



HELPING STATES HELPING STUDENTS

IMPROVING EDUCATION IN TOUGH TIMES

About SREB

The Southern Regional Education Board (SREB) is a nonprofit, nonpartisan organization based in Atlanta, Georgia, that works with 16 member states to improve public pre-K-12 and higher education. SREB's many programs and initiatives share a single, powerful mission: to help the region

lead the nation in educational progress. This report on the past year describes how SREB helped states and students work to meet the SREB *Challenge to Lead* Goals for Education, which call for higher achievement at every level.

Member states

Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia and West Virginia

Number of member states that work shoulder to shoulder with SREB to raise the education level of the region's population to higher levels than ever before



Helping States, Helping Students

Numbers tell the story this year. Enrollments are up. Revenues are down. States are struggling economically. Still, hopeful signs abound.

More than 49 million students now attend America's public elementary and secondary schools. Record numbers fill kindergarten classrooms. And a record 20.6 million students attend the nation's two- and four-year public colleges — including some 3.9 million in four-year institutions in SREB states alone.

In this climate, the 16 member states of the Southern Regional Education Board seek to build on their progress in education. In times like these, it's more important than ever for them to focus on what's most critical.

SREB is doing precisely that: Helping states, helping students. It's what our work has been about since 1948, but it has never been more important than now.

In 2011, knowing *what* to do to improve education — and *how* to do it — is invaluable. SREB experts and researchers provide the vital feedback and policy guidance to help our states' governors, legislators, state education chiefs and other leaders cut through the clutter and make key decisions.

Directly in classrooms and at conferences, SREB's *High Schools That Work* and related programs give schools, teachers and principals the training and information they need to raise student achievement. SREB's interstate reciprocal programs and services also continue to save states — and students — money. That's what we do.

Looking ahead, SREB is focusing even more intently on creating value, serving our states well, and helping them gain ground in education in ways that pay off.

A Message from the SREB Chair



Bev Perdue, North Carolina's 73rd governor, has focused throughout her tenure in public service on creating 21st century jobs and world-class public schools. A former public school teacher with a Ph.D. in education administration, she previously served as lieutenant governor and as a state legislator. Her recent work to transform public education includes increasing technology in the classroom, ensuring teacher quality and raising student achievement in the middle grades.

Education remains the key to growing jobs and fueling economic development in my state and all across the region. That's the reason I agreed last year to become the Chair of SREB.

We must invest in the brainpower of our work force. That means no matter how hard the budget winds are blowing, **we cannot retreat from education and the training it brings.** Education *is* product development and work-force training.

In the past year, SREB helped leaders in many states put into place some of the most urgent policies we need to move forward. We've been working on plenty more good ideas that can benefit every level of education.

Among them is how to improve middle schools. Student achievement in the middle grades is stuck in many of our states, and the most recent results on the National Assessment of Educational Progress — or NAEP — have verified our concerns. So have high ninth-grade failure rates in most of our states and our schools.

Last fall, I agreed to chair the SREB Middle Grades Commission to look for solutions. The Commis-

sion is presenting its final report this summer, offering states a menu of policy steps they can take to improve students' transition into high school. We simply cannot tolerate the ninth-grade failures and low graduation rates we've seen in the past.

More than that, states must step up their work to prepare high school students better for college and career training. Few jobs remain that do not require some type of education after high school — and there will be even fewer in the future. We really must push for our schools to prepare virtually everyone to continue learning after high school — and to earn more two- and four-year degrees and career certificates that can lead to higher-paying jobs, higher state revenues and a higher standard of living for our region.

I will stay involved with SREB, one of the most important organizations of its kind in the country. For six decades, leaders in its member states have found ways to improve education by sharing ideas and cost-saving services through SREB. Now let's push ahead and support each other more strongly than ever. Our states and our students need us to do so.



39

State-level education leaders who served on the SREB Middle Grades Commission, led by Governor Perdue

A Message from the SREB President



Dave Spence has served since 2005 as the president of the Southern Regional Education Board, where he works directly with state leaders, focuses on critical policy issues and advises SREB Board members on actions to improve pre-K-12 and postsecondary education. He is a nationally known advocate for improving high school students' readiness for college and career training and for increasing college completion in every state.

As many states faced tough challenges in the past year, SREB worked with state leaders and policy-makers on education issues that are critical for improving student learning. In doing so, we have emphasized that we must work together to improve education even when state resources are tight. This means setting priorities and focusing on what is most important.

Over the past year, SREB has worked deeply in the state policy areas that are key to making a clearer pathway from public school to a college credential. First, recognizing that we must help more middle-graders become ready to succeed in high school, Governor Bev Perdue of North Carolina, the SREB Chair, established the SREB Middle Grades Commission, whose report and recommendations will be presented to the Board in June at its Annual Meeting.

Second, SREB continues to work closely with states to implement statewide college- and career-readiness initiatives that will strengthen students' transition from high school to postsecondary education. A number of SREB states are national leaders in building policies and actions to support

effective statewide college- and career-readiness standards and assessments, along with senior-year transition courses in reading, writing and mathematics that link specifically to students' college success.

Third, SREB continues to challenge states, and then to assist them, in devising state-of-the-art transfer policies that ensure students can transfer from community colleges to universities without any loss of credit.

We have had some sad times this year, as well. We honor Senator Jack Gordon of Mississippi, who served as our Board treasurer and as a long-time education leader in Mississippi and with SREB. Jack died on May 7, 2011. We missed him immediately — and will continue to miss Jack and his dedication to improving education.

Helping states focus on critical education issues is SREB's mission, and we will continue to help leaders, policy-makers and educators set priorities and make informed decisions as we move into the year ahead — in these times when helping our students counts more than ever.

Funding for SREB Programs

SREB provides an extensive range of education services through more than 20 programs and initiatives, funded by annual appropriations from its member states and by select foundations, grants and contracts.

SREB gratefully acknowledges support in 2010-2011 from its member states and the following organizations:

- Alfred P. Sloan Foundation
- Appalachia Regional Comprehensive Center (ARCC) at Edvantia
- Bill & Melinda Gates Foundation
- Blackboard Collaborate
- Connections Academy LLC
- Florida Virtual School
- Lamar Plunkett Family
- Lumina Foundation for Education
- Mid-Atlantic Comprehensive Center (MACC) at The George Washington University Center for Equity and Excellence in Education
- National Institutes of Health
- National Science Foundation
- SAS Institute Inc.
- TechBridge
- The Pearson Foundation
- The Philadelphia Foundation — Wright-Hayre Fund
- The Wallace Foundation
- The Woodruff Foundation
- U.S. Department of Education

State Services

SREB's State Services office works with governors and state legislatures and provides them with the latest information on budgets, legislation and trends that affect education.

- Tracking legislative actions across the 16-state SREB region and the nation kept State Services working at a fast pace in the past year. State legislators and their staffs contacted SREB for updates on many state-level decisions affecting public education. The **most requested topics** were: revenues and budgets supporting education; changes to state-funded, merit-based scholarships; college tuition increases; teacher salaries; and policies related to school calendars, charter schools and educational governance.
- Seven *Legislative Reports* and a full-year *Legislative Briefing* informed lawmakers about governors' proposals, key trends, bills and other actions regarding education, as states wrestled with serious budget challenges and other issues.
- Thousands of state leaders also received *Focus reports on topics of special interest*, including: how states are addressing the educational needs of autistic children; alternative school calendars — particularly, year-round and four-day school week programs; and budget and revenue trends.
- Members of SREB's Legislative Advisory Council and other lawmakers from across the region rolled up their sleeves at the annual **Legislative Work Conference** and other key meetings. The Council helps guide SREB's work and makes the member states' priorities and current interests clear to the organization. Each year, regional and national experts consult with legislators to share practices and suggest decisions that will produce results.
- Legislative and executive branch staffs also gathered for their yearly meeting with SREB staff to keep abreast of the latest education research and emerging trends. This gathering is a rare opportunity for legislative staffs to share ideas and developments on education-related legislative action.

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3,000

Lawmakers, state policy-makers and other leaders who are updated regularly by SREB on education-related budget and legislative actions and other issues



State College and Career Readiness Initiative

Improving high school students' readiness for college and career training is a top priority for the region. In the past year, SREB worked closely with states on policies to boost students' academic preparation, so that more students are better able to complete college degrees or career certificates and join the work force.

- A major grant from the Bill & Melinda Gates Foundation enabled SREB to continue to help leaders in **Kentucky, Florida, Maryland, Texas, Virginia** and **West Virginia** develop policies and practices to increase students' college/ career readiness. Improvements in state tests and alignment between K-12 schools and postsecondary education took place in several states.
- **SREB's model agenda** for college readiness was a primary focus. To facilitate this work, SREB convened officials from the six states in October 2010 to share developments and best practices. All reported important progress:
 - With collaboration between public pre-K-12 and higher education, each state has moved forward on raising academic **standards**.
 - The states are ensuring that college- and career-readiness standards are key components of their state high school **assessments** and statewide higher education placement/ readiness assessments.
- The states are committed to making school and student performance on the readiness assessments part of their state school **accountability** programs.
- The states are adjusting or developing **curriculum and instruction** based on statewide college-readiness standards, with transitional courses in mathematics and English for underprepared students.
- States are developing plans to improve **professional development** so that current and prospective teachers can teach the readiness standards more effectively.
- The initiative published several new reports and updated its Web pages with video clips featuring education and policy leaders from the states highlighting their college-readiness work.
- Based on the initiative's success, the Bill & Melinda Gates Foundation awarded SREB a new planning grant to explore ways to continue this work in the region.

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Improving College-Degree Completion

Helping states stay economically competitive is a major incentive driving SREB's College Completion Initiative. SREB urges states to substantially **increase the number of students who complete two- and four-year college degrees and career certificates** each year — and to create efficiencies that will allow institutions to serve more students at a time.

- As a complement to its May 2010 study *Promoting a Culture of Student Success: How Colleges and Universities Are Improving Degree Completion*, the initiative released *No Time to Waste: Policy Recommendations for Increasing College Completion* in the fall. The report has attracted **national attention**. It **identifies four actions** that SREB states can take to meet the ambitious goal that 60 percent of each state's working-age adults will have some type of degree or career certificate by the year 2025:
 - Set statewide priority and direction, with specific goals for increasing the numbers of degrees and certificates.
 - Increase access and enrollment in post-secondary education by improving college

affordability and students' readiness and by helping more adults complete post-secondary study.

- Promote institutional actions, such as building campus cultures that make completion the first priority.
- Increase productivity and cost efficiency in degree completion by introducing strategies that reduce excess credits, streamline college-transfer systems, and result in timely degree completion at lower costs.
- In the past year, SREB also co-sponsored a regional meeting with the nonprofit organization Jobs for the Future to examine college completion. SREB leaders worked with state leaders, policy organizations and foundations to strengthen **national consensus** on how to address the issue.
- SREB worked to help states **redirect cost savings** to close achievement gaps for under-represented populations and to serve more students entering postsecondary education.

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60



Percent of each state's working-age adults who should have some type of degree or career certificate by the year 2025, according to SREB's goal for member states

Education Policies

Education Goals and Progress

SREB's Education Policies staff produces nationally recognized reports and briefs to help state leaders develop strong policies and track state progress on SREB's *Challenge to Lead* Goals for Education.

- In the past year, the policy staff published **several important reports** for policy-makers and state leaders, including in-depth *Moving Forward* reports on the 16 SREB states, outlining their progress on each of the *Challenge to Lead* goals (available at www.sreb.org — click on your state). *Measuring Success by Degrees: The Status of College Completion in SREB States* updated states on their progress in postsecondary education and received national attention. The team also reported on states' progress in expanding Advanced Placement courses to more high school students.

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Go Alliance

The *Go Alliance* **brings states together** to share ideas on raising student achievement, high school graduation rates and access to postsecondary education — especially for minority and low-income students. It helps states improve college access policies and promote college-going messages.

- *Go Alliance* guided state agency officials on how to implement effective college access campaigns and share best practices.
- In addition to its **Annual Meeting** for state officials, the *Go Alliance* hosted a Workshop

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- To provide more timely analysis to policy-makers, the team introduced **two new, shorter formats** for its policy reports:

- The new SREB *Policy on Point* series offers quick, matter-of-fact looks at pressing policy issues — in four pages or less. To date, topics in the series include states' progress on data quality and upcoming high school graduation-rate calculation changes.
- SREB *Policy Briefs* provide a somewhat more comprehensive look at core education policy issues. Truancy and dropout prevention, dual enrollment and teacher effectiveness are the focus of the newest reports, available in summer 2011 at www.sreb.org.

Series to help states launch outreach and support programs for students.

- It helped SREB states develop proposals for the federal College Access Challenge Grant (CACG) program and continued to support the CACG network.
- It also aided six SREB states in using CACG funds to develop online training to help high school counselors increase graduation rates and create a college-going culture in their schools.

SREB-State Doctoral Scholars Program

The SREB-State Doctoral Scholars Program is a national leader in helping minority students earn advanced degrees while encouraging and preparing them to become college and university faculty members. More than 560 scholars now have earned their Ph.D.s through the program.

- More than one-third of America's college students are people of color, but relatively **few college and university faculty are members of racial or ethnic minority groups.**
 - The SREB-State Doctoral Scholars Program provides doctoral scholars (who are admitted on their own merits to participating colleges and universities) with professional development, mentoring and networking opportunities, employment counseling, financial assistance and other services. Institutions are able to share resources, offer professional development for faculty, receive free job listings and pursue faculty recruitment.
 - The Doctoral Scholars Program currently is assisting more than 345 scholars who are working on their doctorates. **More than**
- **80 percent of program graduates work in education** — and 93 percent of them are employed in higher education. More than 70 percent of these graduates are employed in SREB states, and more than **50 graduates already have earned tenure.**
 - In October 2010, SREB hosted the 17th annual Compact for Faculty Diversity **Institute on Teaching and Mentoring**, the nation's largest gathering of minority Ph.D. scholars and faculty mentors. More than 1,150 attendees met in Tampa, Florida, for leadership training, networking, professional development and job recruiting.
 - The program also piloted a new service in the past year for program graduates, the **Junior Faculty Professional Development Conference**. New faculty members — employed in college or university positions for the first time — examined classroom and research challenges that have prevented others from achieving successful academic careers.

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1,156

Record-setting
number of scholars
and mentors at the
17th Institute
on Teaching
and Mentoring



Education Policies

Educational Technology Cooperative

Through the Cooperative, SREB is a national leader in helping states expand and improve online learning and digital content — and make smart educational technology policy decisions.

- In the past year, the Cooperative worked with more than three dozen state K-12 and post-secondary agencies in the 16 SREB states to help them capitalize on current technology trends, particularly digital content. The Cooperative's 2010 **Annual Meeting** in New Orleans gathered state officials and policy-makers to share ideas and hear from national experts. The agencies in the Cooperative represent more than 3,300 school districts and nearly 800 colleges and universities in the region.
- SREB states continued to lead the nation in providing state virtual or online schools, working with the Cooperative on initiatives throughout the year. Member states now have **more than 250,000 K-12 enrollments in online courses** each academic year. The Cooperative expanded its annual *Report on State Virtual Schools* to include additional details and analysis for states.
- In early 2010, the Cooperative launched the **SREB/iNACOL National Online Teacher of the Year Award** — in partnership with the International Association for K-12 Online Learning (iNACOL) — to recognize an outstanding online teacher for exceptional contributions to K-12 virtual education. The 2010 awardee, Virginia resident Teresa Dove of the Florida Virtual School, was announced in September 2010. The **2011 awardee**, Kristen Kipp from the Jefferson County 21st Century Virtual Academy in Colorado, was named in March 2011, after a new schedule for the award was announced. Future awards are planned for the Cooperative's spring symposium.
- In addition to providing the **SREB Online Teachers website**, the Cooperative addressed common concerns about online learning through webinars such as: *NASA/CCSSO Interdisciplinary Independent Studies (IIS)* and *Subject-Specific Web 2.0 Tools — English! History! Math! Science!*

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65



Outstanding educators from 25 states who were nominated to be the 2011 SREB/iNACOL National Online Teacher of the Year

Education Data Services

SREB collects, analyzes and shares the latest available demographic, economic, pre-K-12 and higher education data to provide comparisons among SREB states and other states — and among the regions of the nation. It also responds to special requests from state leaders, agencies and the press.

- One of the nation's most comprehensive collections of comparative education data, the interactive *SREB Fact Book on Higher Education* is updated online continually. The new, expanded print edition will be published in summer 2011 with a complete **50-state and region-by-region format** for the first time.
- The backbone of the *Fact Book*, the **SREB-State Data Exchange**, compiles the most detailed and up-to-date comparisons of higher education data for the region. In the past year, it distributed this information on the SREB website and in the 2009-2010 *SREB Data Indicators Report*, which shows where state universities, colleges and technical institutes stand on full-time-equivalent enrollment and

many other measures. It now includes **new, unique data** on student persistence, graduation and progression, e-learning, the extent of college credits taken by high school students, and time- and credits-to-degree.

- **State leaders also received two *Fact Book Bulletins*:** *The Terrible Tumble of 2009: Recent Recession Truly Historic* (June 2010) and *SREB Region Fastest-Growing in Nation, Gains Congressional Representation* (January 2011). In addition, Education Data Services staff contributed to the SREB report *Measuring Success by Degrees*, showing what's at stake if SREB states do not raise college graduation rates.
- Education Data Services staff represented SREB on many national advisory groups, from the National Center for Education Statistics' Technical Review Panels on Improvements to IPEDS Publications and Web Tools, to the Data Quality Campaign's Postsecondary Advisory Group.

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56

Percentage of 2008-09 bachelor's degree graduates in Texas who were transfer students at the public four-year institutions where they finished a degree — the highest proportion among 10 reporting SREB states



School Improvement

High Schools That Work

SREB's *High Schools That Work (HSTW)* program provided professional development for thousands of educators and direct services to more than 1,200 high schools in 30 states and the District of Columbia in the past year.

- Working with many states' education agencies, *HSTW* uses 10 Key Practices to help schools **blend career/technical studies with rigorous academics** and utilize data to improve student achievement — transforming high schools into places where *all* students learn at high levels.
- *HSTW* held four **national workshops** for about 520 educators and more than 150 site-specific customized workshops that were requested by schools, districts and state education agencies. The **24th Annual *HSTW* Summer Staff Development Conference** in July 2010 drew more than 5,500 educators to Louisville, Kentucky, from 43 states. The 2011 conference will be in Nashville, Tennessee.
- In 2010, *HSTW* provided a series of four, seven-part webinars to help educators improve math instruction and assessments and to embed new reading and writing standards into all courses to improve students' literacy and mastery of each subject. More than 70 high schools, middle grades schools and technology centers from 10 states participated.
- The **annual *HSTW* Leaders' Forum** brought nearly 70 state leaders and legislators from 18 states together in Charleston, South Carolina, in September 2010 to discuss how to raise graduation rates, turn around low-performing schools, and improve students' college and career readiness by embedding the Common Core State Standards into academic and career/technical courses.
- *HSTW* published many useful reports on education policy and practice, including a comprehensive guide (*Skills for a Lifetime: Teaching Students the Habits of Success*); a research report on learning opportunities that can lead to improved achievement; and eight online newsletters on best practices in *HSTW*, *Making Middle Grades Work* and *Technology Centers That Work* schools across the nation.

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5,500

Educators who gathered at *HSTW*'s summer conference in 2010 to learn how to boost student achievement and graduation rates in their schools

Making Middle Grades Work

More U.S. students are retained and fail courses in the ninth grade than in any other. That's why helping ensure that middle grades students are well-prepared for high school is the goal of this SREB school improvement program.

- *Making Middle Grades Work (MMGW)* focused in the past year on the theme “Success for Every Middle Grades Student” — through which struggling students are given “incompletes” and taught to redo their work until it meets standards.
- *MMGW* also continued to focus on increasing the number of schools it serves with research-based services for improving students’ readiness for rigorous ninth-grade courses. *MMGW’s network now includes more than 470 schools* in 21 states — including nearly 320 schools in 10 SREB states. Eighty of the *MMGW* schools in SREB states contract directly with SREB for support, while others are served through their state network.

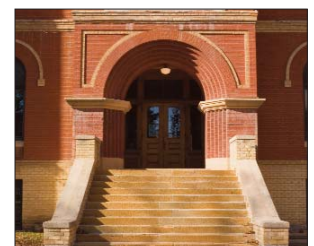
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- Educators benefited from **more than 180 *MMGW* workshops**, honing in on critical issues identified through Technical Assistance Visits (TAVs) and in the 2008 and 2010 Middle Grades Assessment data. *MMGW* staff increased the level of coaching provided to school, district and state leaders in areas such as aligning classroom assignments and assessments to grade-level standards, using standards-based grading practices and high-quality rubrics, and creating and supporting a culture of success in the middle grades. Staff also provided webinars and on-site training in six states on academic rigor, building more engaging assignments, and standards-based grading practices.
- In addition to leading TAVs, *MMGW* staff conducted **11 data workshops** to help school leaders in many SREB states use 2010 Middle Grades Assessment results to develop action plans, **14 Site Development Workshops** for schools new to the program, and **151 workshops** on specific needs identified by states, districts and schools.

470

Schools in 21 states
that have joined the
MMGW network to help
middle-graders get
ready for high school



School Improvement

Technology Centers That Work

SREB's *Technology Centers That Work (TCTW)* program helps strengthen the curriculum at career/technology centers so that more graduates can succeed in postsecondary studies and in high-demand, high-wage fields.

- *TCTW* works with shared-time career/technology centers to increase student success in both careers and postsecondary education. *TCTW* also works with high schools to ensure that career/technical (CT) students participate in a **coherent program of study that includes rigor in both academic and CT courses.**
- The *TCTW* network has grown to **more than 160 schools** in 17 states, including 65 in nine SREB states — Alabama, Arkansas, Georgia, Kentucky, Louisiana, Oklahoma, South Carolina, Virginia and West Virginia.
- In the past year, *TCTW* provided teachers with strategies for increasing students' academic and technical performance. School improvement consultants made follow-up visits to career/technology centers to observe classrooms and

work with educators on instructional improvements.

- *TCTW* conducted **16 Technical Assistance Visits** in schools, 15 statewide Site Development Workshops, and more than 30 state and local workshops and webinars on the use of data to improve school culture, the integration of literacy and numeracy in CT classrooms, guidance and advisement, and differentiated learning.
- Attendance skyrocketed at the third annual national *TCTW Forum* in Charleston, South Carolina, in early 2011, as more than 260 professionals from career/technology centers discussed issues facing their schools and ways to improve student achievement.
- **Six national webinars** helped more than 40 career/technology centers improve classroom instruction by emphasizing the physical and biological science standards embedded in CT courses.

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65

Sites in SREB states that teamed with *TCTW* to help career/technical students build the academic and technical skills they need for a brighter future

Learning-Centered Leadership Program

School leaders fuel school improvement. This SREB program works with states, universities and school districts to improve training for public K-12 school leaders across the region.

- The program helped **improve and redesign university-based preparation programs**, licensure, professional development and evaluation for school leaders in Alabama, Florida, Kentucky, Louisiana, Tennessee and Ohio.
- A new report, *The Three Essentials*, outlines how school districts can effectively support school leaders and the implications for state policies.
- As part of a new initiative to bring professional development and support to more school leaders, SREB developed seven **online leadership training courses** and piloted them through the 2010-2011 Memphis City Schools Executive Leaders Academy (MCS ELA).
- The team provided face-to-face training using the **SREB Leadership Curriculum Modules** for 110 school leaders, including 29 MCS ELA cohort members. Six school leaders had training in facilitating face-to-face modules in their own districts.
- SREB partnered with the **National Board for Professional Teaching Standards** to develop, conduct and evaluate the Accomplished Principals Certification field test and pilot, establishing a national program to acknowledge top-tier school leaders and set standards for principal accomplishment.
- The program also continued to **partner with the U.S. Department of Education and the Florida Department of Education** to prepare better leaders to turn around low-performing schools. SREB worked with six districts and the University of North Florida to train current and aspiring leaders and also developed an academy model for training skilled leaders.
- In May 2011, leaders from several states met at the annual **Leadership Forum** in Atlanta, which focused on preparing better leaders for low-performing schools.

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110



School leaders who received face-to-face training in improving instruction and solving problems in their schools through the SREB Leadership Curriculum Modules

School Improvement

Preparation for Tomorrow — Teaching Common Core State Standards Through Redesigned Career/Technical Courses

SREB's newest initiative, *Preparation for Tomorrow*, is an **11-state consortium** that is developing curricula, assessments, instructional materials and teacher/counselor training to provide more students with relevant and challenging career/technical (CT) courses. The goal is to redesign CT studies to include a broader definition of rigor, promoting high-quality CT studies and the mastery of the Common Core State Standards (CCSS) through authentic projects that are meaningful to students.

- Each state has engaged key stakeholders from industry, higher education, government agencies and secondary education to design a sequence of **four CT courses in a strategic career area** that is important to each state's economy.
- **Participating states** include Alabama (aerospace engineering), Arkansas (career futures in science and technology), Kentucky (informatics), Maryland (construction design and management), Mississippi (health careers), North Carolina (project management), South Carolina (renewable energy technologies), West Virginia (energy and power), Nebraska (food and nutritional sciences), Ohio (automated materials joining technologies) and Kansas (STEM education and training).
- Each course will embed the CCSS for college readiness, requiring students to use academic knowledge and skills essential to the career area. It will incorporate cooperative learning strategies, engaging instructional techniques, guidance and advisement, extra help, and formative and summative assessments. Then an end-of-course assessment will measure students' mastery of both technical and academic knowledge/skills. SREB and the consortium also will create a training program to help teachers, principals and guidance counselors to implement and teach the courses effectively.
- Five states (Alabama, Arkansas, Maryland, Nebraska and North Carolina) expect to begin **field-testing curricula** for the first two foundation courses in fall 2011. South Carolina will be prepared for field-testing in spring 2012.
- All 11 participating states will have access to the curricula, which will lead students to several options beyond high school, including entry-level jobs, advanced training, industry certifications, two-year college certificates or associate's degrees, or bachelor's degrees.

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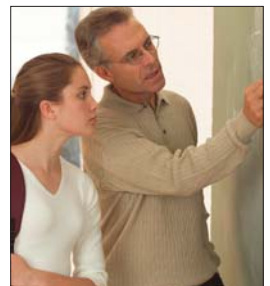
Support for States and Districts

High Schools That Work (HSTW) partners with state education agencies, school districts and individual schools to create networks of schools that learn from each other, hold conferences for educators, and work systemically to improve student achievement and graduation rates.

- In the past year in **Alabama**, SREB helped 36 high schools, 104 middle grades schools (including all Mobile middle grades and high schools) and eight technology centers to use SREB's improvement frameworks. SREB's coaching and professional development focused on using data to create a high-performance learning culture, using literacy across the curriculum, and increasing academic rigor. School leaders in Mobile focused on improving the ninth-grade transition, middle grades math and classroom observations to improve teaching.
- *HSTW* in **Arkansas** included 50 schools, 20 of which receive SREB support through a special project to improve academic and technical achievement of technical-program completers in the seven-county, Arkadelphia-based Dawson Education Services Cooperative. New partnerships were formed with three high schools in the Cossatot River School District. In Little Rock, the *HSTW* Urban Network worked with three high schools to improve principals' instructional leadership and to deepen the impact of literacy plans in all subjects; an additional effort involved transition planning at Pulaski Heights Middle School.
- In **Delaware**, SREB provided an ongoing series of workshops for two technical school districts on raising the academic rigor of career/technical (CT) assignments, standards-based lesson planning for new CT teachers, literacy across the curriculum, and using numeracy to meet new state standards. A Technical Assistance Visit (TAV) was done in a third district.
- SREB worked with **Florida's** school improvement coaches in 13 high schools and 21 middle grades schools to help embed literacy into CT courses, increase academic rigor and more. This partnership emphasizes training on instructional leadership for current and aspiring school leaders.
- In **Georgia**, SREB continued to support 57 high schools, middle grades schools and technology centers and worked intensively with three new high schools (Jordan and Spencer high schools in Columbus and Henry County High School in McDonough) to provide school improvement coaching, sustained math and literacy support, and professional development. Four high schools in southern Fulton County worked with *HSTW* for a third year on implementing small learning communities.

315

Middle grades and high schools
in South Carolina that used
SREB's school improvement
frameworks last year



School Improvement

Support for States and Districts *(continued)*

- In **Kentucky**, SREB continued to work with the state *HSTW* network of 29 schools and added support for two Tier III-improvement schools that received federal turnaround funds. The two schools are serving as potential models for improvement efforts in schools that receive limited funding for turnarounds. SREB is collaborating with the Jefferson County Public Schools to reorganize all 18 high schools into career-themed small learning communities. SREB also works with the state to develop and support an integrated college- and career-ready agenda in middle grades schools.
- A partnership between the **Louisiana** Department of Education and SREB provided 12 high schools and 10 middle grades schools with more than 200 on-site coaching visits on integrating leadership development and job-embedded professional development for teachers. The focus was on using the Common Core State Standards in classrooms by increasing the rigor of assignments and assessments. In addition, SREB supported seven schools in Shreveport and two high schools in New Orleans. Warren Easton High School in New Orleans has received regional and national attention for its progress and improved graduation rates.
- SREB worked with the **Maryland** State Department of Education to provide TAVs for two high schools and statewide professional development on using formative assessments to improve learning in the six Maryland *HSTW* schools. In Baltimore, the *HSTW* Urban Network helped educators use teaming strategies to encourage all school employees to identify school challenges and implement solutions toward higher student achievement. SREB also partners with a Baltimore high school to offer all students a career focus and to build staff capabilities for the Newcomer Program, which assists the city's growing immigrant student population.
- SREB provided technical assistance and training to 20 **Mississippi** middle grades and high schools. It contracted with a middle grades school and a high school to deeply implement the *HSTW* and *Making Middle Grades Work (MMGW)* programs to increase student achievement and graduation rates, focusing on literacy and success for every student.
- More than 50 high schools and 15 middle grades schools in **North Carolina** were served by *HSTW* and *MMGW*. In 2010, Hoke County's work expanded from the high school to include local middle grades schools, and Hoke County High School was named a North Carolina School of Distinction for its dramatic improvements in student achievement over three years with *HSTW*. SREB also expanded support to 11 Robeson County middle grades schools and began a project with the Lexington City Schools.

Support for States and Districts (continued)

- **Oklahoma** State Department of Education staff who work on *HSTW* and *Technology Centers That Work* in the state teamed up to provide professional development for educators, including joint workshops on using data and improving guidance for comprehensive high schools and shared-time career centers. The goal is for high schools and technology centers to collaborate on school improvement.
- In **South Carolina**, more than 200 high schools and 115 middle grades schools used the *HSTW* and *MMGW* school improvement frameworks. Much of SREB's on-site work focused on low-achieving schools, but it also included a new partnership with high-achieving schools in Richland County School District One in Columbia. An SREB specialist provided customized support for each school on more rigorous and relevant instruction. A partnership with the state's Office of Career and Technology Education provided literacy-instruction training for educators in four high schools.
- In **Tennessee**, SREB increased support to 52 middle grades and high schools. Schools that received state First to the Top funds expanded their work with SREB through job-embedded professional development on educators' specific needs. Six schools that received federal School Improvement Grants to redesign themselves, including two high schools in Memphis, selected SREB as their external partner for their improvement efforts.
- SREB held more than 100 workshops in schools and partnered with the **Texas** Education Agency on six statewide workshops to help teachers and school and district leaders. SREB also provided on-site coaching in 63 Texas schools, including 15 middle grades schools, eight schools in El Paso and Austin, and three in the Rio Grande Valley. Work with the middle grades schools focuses on helping students meet the state's new college- and career-readiness standards.
- SREB worked with 15 middle grades and high schools in **Virginia**, including five high schools and four middle grades schools through a partnership with the Virginia Department of Education. Services for the schools included on-site coaching and professional development on improving instruction for more than 120 teachers, and leadership training for 54 school leaders. The work focused on increased instructional rigor and the state's new college- and career-readiness standards.
- In **West Virginia**, SREB held regional workshops for all 38 *HSTW* schools on using data to improve student achievement, graduation rates and students' college and career readiness.

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 Rhenida Rennie at rhenida.rennie@sreb.org or
 Scott Warren at scott.warren@sreb.org.

Student Access Programs and Services

Increasing access to college and improving degree completion and graduation rates are key missions of SREB's Student Access Programs and Services (SAPS). SAPS' goal is simple: to give students in SREB states greater access to postsecondary education — wherever, however and whenever they wish.

SAPS includes two extremely popular and long-standing SREB programs, the **Regional Contract Program** for Health Professions and the **Academic Common Market**, both online at www.sreb.org. SAPS also manages important online programs such as the *Electronic Campus* (a useful catalogue of online college courses, degree programs and services), **TheTeacherCenter.org**, the **Distance Learning Policy Laboratory** — and soon, a new site, **TheAdultLearner.org**, with tools and information on improving opportunities for adult learners.

- In the past year, a grant from Lumina Foundation for Education provided support for the development of TheAdultLearner.org, scheduled to be launched in 2011. This portal will

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Electronic Campus

One of the nation's leading online learning programs, SREB's *Electronic Campus* offered Web access to more than 300 colleges and universities in SREB states in the past year. The program provided access to **more than 30,000** undergraduate and graduate courses and 1,000 degree programs, plus online services such as applications, campus tours and scholarship opportunities.

For more information:

Contact Mary Larson at mary.larson@sreb.org.

initially focus on regional programs but will be expanded in a national rollout in two years. It builds on SAPS' efforts in several SREB states to get adults with some college credit (but no college degree) back to school to graduate.

- With changes in federal regulations requiring institutions with online programs to have approval in states where they are enrolling students, SAPS has worked closely with states to monitor these changes and to promote reciprocal agreements that have been in place in the region since the creation of the *Electronic Campus*. SREB's "free trade zone" will be a model for other regions as these new regulations are enacted.
- Through a grant from Lumina Foundation for Education, SAPS is completing a national study on student information portals. The final report will provide data on what portals are doing, what features are common and how portals might be better utilized in the future. A culminating national conference was held in April 2011.

- The SREB-State Teacher Center (**TheTeacherCenter.org**) offered online resources for the million-plus educators in SREB states, giving current and aspiring teachers "anytime, anywhere" access to online professional development and information on licensure, certification, financial aid and more.

Regional Contract Program for Health Professions

States cannot offer degree programs in every possible academic area. But one of SREB's oldest programs, the Regional Contract Program for Health Professions, fills this gap. SREB states share first-professional degree programs across borders in medicine, optometry, podiatry, veterinary medicine, osteopathic medicine, and dentistry.

For more information:

Contact Mary Larson at mary.larson@sreb.org.

- **States save the cost** of having their own programs and gain more professionals in these specialized fields. Students pay in-state or **reduced tuition** rates. In 2009-2010, 760 students participated. All but one SREB state (Maryland) participated by providing degree programs or contracting for spaces in other programs.

Academic Common Market

The cost of college is an issue for many students. SREB's Academic Common Market (ACM) enables a student to enroll in an undergraduate or graduate program in another SREB state, at **in-state tuition rates**, when the program is unavailable in his or her home state. The ACM helps states optimize their enrollments in these programs and meet their residents' needs.

For more information:

Contact Sojourner Grimmett at sojourner.grimmett@sreb.org.

- **More than 2,000 degree programs** (709 undergraduate and 1,343 graduate) were available through the ACM in 2010. Nearly 2,500 students participated, and the ACM page remains the most visited on the SREB website.

30,000+



Undergraduate and graduate courses available online to college students through the SREB *Electronic Campus*

Council on Collegiate Education for Nursing

Addressing the SREB region's need for more registered nurses and for more teachers to educate them, the Council works to expand and strengthen schools of nursing at colleges and universities through projects, conferences and in online learning.

- Expanding beyond the traditional classroom, the **SREB Nurse Educator Consortium** (a collaboration with SREB's *Electronic Campus* and nine graduate programs) registered 21 graduate students in online teacher preparation courses that ready them to train the next generation of registered nurses.
- The Council's 2010 annual survey of collegiate nursing education programs documented important trends affecting nursing education programs — including 210 full-time faculty vacancies, 393 retirements and 25 deans/directors who plan to retire in three years.
- Deans and faculty members attended the Council's **Annual Meeting** in October 2010. Its theme, "A New Vision of Nursing Education," focused on several major reports and recommendations by the Carnegie Foundation and the Institute of Medicine. Two nurse educators received recognition for outstanding leadership activities in the region: Jean A. Kelley, professor emeritus at the University of Alabama at Birmingham; and Ora L. Strickland, a professor at Emory University, Atlanta, Georgia.
- The Council's **Leadership Development Initiative** continued to enhance the skills of the next generation of academic leaders in nursing. Louisiana State University Health Sciences Center held leadership development activities in July 2010. Eleven faculty participated and will complete their projects in July 2011.
- The Council's Education Technology Committee is assessing the needs of faculty who are using various technologies in class and clinical situations.
- Nurse educators at Georgia Health Sciences University and Kentucky State University shared their efforts to sustain a diverse workforce in the region in a report to Council members.

For more information:

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185,861



Projected shortage
of RNs in SREB states
and the District of
Columbia by 2015

Communications

The Communications office promotes SREB's key messages for improving education through multiple channels that reach education leaders, lawmakers, the public and the news media.

- In the past year, Communications built on the presence of www.sreb.org as a leading source of information on education policy and practice by increasing its audio/video features, links to social media and more.
- Communications edited, designed, produced and distributed many of **the organization's extensive reports** and is pursuing offering future publications via downloads and e-readers. Through news interviews, conferences and other means, the office helped SREB senior leaders to **raise awareness** of the most urgent education issues in the region.
- SREB's presence in new media greatly expanded. Many hundreds of young professionals, journalists and others who are interested in public education now follow SREB news on **Facebook and Twitter**.
- More than 1,200 education reporters and editorial page editors across the region and nation received SREB **press releases**. Staff worked daily with the news media to provide information and ensure that SREB member states and their education progress are covered in major newspapers such as *The Washington Post*, as well as *The Chronicle of Higher Education*, *Education Week*, National Public Radio and other outlets.

For more information:

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or Lisa Johnston at lisa.johnston@sreb.org.

684,692

Visitors to www.sreb.org
last year, totaling more
than 3.6 million
page views



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Mark E. Emblidge, Director, The Literacy Institute, Virginia, *Vice Chair*

Alabama

	Robert Bentley, <i>Governor</i>	2015
† *	Joseph B. Morton, <i>State Superintendent of Education</i>	2012
	Caroline Novak, <i>President, A+ Education Partnership</i>	2014
	Sandra Sims-deGraffenried, <i>Huntsville</i>	2011

Arkansas

	Mike Beebe, <i>Governor</i>	2015
	Lawrence A. Davis Jr., <i>Chancellor, University of Arkansas at Pine Bluff</i>	2011
† *	Joyce Elliott, <i>State Senator</i>	2012
	Johnnie J. Roebuck, <i>State Representative</i>	2013
	James “Randy” Willison, <i>Superintendent, Batesville School District</i>	2014

Delaware

	Jack Markell, <i>Governor</i>	2013
	Dorothy Linn, <i>Superintendent, Colonial School District</i>	2012
	Lillian Lowery, <i>Secretary of Education</i>	2013
	Robert W. Rescigno, <i>Vision Network Liaison, Vision 2015</i>	2011
† *	David P. Sokola, <i>State Senator</i>	2014

Florida

	Rick Scott, <i>Governor</i>	2015
	Nancy C. Detert, <i>State Senator</i>	2010
	Frances Haithcock, <i>Tallahassee</i>	2012
† *	Joe H. Pickens, <i>President, St. Johns River State College</i>	2011
	Eric Smith, <i>Tallahassee</i>	2009

Georgia

	Nathan Deal, <i>Governor</i>	2015
	Erroll B. Davis Jr., <i>Chancellor, Board of Regents of the University System of Georgia</i>	2011
† *	Jack Hill, <i>State Senator</i>	2014
	Jennifer Rippner, <i>Chairperson, Georgia Charter Schools Commission</i>	2013
	E. Steven Smith, <i>Superintendent, Lowndes County Schools</i>	2012

Kentucky

	Steve Beshear, <i>Governor</i>	2015
	Wayne D. Andrews, <i>President, Morehead State University</i>	2012
† *	Joseph U. Meyer, <i>Secretary, Education and Workforce Development Cabinet</i>	2013
	Timothy T. Shaughnessy, <i>State Senator</i>	2014
	Kenneth W. Winters, <i>State Senator</i>	2011

Louisiana

† *	Bobby Jindal, <i>Governor</i>	2012
	Micheal “Randy” Moffett, <i>President, University of Louisiana System</i>	2012
	Paul G. Pastorek, <i>former State Superintendent of Education</i>	2011
	James E. Purcell, <i>Commissioner of Higher Education, Louisiana Board of Regents</i>	2014
† *	Francis C. Thompson, <i>State Senator</i>	2013

Maryland

	Martin O’Malley, <i>Governor</i>	2015
	Nancy S. Grasmick, <i>State Superintendent of Schools</i>	2014
	William E. Kirwan, <i>Chancellor, University System of Maryland</i>	2012
	Elisabeth Sachs, <i>Interim Secretary of Higher Education</i>	2013

† *Executive Committee member* — The Executive Committee has full power to act between Board meetings.

* *Finance Committee member* — The Finance Committee, a subcommittee of the Executive Committee, prepares an annual budget and presents it and other financial policy matters to the Executive Committee.

Mississippi

Haley Barbour, <i>Governor</i>	2012
Hank M. Bounds, <i>Commissioner of Higher Education</i> , Mississippi Board of Trustees of State Institutions of Higher Learning	2011
Tom Burnham, <i>State Superintendent of Education</i>	2014
Charles L. Harrison, <i>Educational Consultant</i> , The Excellence Group	2013

North Carolina

* Beverly Perdue, <i>Governor</i>	2013
Walter H. Dalton, <i>Lieutenant Governor</i>	2012
William Harrison, <i>Chairman</i> , State Board of Education	2014
† * Howard N. Lee, <i>Executive Director</i> , North Carolina Education Cabinet	2011

Oklahoma

Mary Fallin, <i>Governor</i>	2015
† * Glen Johnson, <i>Chancellor</i> , Oklahoma State Regents for Higher Education	2011
Nelda Jo Kirk, Oklahoma City	2012
Kara Gae Neal, <i>Superintendent/CEO</i> , Tulsa Technology Center	2013
Susan Paddock, <i>State Senator</i>	2014

South Carolina

Nikki Haley, <i>Governor</i>	2015
Nikki G. Setzler, <i>State Senator</i>	2005
† * Ronald P. Townsend, <i>Education Associate Liaison for High Schools That Work</i> , Career and Technology Center, Williamston	2007
Mitchell M. Zais, <i>State Superintendent of Education</i>	2012

Tennessee

Bill Haslam, <i>Governor</i>	2015
Stephen A. Cobb, Nashville	2011
Lois M. DeBerry, <i>State Representative</i>	2014
Shirley C. Raines, <i>President</i> , University of Memphis	2013
† * Andy Womack, Murfreesboro	2012

Texas

Rick Perry, <i>Governor</i>	2015
† * Rob Eissler, <i>State Representative</i>	2012
Geanie W. Morrison, <i>State Representative</i>	2011
Robert P. Scott, <i>Commissioner of Education</i>	2014
† Florence Shapiro, <i>State Senator</i>	2013

Virginia

Robert F. McDonnell, <i>Governor</i>	2014
Mark Cole, <i>State Delegate</i>	2014
† * Mark E. Emblidge, <i>Director and Affiliate Professor</i> , The Literacy Institute, Virginia Commonwealth University	2012
Steve F. Kime, Clifton	2013
Henry G. Rhone, <i>Vice Provost for Student Affairs and Enrollment Services</i> , Virginia Commonwealth University	2011

West Virginia

Earl Ray Tomblin, <i>Governor</i>	2015
Thomas W. Campbell, <i>State Delegate</i>	2013
Brian Noland, <i>Chancellor</i> , West Virginia Higher Education Policy Commission	2012
† * Robert H. Plymale, <i>State Senator</i>	2014
Roman W. Prezioso Jr., <i>State Senator</i>	2011

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Susan Smith, *Office Clerk*

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The Southern Regional Education Board is audited annually by an independent auditor. The audit report is mailed to Board members and made available to others. To receive a copy, please write or call:

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