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# Advocate

August 2018

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## Ready to Learn: Education Matters

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### Back to School

Schools are beginning to begin their 2018-19 year. Educators are getting in shape to take on the burdens of teaching students who bring their communities' problems into the school system.

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## Craig Hargrow Named Deputy Executive Director



TCCY has selected Craig Hargrow, Esq., as deputy executive director. Hargrow has worked as a private attorney representing children and families on a variety of issues impacting children and as a trial and managing attorney with the Tennessee Department of Children's Services. Prior to joining TCCY, he served the Juvenile Court of Montgomery County as a magistrate.

Hargrow will continue to direct the agency's Juvenile Justice Division and its Second Look Commission and to coordinate its Disproportionate Minority Contact (DMC). He also serves as the Coalition for Juvenile Justice National DMC Coordinator Representative helping to lead and inform advocacy efforts of DMC Coordinators and state advisory groups throughout the nation. Please join us in congratulating Craig.

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## Improving Educational Leadership



Research has long shown a school's leadership contributes much to its success. Yet, most school reform efforts have focused on teachers. A child's teacher does indeed have the greatest impact on

his or her success, but a school's principal has a powerful effect on a teacher's ability to educate. Recent education improvements have begun to focus on leaders.

SCORE (State Collaborative on Reforming Education) has release information on developing principals and educational leaders. SCORE pulls together information on ways of improving school leadership in Tennessee.

An earlier SCORE report, quoted, "Great leaders create great school culture where students want to come to learn."

SCORE, *Excellence for All*, <http://bit.ly/2mFr89g>.

State Collaborative on Reforming Education, *SCORE Sheet*, July 2018, <http://bit.ly/2ArsmyR>.

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## What Grade Did I Get or What Did I Learn

Tennessee's efforts to test its school children over the past couple of years have been hampered by technological issues. Other concerns focus on the purpose of the testing and its contribution to student learning. A report by SCORE, a Tennessee education advocacy organization, said, "In Tennessee, data from standardized assessments form an important component of the state's accountability system, impacting important decisions made at the school, district, and state levels." However, evaluation systems, like school systems, have a lot of roles. Should an evaluation system focus more on providing teachers with the information they need to develop their skills or for accountability for teachers and systems. Some experts say it cannot do both.

Teachers surveyed by the Tennessee Department of Education generally were satisfied with educational conditions in Tennessee but did have concerns about standardized tests. A national report on teachers' response to evaluation found teachers felt more frequent evaluation improved their practice, and teachers at higher poverty schools received feedback more frequently.

SCORE, *Excellence for All: How Tennessee Can Lift Our Students to Best in the Nation*, November 2017.

Tennessee Department of Education, *2018 Tennessee Educator Survey*, July 25, 2018, <http://bit.ly/2OiXkfc>.

Tuma, A.P., etc., Rand Corp, *A Nationwide Look at Teacher Perceptions of Feedback and Evaluation Systems: Findings from the American Teacher Panel*, <http://bit.ly/2AzfMNI>.

Marzano, R.J., *Educational Leadership*, *The Two Purposes of Teacher Evaluation*, November 2012 (ASCD Membership required for access to full issue), <http://bit.ly/2ApC7Of>.

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## Schools Serving All of Us Together

A definition of education is to "prepare and train in the necessary skills to have the ability to participate in society as a full citizen." The proposal by the Trump administration to merge the federal departments of Education and Labor reinforces the idea that the sole purpose of education is to prepare people to work.

An important role of education is to expand emotional and intellectual horizons. This can be achieved by diversity: interacting with people from different backgrounds, different ways of describing their experience, different foods, music and art. However, evidence suggests our communities and schools are increasingly segregated by race and income, thus denying students this widening of experience.

The Frameworks Institute has developed reports on how advocates can talk about race.

Hannah-Jones, N., *ProPublica*, **Segregation Now**, April 16, 2014, <http://bit.ly/2mQ5KhA>.

Frameworks, **K12: Equity & Disparities**, <http://bit.ly/2OnFaJj>.

Samuels, A, *The Atlantic*, **Good School, Rich School; Bad School, Poor School: The inequality at the heart of America's education system**, Aug. 25, 2016, <http://bit.ly/2AgdDXk>

Overstreet, S., Chafouleas, S.M., *School Mental Health*, 2016, **Trauma-Informed Schools: Introduction to the Special Issue**, <http://bit.ly/2mBBhUI>

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## Challenges in Preparing Students with Challenges

While we still have far to go in providing work opportunities for those with disabilities, the Americans with Disabilities Act has helped expand learning opportunities.

A recent Vanderbilt study found gaps in the use of evidence-based teaching practices in special education.

**Advocacy.** At times all parents must advocate for their children, but parents of students in special education sometimes feel their advocacy efforts never end. The Vanderbilt Kennedy Center [Volunteer Advocacy Project](#) is training advocates to assist parents to achieve the best educational opportunities for their children with disabilities. Trainings are held in Nashville but video-conferenced across the state. Volunteers need to pay \$50 for the materials for materials used in the 40-hour training and commit to working with four families. [Applications](#) for fall sessions will be accepted through Aug. 8.

Rosemergy, J., *Vanderbilt Kennedy Center Notables*, **A Study of Special Educators' Use of Evidence-Based Practices**, June 26, 2018, <http://bit.ly/2Oqnb1F>.

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## Update

Best wishes to all the students in the TCCY family who are enrolling in and returning to school this fall!

Rodger Jowers, TCCY Southwest regional coordinator, is our official photographer. He has been working to improve his skills. This spring he had a couple of photos in an exhibit at the Dixie Performing Arts Center in Huntington, including this one "109 Lafayette."





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## Mark Your Calendar

Aug. 4, 9 a.m. and 1 p.m., New Directions Counseling & Consulting presents **Treatment of LGBT and Alternative Lifestyles**, BNA Corporate Center, 404 DNA Dr., Bldg. 200, Suite 104, Nashville. Two three hour sessions. \$80 fee for one session; \$140 for both. Register at <http://bit.ly/2A1Lfld>.

Aug. 9, 12:30 p.m. to 3:30 p.m., **Youth Transitions Advisory Council**, Goodwill Industries of Middle Tennessee, 937 Herman St., Nashville. Contact: [steve.petty@tn.gov](mailto:steve.petty@tn.gov) or 615 532 1685.

Aug. 9, 10 a.m. to 12 noon, Tennessee Housing and Development Agency, presents an application workshop for the 2019 fall round of the **Tennessee Housing Trust Fund Competitive Grants** program, Goodwill Industries, 937 Herman St., Rm. 231, Nashville. Additional points may be awarded to applicants meeting the housing needs of youth aging out of the state's foster care system. Contact: [TShaw@thda.org](mailto:TShaw@thda.org).

Aug. 13, 9 a.m. to 11 a.m., Tennessee Housing and Development Agency, presents an application webinar for the 2019 fall round of the **Tennessee Housing Trust Fund Competitive Grants** program. Additional points may be awarded to applicants meeting the housing needs of youth aging out of the state's foster care system. Contact: [TShaw@thda.org](mailto:TShaw@thda.org). To access the webinar, call

1-650-479-3208, Access Code/Meeting Number: 801-986-256. Online: <http://bit.ly/2AgA52v>.

Aug. 17, 9 a.m. to 12 noon, East Tennessee Council on Children and Youth is hosting "**Five Essential Life Hack for Young adults with Autism (and their Families)**," Kingston Hall, Bridgewater Place. Training is sponsored by Camelot. A buffet breakfast will be served. Register at <http://bit.ly/2mCfSdK>.

Aug. 23, 1 p.m. to Aug. 24, 12 p.m., **Tennessee Commission on Children and Youth meeting**, Tennessee Tower, Nashville. Contact [Natasha.M.Smith@tn.gov](mailto:Natasha.M.Smith@tn.gov).

Aug. 28, 2 p.m., Coalition for Juvenile Justice webinar, **Gender, Sexuality and the Juvenile Justice System: Promoting System Improvement**. Free for members. [Register](#) online.

Aug. 30, 8:30 a.m. to 12 noon, Northwest Council on Children and Youth presents "**Is This Going to Happen at My School": How to Talk to Kids about School Shootings**, Boling University Center, 2nd Floor Ballroom, University of Tennessee-Martin. Light breakfast and registration begins at 8:30; presentation, at 9 a.m. Preregistration is required. Free to NWCCY members; \$20 fee includes 2018-19 council membership. Information and registration: [Dana.Cobb@tn.gov](mailto:Dana.Cobb@tn.gov) or 731-571-7271.

March 12-13, **Children's Advocacy Days**, War Memorial Auditorium, Nashville. Contact: [John.Rust@tn.gov](mailto:John.Rust@tn.gov).

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## In the News

Griesbach, R, Chalkbeat, '**Sharing Their Hearts': Why These Parents Become Advocates for Memphis Students**, July 13, 2018, <http://bit.ly/2mnGgbm>.

*Memphis Commercial Appeal*, **Shelby County wants out of Juvenile Court MOA; monitor say oversight should continue**, July 17, 2018, <https://memne.ws/2mtDgKz>.

Powell, B., *Memphis Commercial Appeal*, **Shelby voters must require juvenile justice**, July 16, 2018, <https://memne.ws/2mtAmFF>.

Dreyzehner, J., and Kendall-Taylor, N., *Sanford Social Innovation Review*, **Reframing America's Opioid Epidemic to Find Solutions**, June 26, 2018, <http://bit.ly/2mpuf4V>.

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## Research Information

First Five Years Fund, **New Report Details "Indispensable" Policies and Practices for Quality Pre-K**, July 26, 2018, <http://bit.ly/2mKxwMD>. (Sharpe, N., Davis, B. and Howard, M., *New America, Indispensable Policies and Practices for High-Quality Pre-K: Research and Pre-K Standards Review*, July 2018, <http://bit.ly/2AdR19X>.)

Ujifusa, A., *Education Week*, **There's No Single Profile of a Violent Student, Secret Service Says in New Report** (Registration may be required. Link to full report included.), July 12, 2018, <http://bit.ly/2Ael8ga>.

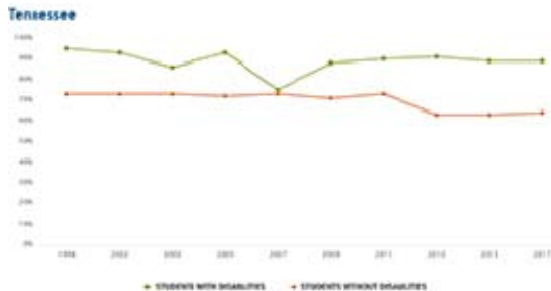
Pilnik, L., Collaborating for Change, Coalition for Juvenile Justice, **Implementing Change:**

Addressing the Intersections of Juvenile Justice and Youth Homelessness for Young Adults, <http://bit.ly/2vI7zab>.

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## Tennessee KIDS COUNT Facts

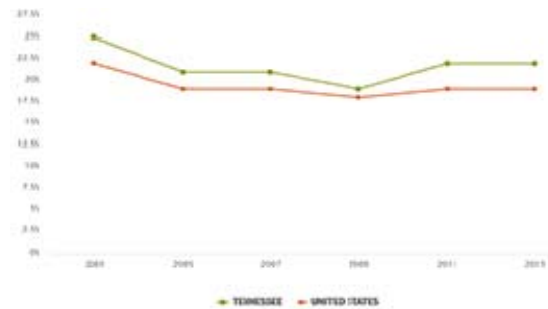
Fourth Graders who Scored Below Proficient in Reading by Disability Status



Fourth Graders Who Scored Below Proficient: Reading By Disability Status

NATIONAL KIDS COUNT  
KIDS COUNT Data Center, [datacenter.kidscount.org](http://datacenter.kidscount.org)  
A project of the Annie E. Casey Foundation

Fourth Graders who Scored Below Proficient in Reading by English Language Learner Status



Fourth Graders Who Are Chronically Absent From School

NATIONAL KIDS COUNT  
KIDS COUNT Data Center, [datacenter.kidscount.org](http://datacenter.kidscount.org)  
A project of the Annie E. Casey Foundation

<http://bit.ly/2AfSRHk>

<http://bit.ly/2AgV3OL>

More data on Tennessee child well-being are available at <http://bit.ly/15alkVu>.

No person shall, on the grounds of race, color, national origin, sex, age, religion, disability or ability to pay, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity operated, funded or overseen by the Tennessee Commission on Children and Youth (TCCY). It is the intent of TCCY to bind all agencies, organizations or governmental units operating under its jurisdiction and control to fully comply with and abide by the spirit and intent of the Civil Rights Act of 1964.

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