveness.

*Blueprint* says it will maintain the NCLB provisions related to Highly Qualified Teachers as states transition to the new measures of effectiveness, "but with additional flexibility," suggesting that teachers whose students demonstrate required test score growth may not be required to earn a major or pass a test in each subject they teach as is required by NCLB.

Comment: Nothing in *Blueprint* or RTT acknowledges the statistical problems with determining effectiveness based on just one year's worth of data. Evidence from state systems that track student test scores to individual teachers suggests that all teachers' so-called "performance" fluctuates from year to year and that several years of data is needed to make meaningful conclusions. Further, some teachers who are successful with some groups of students are less so with others, and vice versa. At the very least, and despite a little lip service to the contrary in *Blueprint*, rating teachers puts the onus for improving student learning on individual teachers rather than on the entire system of schools in a district, community, or state and it does little to address students' out-of-school learning challenges.

Further, we don't see how *Blueprint's* teacher provisions could be carried out without pinning an effectiveness label on every teacher. The extent to which the label will be made public or follow teachers in

their career is not clear but it would almost certainly be a matter of record somewhere.

Even more importantly, because student test scores are so closely related to family income, the teacher proposals in *Blueprint* will increase the teacher hiring advantages of schools in affluent, well-supported neighborhoods, where most parents are college graduates and have the resources to tend closely to their children's learning.

### **Teacher Distribution**

At some level *Blueprint* understands the teacher distribution problem because it would require states to "develop meaningful plans to ensure equitable distribution of principals and teachers that receive at least "effective" rating." States that are not successful will have to develop more rigorous plans and additional strategies. No time frame or distribution targets are indicated. Districts that do not improve equitable distribution would be required to submit new plans and spend funds solely on ensuring their evaluation systems meet teacher effectiveness requirements and on activities aimed at improving distribution.

Comment: Getting the best teachers to the schools where they're needed most is already a requirement of NCLB. But the current law, just like *Blueprint*, has no teeth. There's almost no effort anywhere to address this vexing problem, and high needs schools and districts are left on their own un-level playing fields to compete for teachers.

The reality is that many good teachers do work in high-poverty, low-performing schools. But many, many teachers only stay in those schools until they can get a job in an easier, and usually higher-paying, school.

*Blueprint* treats teacher mal-distribution as if it were an intra-district inequity. We applaud attempts to push districts to place teachers more fairly among schools; such efforts may make a difference in large diverse districts. But much of the teacher distribution problem is *between*, not within, districts.

Low pay and tough working conditions, just like low student performance, are by-products of poverty. These problems are compounded in high poverty rural districts, which are often isolated and offer few other amenities such as good housing or job opportunities for spouses. Teachers tend to go where working conditions are easier, pay is better, and students face fewer challenges. Nothing in *Blueprint* acknowledges, much less addresses, these teacher distribution factors.

What would help are programs to pay teachers, including already employed teachers, higher salaries to work in the hardest circumstances; efforts to provide teachers with direct and meaningful supports and better working conditions; and genuine efforts to address the roots of poverty that shape so many students' out-of-school learning challenges.

### **Teacher Preparation (Pathways)**

*Blueprint* says it will strengthen pathways into teaching and leadership in high-need schools and it continues competitive grants for teacher preparation. The new requirement here, as in RTT, is that teacher preparation programs will be rated on the test scores of the K-12 students their graduates teach. States will have to track and publish this data.

Comment: Although *Blueprint* says it wants teacher preparation programs to target high need schools, the real incentives are for teachers to go to the schools where students will score well. Requirements that states collect data on the "job placement, student growth and retention outcomes of graduates" of various teacher preparation programs won't do much to encourage those programs to send graduates to the most challenging schools where students are least likely to score well.

Despite the rhetoric, almost everything in *Blueprint* drives teachers, and the institutions that prepare them, to serve the richest and easiest schools and classrooms.

## ***RPM's Take on the Reward/Challenge Provisions of Blueprint for Reform***

*REWARD schools, districts, states.* *Blueprint* proposes rewarding schools, districts, and states that reach their performance targets, significantly increase student performance, close achievement gaps, or turn around lowest-performing schools. States will receive funding to design innovation programs to reward high-poverty

Reward schools and districts, and Reward districts and states will have greater flexibility and competitive preference in grant applications.

CHALLENGE schools, districts, states. *Blueprint* identifies the lowest performing 5% of schools in each state at the initial "challenge" schools. These schools must implement one of four "turnaround" models: transformation, turnaround, restart, school closure. All these models require firing the principal, and all but transformation require firing at least 50% of teachers. Criteria are not indicated for identifying Challenge districts and states, but Challenge districts and states would face restrictions on use of ESEA funds and could be required to work with an outside organization to improve achievement.

Comment: *Blueprint* would provide funds to states to design innovative programs to reward high-poverty Reward schools and Reward districts. There's a tacit recognition in that statement that something extra will be needed for high poverty districts. The history of state reward programs suggests that most rewards will go to low-need schools and districts. In terms of Challenge, turnaround models do not address the needs of rural schools and only the transformation model presents a viable option in most rural areas. Don't look for persistently low-funded, low-performing states to take kindly to proposals to label them as Challenge states.

## ***RPM's Take on the English Language Learner (ELL) Provisions of Blueprint for Reform***

*Editor's note: Links are free and current at time of posting, but may require registration or expire over time.*

States must develop and adopt statewide English language proficiency standards for ELL students, aligned so that they reflect the academic language necessary to master the state's college and career ready content standards. Grantees may provide dual-language, transitional bilingual, sheltered English immersion, newcomer programs for late-entrants, or other language instruction programs. States will be required to establish new criteria to ensure consistent statewide identification of ELL students and to determine eligibility, placement, and duration of programs and services. States must also implement a system to evaluate the effectiveness of language instruction education programs and provide information on achievement of subgroups of ELL students. Districts that do not improve ELL performance will lose flexibility in the use of funds.

Comment: Many rural districts serving ELL students have no history of serving English Language Learners or providing English language instruction. These districts need start-up support and funding.

## ***RPM's Take on Rural Language in Blueprint for Reform***

*Blueprint* will continue to make formula grants for rural school districts through the Rural Education Achievement Program (REAP) in both the SRSA and RLIS categories. In addition, RLIS districts will get the same teacher quality flexibility that SRSA districts have had. RLIS districts are larger and generally poorer and more racially diverse than SRSA districts, and they are much more likely to be located in southern states with large, often county-wide school districts.

In a section on rural schools, *Blueprint* says it will "better align the accountability requirements of the College- and Career-Ready Students program with the rural education program, so that rural education program supports school improvement efforts in persistently low-performing districts." We are not sure what this means.

The same sections says that in order to "help rural districts apply for competitive grants and determine effective strategies for improving student academic achievement the Secretary may reserve funds for national activities such as technical assistance and research on innovative programs that are designed to help rural districts overcome common capacity constraints."

In addition, a description of competitive grants for teacher preparation programs says that consideration will be given to the extent to which programs meet the needs of high-need areas, including rural areas.

Comment: Mention of rural schools in *Blueprint* could give the illusion that something is actually being done for rural schools. But the requirements proposed in *Blueprint* are designed for urban situations and simply helping rural districts access these programs will not offer much that will make a difference for rural poor

children and youth.

## The *RPM* Run-Down of Formula and Competitive Grants Proposed in *Blueprint*

*Blueprint* suggests a number of programs that will be available to schools through grants. *RPM* has categorized those programs based on whether *Blueprint* identifies the program as available on a formula or competitive basis.

### Formula Grants

Some federal grants that are currently allocated by formula will remain formula grants, but some would have new requirements.

ELIGIBLE ENTITY	GRANT TOPIC	DESCRIPTION	REQUIREMENT/PRIORITIES
States	Improve assessments	State efforts to improve quality of assessment systems (Language Arts and Math) and to develop and implement upgraded standards and assessments required by College- and Career-Ready Students program.	Beginning in 2015 only states implementing assessments based on college/career reading will be eligible for formula funds.
States	School turnaround	To build capacity to improvement low-performing schools, effective school quality review teams, remainder awarded as subgrants by states to implement intervention models at local level	
States and districts	Improve effectiveness of teachers and leaders	Recipients may choose how to spend funds to meet local needs as long as they are improving teacher and principal effectiveness and ensuring the equitable distribution of effective teachers and principals.	
States and school districts	ELL programs	Implement high-quality language instruction programs. Grantees may provide dual-language, transitional bilingual, sheltered English immersion, newcomer programs for late-entrants, or other language instruction programs.	States required to establish new criteria to ensure consistent statewide identification of students as ELL and to determine eligibility, placement, duration of programs and services; AND implement a system to evaluate the effectiveness of language instruction education programs and provide info on achievement of subgroups of ELLs. Districts not improving performance of ELLs will lose flexibility.
Districts (SRSA) and	REAP	Grants to address needs in rural districts	

States (RLIS)			
Impact aid		To compensate for funding of federally-connected children and for tax-exempt federal property.	

## Competitive Grants

The proposed grant programs listed below are either available currently on a competitive basis or they are new categories of grants that would be available on a competitive, rather than a formula, basis.

ELIGIBLE ENTITIES	GRANT TOPIC	DESCRIPTION	REQUIREMENTS/PRIORITIES
Consortia of states and other entities	Assessment	Work on high quality assessments to be used by multiple states in such areas as science, history, foreign language, technical subjects, ELL assessments.	
States and districts	Teacher Effectiveness	Implement ambitious reforms to better identify, recruit, prepare, develop, retain, reward, and advance effective teachers, principals and school leadership teams in high-need schools.	Grantees must be able to differentiate among teachers and principals based on students' growth and other measures and must use info to differentiate credentialing, professional development, retention and advancement decisions, and to reward highly effective teachers and principals in high-need schools. Must put in place policies to help ensure that principals are able to select and build a strong team of teachers with a shared vision and that teachers are choosing to be part of a school team. May use funds to differentiate pay based on student achievement, additional roles and responsibilities, teaching in high-need school or subject areas. And for "improving teacher salary schedules so as to eliminate incentives for teachers to obtain credentials that have been shown not to be linked with student performance."
Non profits, colleges, school districts, prep programs	Teacher preparation	Improve and strengthen traditional and alternative pathways into teaching. Includes grants for recruitment, preparation, placement, and	Must prepare teachers to teach to college and career ready standards, extent to which programs are designed to meet the needs of high-need areas, including rural areas, or

		induction of promising teacher candidates for high-need schools, subjects, areas, and fields.	high-need fields, such as teaching English Learning, students with disabilities or other students with diverse learning needs; and the extent to which programs provide streamlined opportunities for applicants who can demonstrate competency in specific knowledge or skills.
No grantee designated	Traditional and alternative paths into school leadership	Recruitment, preparation, and support of effective principals and leadership teams to turn around persistently low-performing schools.	Must have a record of preparing effective leaders or commit to tracking and measuring the effectiveness of graduates.
No grantee designated	ELL programs	Support develop of innovative ELL programs, etc.	
States	Transition to higher standards: Literacy	Support transition to higher standards by supporting states in strengthening their literacy programs and by providing substantial support to high-need districts in implementing high-quality literacy instruction.	States required to develop comprehensive, evidence-based, preK–12 literacy plans and to align federal, state, and local funds to provide high-quality literacy instruction.  Priority given to common-standards states. States provide competitive sub-grants to high need districts for literacy programs.
States	Transition to higher standards: STEM	Support transition to higher standards by supporting states in strengthening their STEM programs and by providing substantial support to high-need districts in implementing high-quality instruction in at least mathematics or science and may also include technology or engineering.	States required to develop comprehensive, evidence-based plans and to align federal, state, and local funds to provide high-quality STEM instruction.  Priority given to common-standards states. States provide competitive sub-grants to high need districts.
States, high need districts and non-profits	Well-rounded education	Help students in high-need schools receive a well-rounded education to strengthen the teaching and learning of arts, foreign languages, history and civics, financial literacy, environmental education, and other subjects.	Priority to applicants integrating across subjects, using tech to address student learning challenges; and at high school to work with colleges/ universities to make sure coursework is aligned with expectations.
States, districts, non-profits	Accelerated learning	High school access to college level work; elementary and middle school gifted and talented programs.	Priority to applicants serving high schools with low graduation rates and for programs whose credit is portable.
No grantee designated	Promise neighborhoods	Development and implementation of continuum of effective community services,	Must be designed to improve academic and developmental outcomes for children and youths

		family supports and comprehensive education reforms from birth through college and into careers.	through effective public schools, community-based organizations, and other local agencies.
States, districts, community-based organizations	21st century learning centers	To implement in-school and out-of-school strategies that provide students, and, where appropriate, teachers and family members, with additional time and supports to succeed: full-service community schools, before/after school and summer programs; focus on core academics and enrichment.	Priority to applicants to carry out programs that support Challenge schools and those that propose to implement comprehensive and coordinated programs.
States, school districts, and partners	Successful, Safe, and Healthy Students	Provide environments that ensure students are successful, safe, healthy (does not address facilities needs).	Must do surveys/school climate assessments and report; states can provide subgrants to districts. Priority to applicants with partnerships between districts and nonprofits
States and school districts	Ambitious and comprehensive reform	RTT model	States must award at least 50% of grants to districts participating in state plan
Schools and nonprofits (if criteria remains the same as i3)	Expand implementation, investment in evidence-based practices that improve student outcomes	Investing in Innovation model	
States, charter school authorizers, charter management organizations, districts, nonprofits	Start or Expand charters and autonomous public schools	Autonomous schools defined as having ongoing autonomy over key operational elements, including staffing, budget, schedule, and program.	Priority is for charter schools
Districts, consortia of districts, states in partnership with districts	Promoting public school choice	Expand high-quality public school educational options for students, especially students in low-performing schools.	Priority to inter-district choice programs, those that provide comprehensive choices to all students in a district, and those that increase diversity in schools served.
Districts	Magnet schools	Support magnet schools operating under desegregation plans ordered by court, approved by state agency or US Secretary.	

## Rhode Island Funding Formula Proposed

*Editor's note: Links are free and current at time of posting, but may require registration or expire over time.*

As predicted, a new funding formula has been developed in Rhode Island, the only state operating its school finance system without one. The old formula expired 15 years ago, and the state has struggled with methods for funding schools since then. Last month, two districts sued the state over funding. (See RSFN coverage at: <http://www.ruraledu.org/articles.php?id=2417>) The announcement about the new formula comes in the wake of a budget plan that would cut education by \$34.5 million in the coming year, the largest cut in 20 years.

Education Commissioner Deborah Gist consulted with Kenneth Wong, Education Department Chair at Brown University along with other experts in developing the new formula. Key elements of the new formula include an additional 40% weight on top of "core" student costs for students on free or reduced price lunch and consideration of local districts' ability to pay for education. However, the formula would severely penalize districts with declining enrollments, and education funding activists in the state have also pointed out that it does not contain a mechanism for raising core cost estimates often enough. Legislation to implement the new formula is expected to be introduced soon.

*Read more:*

Coverage of initial announcement of the formula:

- [www.projo.com/news/content/EDUCATION\\_AID\\_CUTS\\_02-24-10\\_7JHIBEK\\_v16.3a6889a.html](http://www.projo.com/news/content/EDUCATION_AID_CUTS_02-24-10_7JHIBEK_v16.3a6889a.html)

Detailed coverage of elements of the funding formula:

- [www.projo.com/news/content/regents\\_approve\\_funding\\_formula\\_03-04-10\\_U8HL\\_v70.3a67e2c.html](http://www.projo.com/news/content/regents_approve_funding_formula_03-04-10_U8HL_v70.3a67e2c.html)

Local coverage including a map showing impact of new formula on all districts:

- <http://newsblog.projo.com/2010/02/ri-school-financing-plan-would.html>

## Consolidation Plans Being Pushed in Kansas

*Editor's note: Links are free and current at time of posting, but may require registration or expire over time.*

Last month a Kansas Legislative Post Audit report encouraged additional school district consolidation in the state, and lawmakers have quickly responded with legislation. One bill introduced would have financially penalized small districts based solely on their size. House Education Committee Chair Clay Aurand, the bill's sponsor, said he wanted the financial pressure to force districts into consolidation rather than state mandate to do so. Kansas House members rejected that portion of the bill. Another bill before the same committee would require that districts be required to have a minimum of 10,000 students, an untenable requirement as pointed out by rural leadership. Still another bill would allow consolidation talks to take place among three or more districts. Current law restricts consolidation planning talks to two districts.

*Read more:*

Coverage of reaction to Aurand's bill here:

- <http://www2.ljworld.com/news/2010/feb/25/small-school-district-leaders-plead-legislators-no/>

Details on rejection of the Aurand proposal:

- [www.ktka.com/news/2010/mar/09/kansas-house-debate-school-consolidation/?more\\_like\\_this](http://www.ktka.com/news/2010/mar/09/kansas-house-debate-school-consolidation/?more_like_this)

A Kansas education policy blog has compiled detailed coverage of state legislative proposals and other consolidation news and analysis here:

- <http://kansaseducation.wordpress.com/category/school-district-consolidation/>

Last month's local coverage of rural districts' reaction to the Post Audit report:

- [www.kansas.com/2010/02/14/1180733/report-savings-from-school-district.html](http://www.kansas.com/2010/02/14/1180733/report-savings-from-school-district.html)

## Colorado School Funding Lawsuit Moving Ahead

*Editor's note: Links are free and current at time of posting, but may require registration or expire over time.*

Additional plaintiffs have joined Colorado's *Lobato* school funding lawsuit, which claims that the current school finance system is unconstitutional under the state's "thorough and efficient" standard. Jefferson County and Colorado Springs, two of the state's larger school districts have joined the suit, as well as a group of parents from Denver. A group of plaintiff intervenors, including English Language Learners and low-income students represented by the Mexican-American Legal Defense and Education Fund, have also joined the suit.

In the amended complaint recently filed in district court, updated school finance figures highlight the state's funding problems. Currently, there is funding for fewer than half the English Language Learners working below grade level, and Colorado is almost \$2000 below the national per pupil spending average. In addition, teacher salaries are lagging as is funding for other basic programs such as full-day kindergarten. The Colorado Department of Education estimates an overall \$2.8 billion is needed to eliminate these shortfalls.

The plaintiffs in the suit scored a major victory last fall when the Colorado Supreme Court overturned two lower court decisions and ruled that the case can be heard in districts court. *Lobato* plaintiff attorney and Rural Trust board member Kathleen Gebhardt says she hopes the case will be tried next summer.

*Read more:*

Coverage of the districts joining the suit:

- [www.denverpost.com/news/ci\\_14495149](http://www.denverpost.com/news/ci_14495149)

Summary of the amended complaint and summary of the case's history, history, along with links to the complaint and previous decisions:

- [www.ednewscolorado.org/2010/03/01/new-chapter-opens-in-k-12-funding-lawsuit/](http://www.ednewscolorado.org/2010/03/01/new-chapter-opens-in-k-12-funding-lawsuit/)

Summary of MALDEF action on behalf of plaintiff-intervenors:

- [http://maldef.org/news/releases/maldef\\_enters\\_statewide\\_lawsuit\\_02262010/](http://maldef.org/news/releases/maldef_enters_statewide_lawsuit_02262010/)

## South Dakota Funding Fight Update

*Editor's note: Links are free and current at time of posting, but may require registration or expire over time.*

In a step that brings the school finance lawsuit closer to hearing before the South Dakota Supreme Court, plaintiff districts' attorneys have filed their appeal brief. The state's attorneys have 85 days to respond. Plaintiff rural districts have faced multiple battles on several fronts in the case, including in the legislature. Last month, in attempt at halting the South Dakota Coalition of Schools funding action, the state senate unsuccessfully introduced a resolution to amend the state constitution to prohibit school districts from funding lawsuits over constitutional questions with public funds. The state Supreme Court had upheld the districts' right to sue in an earlier decision but the lawsuit, which went forward with only student and parent plaintiffs, ultimately failed in the trial court.

Meanwhile, the Associated School Boards of South Dakota, (ASBSD), filed a "friend of the court" brief with the state Supreme Court supporting the plaintiff's case. The brief states that trial Judge Lori Wilbur "disregarded the plight of disadvantaged students and poor school districts" struggling to educate "without appropriate programs, services, and facilities" in her decision. According to Wilbur's interpretation, the South Dakota Constitution does not specifically require a "quality" education. During the trial evidence was presented that schools are unable to offer needed coursework, hire teachers, or repair or build new facilities, but Judge Wilbur did not find district superintendents' testimony credible. (You can read more coverage of

the decision from RSFN here: <http://www.ruraledu.org/articles.php?id=2185>.)

The funding situation will not improve even modestly for schools in the next fiscal year as previously anticipated. The legislature has approved a measure overriding current state law that requires a yearly increase in per-pupil funding. South Dakota schools are supposed to receive an increase at least in the amount of the rate of inflation, up to a maximum of 3%. This zero-increase is also supported by Governor Mike Rounds.

*Read more:*

Coverage on the resolution to stop the lawsuit:

- [www.rapidcityjournal.com/news/article\\_dae1a44e-114a-11df-a899-001cc4c002e0.html](http://www.rapidcityjournal.com/news/article_dae1a44e-114a-11df-a899-001cc4c002e0.html)

Coverage on the amicus brief:

- [www.keloland.com/NewsDetail6162.cfm?ID=96749](http://www.keloland.com/NewsDetail6162.cfm?ID=96749)

Coverage on the funding freeze:

- [www.capjournal.com/articles/2010/02/12/news/doc4b74e52890fdf139944724.txt](http://www.capjournal.com/articles/2010/02/12/news/doc4b74e52890fdf139944724.txt)
- [www.siouxcityjournal.com/news/state-and-regional/south-dakota/article\\_e06ece3a-2d12-11df-aedd-001cc4c002e0.html](http://www.siouxcityjournal.com/news/state-and-regional/south-dakota/article_e06ece3a-2d12-11df-aedd-001cc4c002e0.html)
- [www.capjournal.com/articles/2010/03/15/news/doc4b9dc50c4b46d999899233.txt](http://www.capjournal.com/articles/2010/03/15/news/doc4b9dc50c4b46d999899233.txt)

Lawsuit coverage:

- [www.arqusleader.com/article/20100302/NEWS/3020301/School-aid-lawsuit-nears-high-court](http://www.arqusleader.com/article/20100302/NEWS/3020301/School-aid-lawsuit-nears-high-court)
- [www.rapidcityjournal.com/news/state-and-regional/article\\_b8578025-c535-590a-bc8c-8483042f6f1b.html](http://www.rapidcityjournal.com/news/state-and-regional/article_b8578025-c535-590a-bc8c-8483042f6f1b.html)

## Wisconsin Rural Schools Banking on Local Voters

*Editor's note: Links are free and current at time of posting, but may require registration or expire over time.*

The fate of many rural school in Wisconsin rests on referenda scheduled for early April as districts struggle to cope with declining enrollments, falling state aide, healthcare costs, and revenue caps. Districts in the state must ask voters' permission to override these caps, implemented in 1993, when funding runs short. Districts now regularly use the referenda to request funding for maintenance and programming, not for construction or special projects as was originally envisioned when the caps were passed by the Legislature. Of the 34 Wisconsin school districts holding April referenda, 22 will ask for funding for school programs and operations. For some rural districts, the outcome of the vote will determine whether schools will close or districts will be forced to consolidate.

This legislative session, the Rural Democratic Caucus has proposed legislation that could allay some financial concerns, including changes in transportation funding and a one-time adjustment to aid districts with declining enrollment. But districts had hoped Governor Jim Doyle would help push through major school funding reform, especially to address the revenue caps and lagging state commitment to fund school costs. However, the Governor has failed to speak on the issue or propose legislation.

*Read more:*

Local coverage of rural districts and schools awaiting referendum outcomes and the impact of revenue caps:

- [http://host.madison.com/wsj/news/local/education/local\\_schools/article\\_e8a1eeb4-2ebd-11df-a06c-001cc4c03286.html](http://host.madison.com/wsj/news/local/education/local_schools/article_e8a1eeb4-2ebd-11df-a06c-001cc4c03286.html)

Coverage on the Governor's previous school funding proposals:

- [www.isonline.com/news/statepolitics/87074057.html](http://www.isonline.com/news/statepolitics/87074057.html)

Summary of upcoming school referenda:

- [http://host.madison.com/article\\_b8a7406e-2ec3-11df-adca-001cc4c03286.html](http://host.madison.com/article_b8a7406e-2ec3-11df-adca-001cc4c03286.html)

## Washington Districts Will Look Locally to Meet Funding Gap

*Editor's note: Links are free and current at time of posting, but may require registration or expire over time.*

A controversial proposal reported in February RSFN (See <http://www.ruraledu.org/articles.php?id=2414>) has passed the Washington legislature and many education advocates in the state fear it will increase the disparities between property-rich and property-poor districts. The new legislation lifts levy lids, or limits on local education revenues in school districts, to allow districts greater ability to tap local citizens for education funding. Current levy revenues in Washington range from 0 to 33.67% of each district's state and federal funding. The levy legislation will allow districts to raise levies an additional 4%.

The levy lid has been lifted over the years from an initial limit that would be equal to 10% of a district's state allocation. Left in place by the legislation was levy equalization, which is the method by which poorer districts can get additional funding from the state to help mitigate property value differences. See June 2009 RPM for in-depth coverage of these equalization issues. (<http://www.ruraledu.org/articles.php?id=2242>)

Legislators have admitted the move is a flawed solution to current budget shortfalls and that ultimately the state must increase its support of education. A legislative work group is scheduled to meet over the summer to address disparity concerns.

*Read more:*

Local coverage of the Senate vote which finalized the legislation:

- [http://seattletimes.nwsourc.com/html/localnews/2011322589\\_apwaxqr\\_educationdollars1stldwritethru.html](http://seattletimes.nwsourc.com/html/localnews/2011322589_apwaxqr_educationdollars1stldwritethru.html)

Coverage of the different impacts levy collection has on various districts in Washington:

- [www.thefreelibrary.com/Levy+bill+splits+school+chiefs%3B+Legislature+2010%3B+Measure+would+allow...-a0220811234](http://www.thefreelibrary.com/Levy+bill+splits+school+chiefs%3B+Legislature+2010%3B+Measure+would+allow...-a0220811234)
- <http://apps.leg.wa.gov/documents/billdocs/2009-10/Pdf/Bill%20Reports/House/2893-S%20HBR%20PL%2010.pdf>

## School Discipline Policy

### Zero Tolerance Reform Bill Advances in Georgia

*Editor's note: Links are free and current at time of posting, but may require registration or expire over time.*

As reported in [January RSFN](#), Georgia legislators are taking steps to limit the use of zero tolerance policies by school officials against students in the state. A bill that would give school officials more discretion on whether students are arrested or detained has unanimously passed the state Senate and is headed for the house.

Under current law, a student found with a weapon in school receives a mandatory felony charge, and a standing court order is used to detain the student without a hearing. This has resulted in students being arrested for having objects not typically considered weapons and posing no threat.

In a well-known incident in the state, a student who accidentally brought a knife to school was arrested and detained overnight after he attempted to turn the knife over to school administrators. Additionally, the student was placed in an alternative school before being allowed to return to his school.

Zero-tolerance policies, first implemented nationwide by districts in the 1990s, remove local administrators' ability to use their own discretion in determining punishments meted out to students accused of certain

offenses such as drug or weapon possession. Now, research is revealing that such policies are contributing to a school-to-prison pipeline for many students who are punished with zero tolerance and as a result, lose their opportunity to achieve educational, and often, lifelong success.

*Read more:*

Local coverage on the bill's progress through the Senate and background on the sponsor's motivation:

- [www.ajc.com/news/georgia-politics-elections/zero-tolerance-bill-advances-342059.html](http://www.ajc.com/news/georgia-politics-elections/zero-tolerance-bill-advances-342059.html)
- [http://blogs.ajc.com/gold-dome-live/2010/03/18/zero-tolerance-bill-passes-out-of-senate-moves-to-house/?cxntfid=blogs\\_gold\\_dome\\_live](http://blogs.ajc.com/gold-dome-live/2010/03/18/zero-tolerance-bill-passes-out-of-senate-moves-to-house/?cxntfid=blogs_gold_dome_live)
- [www.wtvm.com/Global/story.asp?S=12076707](http://www.wtvm.com/Global/story.asp?S=12076707)
- [www.cbsatlanta.com/news/22880279/detail.html](http://www.cbsatlanta.com/news/22880279/detail.html)

Information on the Georgia student who was arrested for turning in his knife:

- [www.wtvm.com/Global/story.asp?S=12076707](http://www.wtvm.com/Global/story.asp?S=12076707)

## Restraint and Seclusion Bill Passes U.S. House

*Editor's note: Links are free and current at time of posting, but may require registration or expire over time.*

A bill that would strictly limit the use of physical restraints or locked seclusion of students has passed the U.S. House of Representatives and is headed for the Senate. HR 4247, also known as the Keeping All Students Safe Act is the first step toward federal regulation of these practices in schools. Other institutions receiving federal monies such as hospitals are already regulated in the use of restraint and seclusion. A Government Accountability Office (GAO) report released last year documented hundreds of cases of improper use of these techniques in schools, many of which resulted in injury to students and in some cases student deaths. Twenty-three states currently have no limitation or very few limitations on the use of restraint and seclusion in schools.

The federal law would not totally ban these practices, but would impose a standard of "imminent danger" of physical injury and the absence of any available, effective, less restrictive responses in order for school staff to restrain or seclude a child. Chemical restraint — the misuse of medication to control movement — is also prohibited in the bill. Additionally, no untrained school staff could engage in these practices.

Restraint is generally defined as the use of physical force, devices, or drugs to limit a student's movement or to control behavior. The GAO documented the use of ropes, bungee cords, duct tape, and gags on students as well as the misuse of the assistive devices to impede the movement of students with disabilities.

Importantly, if the bill passes, the Individualized Education Programs (IEPs) required for each child with a disability could not include restraint or seclusion as a planned intervention. Disability rights advocates have long advocated for the restriction and outright ban of many specific restraint techniques that are disproportionately used against students with disabilities, often without their parents' knowledge.

The bill would also require schools to notify parents immediately after any incident when restraint or seclusion was used and would require all states to have laws governing the use of restraint and seclusion in schools that meet or exceed federal standards.

In 2009, the National Disability Rights Network (NDRN), an organization of the federally-funded state Protection and Advocacy (P&A) and Client Assistance Programs (CAP), released a comprehensive report on the use of seclusion and restraint, [School is Not Supposed to Hurt](#). Together, P&A and CAP are the largest provider of legally based advocacy services to people with disabilities in the United States.

NDRN [updated the report](#) in January of this year, noting that although public attention and grassroots advocacy on these practices has skyrocketed, only two states that did not have existing state law on the use of seclusion and restraint took legislative action.

*Read more:*

Read a summary of the bill here:

- <http://edlabor.house.gov/blog/2009/12/preventing-harmful-restraint-a.shtml>

The Council of Parent Advocates and Attorneys released a report last year on the use of restraint and seclusion on students in special education programs, "Unsafe in the Schoolhouse: Abuse of Children with Disabilities":

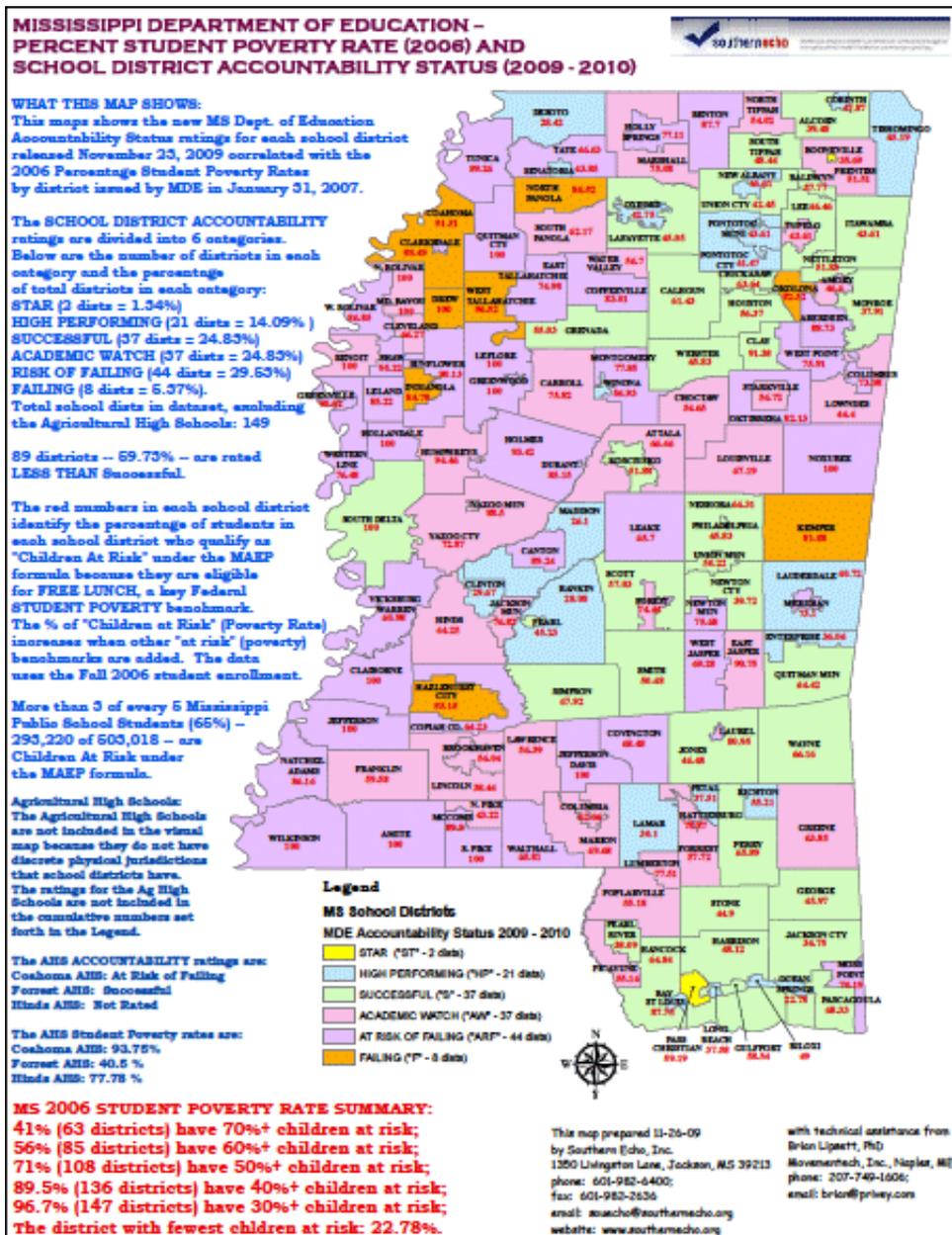
- [www.copaa.org/pdf/UnsafeCOPAAMay\\_27\\_2009.pdf](http://www.copaa.org/pdf/UnsafeCOPAAMay_27_2009.pdf).

The Department of Education produced a state-by-state report on current laws regulating the use of restraint and seclusion in schools:

- [www2.ed.gov/policy/seclusion/summary-by-state.pdf](http://www2.ed.gov/policy/seclusion/summary-by-state.pdf)



## **Mississippi Department of Education, Percent Student Poverty Rate (2006) and School District Accountability Status (2009-2010)**



[Click here](#) for larger image (PDF)

Student achievement is highly correlated with poverty, and poorer school districts are more likely to be sanctioned in state accountability systems. This map illustrates this pattern in the state of Mississippi. Graph provided courtesy of Southern Echo ([www.southernecho.org](http://www.southernecho.org)).

## RPM Premium Exclusives

### Indian Education Policies in Five States

This resource is for Rural School Innovation Network members only. [Click here](#) for information on joining.

American Indian and Native Alaskan students make up a significant proportion of total students in some

states and in those states they tend to be disproportionately enrolled in schools located in rural areas. Federal and state responses to the educational needs of Indian students have historically ranged from the disastrous to the indifferent or ineffective. Largely in response to efforts of Indian communities and activists some states have begun to enact policies and implement approaches that are more positively geared to Indian students.

A recent report from the Northwest Regional Education Laboratory identified 13 Indian education policies in five northwest region states. These policies provide some insight into ways schools and districts can do a better job of teaching American Indian students and a better job of teaching non-Native students about American Indian history, culture, and language.

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