



KECSAC's Acting Director, Dr. Ronnie Nolan.

A few weeks ago I had the good fortune of finding myself in the company of three of my life-long friends. We all attended Berea College together and it was there that we forged a friendship that has lasted longer than many of us thought it would. Each year we get together for a "guys trip" where we spend a weekend reflecting on our past year and dreaming about our futures. Each of us brings a unique perspective to the trip, but share a common past that has bonded us together. We all grew up in a life of poverty; we were poor financially, but never spiritually. My friend William spent most of his childhood living in a run-down shack in the head of a

"holler" without running water. He walked a worn path to the outhouse behind his home and his family struggled to make ends meet. Wendell's childhood memories are filled with images of his father going in and out of jail for various offenses and Wayne was the son of a rural minister who dedicated his life to service. Personally, my childhood also featured many hard times. My father passed away when I was eight years old and soon after, our home, a rickety old trailer, burned to the ground. We all faced many challenges, yet we all somehow managed to move beyond what was our reality into what was, at the time, unimaginable: William is now a vice president of a college, Wendell is a successful attorney and Wayne owns his own technology consulting business. Certainly, we are worlds away from where we began this journey.

In our discussions, which usually are very lively, we talked about the opportunities we had that brought us to where we are today. All of us remember the teachers who influenced our development over the years. The teachers who provided us with the support we needed and the encouragement to reach beyond what we had. These are teachers who were able to look beyond the reality they lived and tried to understand the situations we were facing each day. They demonstrated high expectations for us without being condescending or dismissive of

our experiences. These teachers spent time with us and nurtured us, all the while telling us they expected great things from every single one of us. I know, as do my friends, that we are living the American dream, not because we are special or gifted or entitled, but because we had people who believed in us and worked every day to provide us with the opportunities we would need to excel. We are all standing on the shoulders of those who helped us along the way.

I now have the unique opportunity to work with teachers who are changing lives every single day. As I visit KECSAC programs across the Commonwealth, I am reminded of the passion our teachers have for our state agency children. I am witness to countless teachers who demonstrate high expectations for our students and who work tirelessly to help them reach beyond where they are now, to where they can be. I also know we have one of the toughest jobs in education; we face large achievement gaps, dwindling budgets, and high rates of turnover in both the student and teacher populations. But I also know we have no shortage of compassion, empathy and encouragement. I believe that in our future we will be those teachers who are remembered so fondly by our students for helping change lives. As we begin the New Year, I thank you for the wonderful work you are doing, on behalf of KECSAC and on behalf of the countless students you have touched over the years. Keep up the great work as we continue to educate all of Kentucky's children.

Achieve3000

The Achieve3000 pilot program is off to a great start. Some of the early data shows that active students demonstrated an average gain of 16 points on multiple-choice formative assessments in reading. Reading content is based on current events in the news and is delivered at each student's specific reading level. Achieve3000 also delivers a set of comprehension questions and writing assignments with the daily reading materials. Students receive immediate feedback when answering the questions.

Fifty-eight percent (58%) of the programs using Achieve3000 have students using the program after school with an average usage of thirty-three percent (33%) among

their students. Fifty-eight percent (58%) of the time devoted to Achieve3000 activities involves the language arts programs with nine percent (9%) of the time is devoted to the mock stock market program that teaches students about economics and investing.

From September 21, 2008 to November 22, 2008, KECSAC students completed a total of 6, 756 sessions. A recent study of 28,000 KidBiz and TeenBiz users across the nation showed that students who completed one session per week, for a total of 40 activities, made Lexile gains more than double expected growth norms.

The Achieve3000 pilot is funded in part by a \$50,000 grant from the Kentucky Department of Education and matching funds from KECSAC.

A handwritten signature in black ink, appearing to read "Ronnie Nolan".

Programs Across Kentucky



Christian County Day Treatment Awarded AT&T High School Success Grant



Mark Page, School Administrator at Christian County Day Treatment.

with AT&T have developed a plan to enhance their present efforts. This plan has five major components. First is a focus on "Caring Adults" and quality relationship with a volunteer mentoring program. Second is establishing and maintaining a "Safe Place," both physically and emotionally, to harbor good relationships and good decision making. Third is to provide a "Healthy Start" which includes a healthy mind, a healthy body, and healthy habits. Fourth is an "Effective Education" which connects effective instruction from KCC 4.1 to the students learning styles, career paths, ILP, and successful transition from the program. Last is "Opportunities to Help Others in Community Based Service Projects" to develop leadership and value the needs of others.

of the funding include the development of a community based mentoring program, which has a long term goal of matching mentors with the career orientations of the students. After hour programs for community service and other educational opportunities will also be funded by the grant. CCDTC has also included opportunities for other KECSAC programs with the development of an annual summit. The first summit is being planned for the summer of 2009 with professional development and networking opportunities for all participants. If there are related interests that any KECSAC programs would like to see addressed at the summit, suggestions are welcome. An agenda and the exact date will be communicated closer to the event (contact: mark.page@christian.kyschools.us).

There is a great deal of excitement at Christian County Day Treatment Center (CCDTC) this year and one of the major factors contributing to this excitement is a grant from AT&T. The **AT&T High School Success Special Grants Program** has awarded CCDTC a \$50,000 grant for the 2008-2009 school year. The grant will be available for renewal for three years, which totals to a \$200,000 grant. This grant will provide assistance for the vision of CCDTC to successfully transition students from the day treatment program to their individual destinations in the community.

CCDTC will use part of the funding to implement the five components by employing a part time Program Transition and Reduction Coach. This person will assist the students as they transition to public school and the community. The goal is to maintain a relationship with the students after they leave the program, and to assist the students with establishing new relationships. The new relationships at school or the work place will help the youths to stay focused on their goals and maintain healthy habits. Funding will also be used to visit post secondary campuses and help the students make a real connection with their ILP's and career options. Though CCDTC has a very strong instructional staff, professional development will be supported by the grant to further enhance effective instruction. Other uses

Mark Page, CCDTC school administrator, became aware of the grant while investigating supplemental reading programs. The process of applying for the grant began back in April of 2007, as Mr. Page assembled a team to research and write the grant, the team realized the demographics of Christian County combined with criteria for day treatment aligned with the goals of AT&T. "The key to securing a grant is finding a grant that has goals that match your goals," says Page. AT&T has a commitment to assisting at risk students to succeed and reducing the high school drop out rate. Their generosity goes far beyond the popular lip service of the masses and offers real assistance. This \$200,000 grant is one of the larger of several AT&T grants awarded across the nation.

Everyone who works with state agency children aspire to prepare their children to be successful after they complete their program, but CCDTC in conjunction

BOYD COUNTY Ramey-Estep High School



students' strengths, and give them hands on experiences that are setting the bar for science education for at-risk youth in the state. With his pilot Herpetology Lab, which began a year ago, Mr. Pulliam is able to create a unique learning environment by layering his curriculum to make science interesting.

communication skills and caregiver qualities. By using these animals in his instructional techniques, students are offered immediate personal growth as they overcome personal fears, gain knowledge, and experience a "hands on" experience in education. This in turn helps students feel good about being in school while building self confidence, self-esteem, and gives them positive reinforcement in a setting that before may have been difficult or uncomfortable.

Herpetology, the study of amphibians and reptiles, is a sub-field of Biology. In Mr. Pulliam's lab, students are introduced to concepts including wildlife resources, habitats, ecological relationships, conservation, graphical analysis, thermodynamics, and physics, while at the same time developing written

Currently, in the Herpetology lab, Mr. Pulliam houses 23 snakes, some such as the Eastern Hognose, Northern Watersnake, Black Rat Snake, and Black King Snake, which are

Not all students learn the same way, and that is why Bob Pulliam is finding ways to differentiate instruction, find

KECSAC Skill Building Series, Parts I & II

KECSAC, in collaboration with the College of Education at Eastern Kentucky University, is sponsoring four Skill Building Series Workshops for KECSAC educators and



Mary Beth Hewitt does a role play exercise during her presentation, "Power Struggles: Successful Prevention and Intervention Strategies," on October 16, 2008.

education students on the campus of Eastern Kentucky University throughout the 2008-2009 school year. The first two of the series were "Classroom Behavioral Management" on October 16th and "Culturally Responsive Teaching" on November 12th.

One-hundred sixteen educators and students attended "Classroom Behavioral Management" on October 16, 2008. The keynote speaker, Mary Beth Hewitt presented "Power Struggles: Successful Prevention and Intervention Strategies." Mary Beth Hewitt has been in the field of education for the past 30 years. She has worked with students from grades K-12 in public, special, and day treatment settings as both a teacher and administrator. An active supporter of mainstreaming and inclusion, Ms. Hewitt has developed and implemented a series of training programs for both special and regular education staff members. Over the past twelve years, she has trained over 20,000 teachers, para-professionals, mental

native to the area. Others such as several Boid and Python species, he houses to teach the students about different ecological niches and how these niches occur in nature. In his classroom, students are able to interact with salamanders, lizards, frogs, "Murry" the monitor, gecko lizards, and skinks. Mr. Pulliam has also participated in rescue/adoption programs to obtain some of his animals which the students have rehabilitated in the classroom.

He also has been able to have his students become the teacher by taking his Herpetology Lab on the road to local elementary schools, middle schools, and even Bible school programs. Mr. Pulliam also has assisted 4 other teachers in and out of district in

health and support personnel in strategies and techniques to address the needs of children with challenging behaviors.

Dr. Norman Powell Director of Teacher Education Services at Eastern Kentucky University, presented "The Conflict Cycle" and Jason Gibson, the founder of Systems of Support, a consultation group that supports Kentucky schools, clinics, and service agencies to meet the needs of students with emotional and behavior disorders, presented "Minimizing Inappropriate Behavior: Maximizing Success."

Regarding the October 16th installment, "Classroom Behavioral Management," an educator remarked: *"I gained a lot of new ideas for how to deal with classroom management and classroom behaviors. The real-life connections made it easy to relate the information to my own personal situations. The information that I am taking away from this seminar will benefit me greatly in my classroom and in the future."*

One-hundred twenty-three educators and students attended "Culturally Responsive Teaching" on November 12, 2008. The keynote speaker was Dr. Lee Jones, Executive



Jason Gibson presents "Minimizing Inappropriate Behavior: Maximizing Success" on October 16, 2008.

beginning their own versions of his lab by providing them materials, reptiles, and by having his students at Ramey Estep High School give presentations about their lab so that they are able to share their experiences and teach others.

FAYETTE COUNTY Fayette Regional Juvenile Detention Center

Fayette Regional Juvenile Detention Center received a National Endowment for the Humanities award through the Picturing America program. Picturing America introduces students to our nation's history and culture by bringing great works of

Director of the InSpire ILEAD Institute. Prior to taking the reigns at the InSpire ILEAD Institute, he served as the Dean of the School of Graduate Studies and Professor of Educational Foundations at The University of Wisconsin at Whitewater.

Dr. Jones' research interests include Leadership, Organizational Development and Environmental Cultural issues for underrepresented groups in higher education. He has completed four edited books and two singled authored books--three of which are used in over 50 universities throughout the country. He will soon release

his seventh and eighth books: **Who Shall Tell Our Story, The Relevance of Historically and Predominately Black Colleges and Universities** and **If You Are Not On The Way, Then You Are In The Way!** His motto is, "The Bottom Line is Results, Anything Else is Rhetoric!"

Dr. Marta Miranda, Director of the Office of Multicultural Student Affairs and Women and Gender Studies at Eastern Kentucky University presented "Cross Cultural Awareness," Professor Miranda values the responsibility of caregivers, organizers and activists to be directly involved in self care and quality of life issues. She

Continued on page 6.

American Art into classrooms and libraries. Fayette Regional received a collection of 40 high-quality reproductions and a teacher's resource book which provided lesson plans using the pieces of art. The works of art featured in this program may be viewed at: www.picturingamerica.neh.gov. FRJDC is utilizing the National Endowment Award along with KECSAC funds to improve their Arts and Humanities curriculum.

Does your program or district have news to share? Please submit vignettes, tid-bits, or articles for the Across Kentucky section of The Collaborative to:
heather.carpenter@eku.edu
or call 859-622-5780.

KECSAC Reading Corner

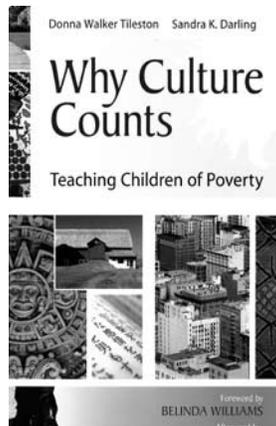


Why Culture Counts: Teaching Children of Poverty

by Donna Walker Tileston and Sandra K. Darling is a daring look at how poverty, socioeconomic status, ethnicity, and race, contribute toward achievement gaps. Their main thesis is that these issues are complex and that they cannot be overcome by a single simple solution. Poverty alone is not the cause of low achievement in American schools.

Through careful research the authors demonstrate that it is vital to take into account the needs, beliefs, and values that children of poverty and diverse learners bring to class every day. They contend that efforts to improve achievement must focus on curriculum, instruction, assessment, AND that to close the achievement gap, we need a model that also attends to the culture of the learner. They outline many

strategies that will help teachers engaged in teaching children who come from poverty and diverse learners such as: how to create a culturally responsive classroom, the difference between collectivist and individualist learners, how to differentiate for context, content, product, process and assessment, how the brain processes learning tasks, and how to build resilience in students at-risk.



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Excerpt

"I thought Oz was a great Head," said Dorothy. ... "No; you are all wrong," said the little man, meekly. "I have been making believe." "Making believe!" cried Dorothy, "Are you not a great Wizard?" "Hush, my dear," he said. "Don't speak so loud, or you will be overheard--and I should be ruined. I'm supposed to be a great Wizard."

*By most accounts, the belief in "a great Head"—the promise that standards, testing, and accountability in and of themselves would impact academic achievement gaps--has failed terribly. In the introduction to L. Frank Baum's classic children's tale, *The Wizard of Oz*, Baum describes the fairy tale as one in which "the wonderment and joy are retained and the heartaches and nightmares are left out." Born out of *Brown vs. Board of Education*, Lyndon Johnson's *War on Poverty*, and the Title I Elementary and Secondary Education Act, *No Child Left Behind* is the most clearly defined federal education policy. It proposes simplicity—that is, standards, testing, and accountability—to close achievement gaps between the identified subgroups and white middle-class students. These enacted NCLB strategies leave out the "heart-aches and nightmares" and enable federal and state governments to avoid attention to the complex issues and underpinnings that contributed to the passage of ESEA, namely the historical and persistent racial, ethnic, cultural, and socioeconomic gaps...*

Budget continued
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were heard loud and clear throughout the Commonwealth with education advocates uniformly agreeing that the proposed budget cuts would be devastating to public education in Kentucky. After weeks of planning and preparing for a significant budget reduction, estimated initially at four percent, Governor Beshear instructed the Department of Education to prepare a plan for reducing its budget during the current fiscal year by two percent. The plan, presented to and approved by, the State Board of Education on January 7 included reductions in the textbook allocation as well as administrative cuts in the Department.

The Kentucky Educational Collaborative for State Agency Children has been significantly impacted by the impending budget crisis and the proposed budget reductions. Over the last several months KECSAC, in collaboration with the Department of Education, our other state agency partners, local school

districts and teachers and administrators in our programs developed a request for proposals related to the universal pre and post assessment tool for state agency programs. Upon notification of the proposed budget reductions, the RFP process has been placed on hold for this fiscal year. At this time, KECSAC is continuing to work with the Department to finalize the RFP as we prepare for a better financial outlook in the months ahead.

In January of 2008, the State Board of Education recognized state agency children as one of their top five priorities for both policy development and funding. KECSAC once again formally presented to the State Board of Education on December 11, 2008. During the presentation, KECSAC shared with the Board the ongoing needs of state agency children and how a budget reduction would impact the educational services

provided across the Commonwealth. The Board continues to be very supportive of state agency children and while recognizing the impending budget crisis, acknowledged the needs of our special population. As we move forward together we will continue advocating for the needs of our students and the local school districts we serve.

The General Assembly is currently in session during the month of January and is anticipated to develop a plan for meeting the current budget shortfall. As the plan continues to develop, KECSAC will work with our partner agencies to communicate the effects of the budget reduction on our programs, school districts and state agency children.

remarked, "I believe in an open and collaborative classroom atmosphere. In the value of questioning authority, reviewing



Dr. Lee Jones, Executive Director of InSpire ILEAD Institute, presents "Culturally Responsive Teaching" on November 12, 2008 at the Perkins Conference Center on the campus of Eastern Kentucky University.

evidence and applying critical and creative thought to practice."

Ann Lyttle-Burns, Principal of Fayette County Juvenile Detention Center and the coordinator of Special Programs for the Fayette County School District, presented "Multicultural Education Strategies." An African American who grew up in Appalachia, she provided a unique

multicultural perspective to working with at-risk students.

As a teacher and coach in Fayette County, Ms. Lyttle-Burns has served on and chaired committees for equity, school climate and budget as well as the Site Based Decision Making Council. While serving as coordinator



Participants collaborate on a classroom exercise at the October 16, 2008 installment "Classroom Behavioral Management."

she has coordinated educational services provided to students in hospitals, homebound settings, spouse abuse settings, and mental health facilities.

deeply committed to providing quality educational opportunities to the incarcerated youth at the detention center.

The second half of the Skill Building Series will commence in the Spring Semester with "Differentiated Instruction" on February 18, 2009 and "Formative Assessment" on March 25, 2009.

In order to register contact Katie Helton (katie.helton@eku.edu or 859-622-8538) or visit our website:

www.kecsac.eku.edu.

A participant at the November 12th installment, "Culturally Responsive Teaching" commented: "Today's workshop topic and presentation have been my favorite so far! It was so interesting and I have learned a lot of great and useful information!! The three presenters were so great and unique in their own ways-very interesting to watch and listen to-also their activities used during presentations were great ice breakers and fun working with new people and learning about others and their backgrounds."

For the past decade she has worked with alternative education programs and is

Commissioner of Education Update



Commissioner Jon E. Draud devoted his long career in education to improving the quality of Kentucky's schools.

On December 19, 2008 Jon E. Draud, Kentucky's fourth commissioner of education, announced that he would resign the position effective January 30, 2009. Dr. Draud suffered a mild stroke in September that affected his ability to walk. In the press release detailing his resignation, Dr. Draud remarked, "While I feel that I have provided

outstanding leadership during my illness, it has caused me to rethink my priorities."

"Dr. Draud has distinguished himself as an educator and a tireless advocate for education over the past five decades," said Kentucky Board of Education Chair Joe Brothers. "His service in various leadership roles, including classroom teacher, principal, superintendent, legislator and commissioner, reflect an untiring commitment to public education in Kentucky."

Draud was selected as commissioner in November 2007, after serving as a Republican state legislator representing Kentucky's 63rd District where he served as the vice-chair of the House Education Committee.

The Kentucky Board of Education appointed Elaine Farris the Interim Commissioner of Education on Wednesday, January 7, 2009. She has been deputy commissioner of the

Education Department's Bureau of Learning and Results Services since June 2007 and as part of her appointment, she agreed not to participate in the search for the permanent Commissioner of Education.

The new commissioner will face growing budget restrictions and the 2014 proficiency goal, all while keeping the state's education priorities as a front-burner issue in the public imagination.

Robert Sexton, executive director of the Prichard Committee for Academic Excellence remarked in a December 20, 2008 *Lexington Herald Leader* article, "I hope the board will launch a very aggressive national search...I wouldn't want to eliminate any candidates from Kentucky, but I do think they need a national search... we need somebody who can help renew our ambitions and remind all Kentuckians about how important it is to continue to make progress."

calendar

KECSAC Deadlines

January 2009

- 23rd Second Quarter reimbursement MUNIS report due in to the KECSAC Central Office.

February 2009

- 13th ADM Count, due 25th

March 2009

- 16th ADM Count, due 25th
- 31st Deadline submission for new programs to apply for 09-10 funding.

Professional Development

February 11-12

Co-sponsoring EKV College of Education Diversity Conference

*Perkins Conference Center
Eastern Kentucky University, Richmond*

February 18

Skill Building Series #3: Differentiated Instruction

*Perkins Conference Center
Eastern Kentucky University, Richmond*

March 6

Spring Statewide SACSAA Meeting

*Elizabethtown Convention and Tourism Bureau
Attendance required for KECSAC administrators

March 25

Skill Building Series #4: Formative Assessment

*Perkins Conference Center
Eastern Kentucky University, Richmond*

Bulletin Board

Fall NASA, NSF and NOAA Sponsored Opportunities

Free comprehensive curriculum and training are now available to teachers who apply to participate in three independent NASA, National Science Foundation (NSF) and National Oceanic and Atmospheric Administration (NOAA) science programs. Teachers will be able to engage classrooms in cutting-edge science and meet state standards at the same time after completing any or all of these curriculum training sessions. www.us-satellite.net/pr09042008.html

Kentucky Education Issues

Kentucky Education Issues, a television program hosted by Education Commissioner Jon E. Draud, is now available on the Kentucky Department of Education's Web site (www.kde.state.ky.us). The half-hour program features lively discussion with leading educators and policy makers concerning topics important to students, teachers and taxpayers. Plans are to produce two programs each month. Kentucky Education Issues is produced by KDE's Virtual Learning Branch primarily for Insight Cable in northern Kentucky and its affiliates throughout the state. The program also will air on the Kentucky Channel (KET3). Check local listings for specific times and availabilities.

Starlab Portable Planetarium

Eastern Kentucky University's Hummel Planetarium has a new astronomy outreach program for schools, bringing a Starlab portable planetarium to schools in its 22-county service region. Part of the lessons are done outside the Starlab with students actively participating to learn the size and scale of the solar system, or the motions of the earth and moon. Students then enter the Starlab planetarium and learn about stars and constellations. The lessons are designed for grades 3-5 with lessons for other grades coming at a later date. www.ek.edu/starlaboutreach.php

Call for Proposals

KECSAC is accepting proposals to present break-out sessions at the 8th Annual Alternative Strategies for Educating Students At-Risk Conference on July 21-23, 2009 in Richmond, KY. We look forward to providing participants with hands-on training conducted by those of you who are doing the important work of educating students in alternative settings. The conference will cover a variety of topics, so proposals on any relevant topic are welcome. If you have found a great way to motivate your students, discovered successful techniques for managing difficult behaviors or developed exciting strategies for teaching a particular subject, we want to give you the opportunity to share those experiences with other educators.

The deadline for submission is March 16, 2009. Please submit proposals to the KECSAC office via mail, email at Katie.Helton@eku.edu or online at: www.kecsac.eku.edu. Please include your name, as well as any co-presenters, your title, your program, the name of the workshop and a brief abstract.

Thank you for the work that you do and for helping up make this year's conference a wonderful experience for your fellow educators!



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