

The Collaborative

Winter 2005-2006

Volume XIII, Issue II

KECSAC Biennial Evaluation Completed

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Professional Development Events

5th Annual Diversity Conference
February 8-9, 2006
 Perkins Conference Center
 Eastern Kentucky University

Western Region SACSAA
March 1, 2006
 University Plaza - Bowling Green

Eastern Region SACSAA
March 3, 2006
 Perkins Conference Center
 Eastern Kentucky University

Managing Sexual Development in Programs for State Agency Children
March 22 - Bowling Green
March 23 - Louisville
March 24 - Richmond

After a year of research involving numerous surveys and interviews, the 2005 KECSAC external evaluation conducted by Rona Roberts, Roberts & Kay, Inc. (RKI) has been completed. The 2005 evaluation study included the first scoping phase and a longer, substantive inquiry phase. During the scoping phase, RKI invited approximately 750 KECSAC grantees and partners to participate in the evaluation and help identify the focus areas of the study within the overall domain of interagency collaboration. Responses to first phase guided the focus for the second phase. All responses to the evaluation questions were submitted anonymously.

After careful consideration of participant's responses to the first scoping phase, and consultation with KECSAC staff and the Interagency Advisory Group, RKI narrowed the focus of the second phase of the evaluation. The following questions guided the research for this second phase.

1. How can KECSAC partners collaborate to continue improving results for students while increasing monitoring effectiveness and efficiency?
2. How can KECSAC's agency partners collaborate more effectively to develop and implement strong, shared educational expectations for students and develop sound practices that protect and advance students during transitions?

During the inquiry phase of the evaluation Roberts used convergent inquiry method such as observations, interviews, focus groups, open-ended surveys, materials analysis, and on-site visits to discover useful, practical ways to build on KECSAC's initial strengths in monitoring and student transitions.

Using the collaborative framework, the evaluation highlighted the need for additional focus on how the monitoring process is conducted and ways KECSAC, the Department for Community Based Services, the Department for Mental Health and Mental Retardation Services, along with the Department of Juvenile Justice can work together to streamline the monitoring process for programs serving state agency children. In addition, the evaluation noted the need to address effective and efficient student transitioning, both within KECSAC programs and between KECSAC and the home school district.



Interagency Advisory Group members (left to right) Becky Tonietti, Nijel Clayton, and Denise Weider during a summer work session.

The evaluation resulted in several recommendations for continued growth in the areas of program improvement and student transitions. The major recommendations require renewed investment by the members of the Interagency Advisory Group. That requirement is intentional, and grows directly out of the research findings. The recommendations offer an opportunity to re-engage and re-empower the Interagency Advisory Group and the whole interagency collaborative mission. The recommendations focused on the collaborative effectiveness of KECSAC, the Interagency Advisory Group, and their statewide partners to improve the education of state agency children.

KET EncycloMedia: New Internet Based Learning Services

KET EncycloMedia is an exciting Internet-based learning service available to teachers and students throughout Kentucky. Through a partnership between Kentucky Educational Television (KET) and the Kentucky Department of Education (KDE), KET EncycloMedia, based on Discovery Education's award-winning *unitedstreaming*[™] service, offers over 4,500 video, chaptered into content-specific video clips, more than 20,000 digital images, encyclopedia articles, and much more. All videos are indexed to Kentucky academic standards.

Through a partnership between KET and KDE, KET EncycloMedia is free

to Kentucky public schools and pre-service teachers.

In addition to the thousands of classroom resources offered by KET EncycloMedia, numerous tools are available for teachers, including assessment tools, calendars and lesson plans. Teachers and students can use KET EncycloMedia in a variety of ways: to introduce a unit, to visualize an unfamiliar place or concept, to supplement independent or small-group learning, or to create dynamic presentations. Best of all, all resources are correlated with Kentucky's Academic Expectations, Core Content, and Program of Studies and searchable by key work, con-

tent area, grade level, and Kentucky academic standard.

Over the past several months, KET and KDE have joined together to train school districts on this extraordinary new service, providing 14 "Train the Trainer" sessions around the state. For more information about the instructional use of KET EncycloMedia, contact your district technology coordinator or informational officer. KET's regional education consultants are also available at (800) 432-0951 to help you get started. More information about KET EncycloMedia is also available at <http://www.education.ky.gov/KDE/default.htm>



2006

Kentucky Teaching and Learning Conference

- * March 9-11, 2006
- * Kentucky International
Convention Center
Louisville, Kentucky

Register online at www.kentuckytlc.org
Registration Deadline: February 21, 2006

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104 Case Annex
Eastern Kentucky University
521 Lancaster Avenue
Richmond, KY 40475-3102
Phone: 859-622-6552
Fax: 859-622-8051
E-mail: kaye.parker@eku.edu

Department of Juvenile Justice Launches Combined Curriculum

The Kentucky Department of Juvenile Justice has launched a first-in-the-nation combined curriculum for use in all of its youth facilities.

The new curriculum aligns the Kentucky Core Content required for all Kentucky high school students with the DJJ Work Adjustment Model. When implemented effectively, this powerful tool will prepare youth to return to their schools, communities and workplaces successfully.

Because the curriculum is designed to be used in every aspect of facility operation and programming, it also

helps facilities meet many of the expectations for monitoring visits, including standards on programs, services, education, treatment and transition planning. Since November 1, Sylvia Kuster of DJJ's Quality Assurance Branch (QA) has been providing on-site coaching on the new curriculum to all facility staff, teachers and youth workers.

The curriculum contains seven content areas: reading, writing, math, science, social studies, arts and humanities, practical living and vocational studies. The curriculum teams and DJJ Central Office Staff ensured that the content is age appropriate,

involves engaging activities that measure mastery and career major skills, and includes resources to help staff work with the curriculum.

This curriculum is the first of its type in the nation. Its purpose is to ensure that youth leave DJJ facilities not just on track with their academic studies, but fully prepared to succeed at their chosen, most appropriate career major.

If you have any questions about this curriculum, please call Sylvia Kuster at (502) 573-2738, or e-mail her at sylvial.custer@ky.gov

Owensboro Day Treatment Educator Seeks Information

David Taylor, history and social studies teacher at Owensboro Day Treatment Center, believes Daviess County shared a special place in the history of the Underground Railroad and is spending personal time to study and document his findings. In the process, his students are learning how many slaves escaped to freedom via the Underground Railroad. Not a form of transportation but a group of sympathetic white Americans and former slaves, the Underground Railroad is responsible for guiding thousands of slaves to freedom in the Northern states. Mr. Taylor believes his students at Owensboro Day Treatment should know about roles ancestors of many area residents played in helping slaves win their freedom and the success stories of some of those freed slaves,



"It was a network of PEOPLE, from all walks of life, who worked, often illegally, for the FREEDOM of slaves in pre-Civil War America." (Photo and caption courtesy of The Underground Railroad site <http://education.ucdavis.edu/NEW/STC/lesson/socstud/railroad/contents.htm>.)

like John P. Parker, inventor, businessman, and leader in the railroad.

Last year Mr. Taylor used in-service days to visit the National Underground Railroad Freedom Center in Cincinnati. He also traveled to Dover, Maysville, Washington and Augusta, all Kentucky towns located

on the Ohio River and part of the Railroad, seeking writings or stories about area involvement in the Underground Railroad. Mr. Taylor thinks there are untold stories still waiting to be heard. If you have family stories about involvement in the Railroad, contact Taylor at (270) 685-4289 or (270) 316-6230.

Differentiation: Instruction for Individual Learning Needs

All learners need a teacher's energy, heart, and mind. How they need the teacher, however, differs. Unless teachers understand and respond to these differences, they fail to meet the learning needs of many children.

A differentiated classroom where the teacher plans and carries out varied approaches to content, process and product in anticipation of and response to student differences in readiness, interest, and learning needs provides the avenue not only to prevent failure but to promote high levels of learning.

How is differentiated instruction described? It is not tailoring the same instruction or providing homogeneous grouping in another way. Differentiated instruction is proactive; more qualitative than quantitative; student centered; a blend of whole-class, group, and individual instruction; and active learning for students and teacher.

When differentiating instruction, teachers should consider certain rules of thumb:

- Be clear on the key concepts and generalizations or principles that give meaning to the core content being addressed.
- Emphasize critical thinking and problem solving in lessons for all students, to promote higher-order thinking.
- Insure a balance between student-selected and teacher-directed tasks.

Further, to begin a differentiated classroom instructional approach, the teacher will find the following ten points significant in planning:

- Having a strong rationale for differentiating instruction based on student readiness and interest;
- Differentiating at a pace that is comfortable for you;
- Timing differentiated activities for student success;
- Using an "anchor activity" to

free the teacher to focus attention on students;

- Creating and delivering instructions carefully;
- Having a "home base" for students;
- Making sure students have a plan for getting help from another student or group when the teacher is working with another student;
- Giving students as much responsibility for their learning as possible;
- Engaging students in talking about classroom procedures and group processes;
- Using flexible grouping.

Indeed, differentiated instruction promotes challenge and growth for all students, advanced learners as well as struggling learners.

Lue Cole, KECSAC Program Improvement Specialist.

Ms. Parker,

I really enjoyed reading The Collaborative today. I usually do not have or take the time to read the whole issue at once. This volume inspired me. I am impressed with the efforts of the teachers and students mentioned in this fall issue. To adopt a soldier, help Katrina victims.....what wonderful students. I sometimes think communities are too quick to judge today's youth.

*Shannon Nelson, Secretary
Hopkins County Day Treatment*

WANTED

Inspirational Stories
Student Poems
Student Drawings
Program News

Share your program's
success stories

submit to
kaye.parker@eku.edu
fax: (859) 622-8051

Madison County Day Treatment - "Doorways to Opportunities"



Local artist Pat Banks offers advice to Madison County Day Treatment students.

Madison Day Treatment and Madison County Alternative programs recently held an open house to unveil an art project funded in part by a grant from the Kentucky Arts Council. Linda Ashley, Title I Reading instructor wrote the initial grant and coordinated the project. Madison County School District provided matching funds for the two week project.

Under the leadership and guidance of local artist Pat Banks, students at Madison Day Treatment and Madison County Alternative program have created a four-panel mural with the theme "Doorways to Opportunities." Work began on the project on November 27, 2005 with an introduction to the elements of art. Over the next three days, students created individual collages to illustrate important people and things in their lives. Once the collages were complete, Ms. Banks worked with the students in small groups to sketch on chart paper drawings that would go on the walls. Students transferred those sketches onto the wall freehand, using what they learned about perspective and other art techniques, to the four panels on the wall.

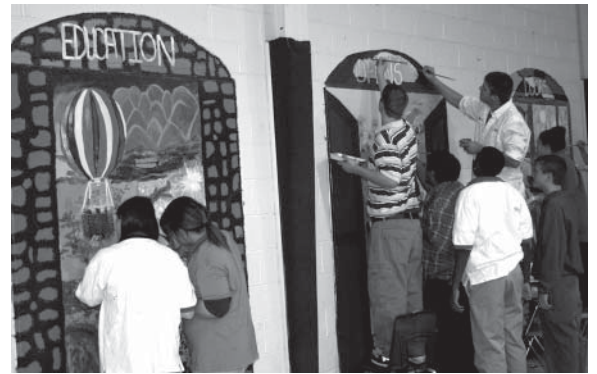
Guided by the watchful eyes of Ms. Banks, students worked over the next two weeks to bring the murals to life. In small groups, at one-hour intervals, students transformed ideas into images and "doorways to opportunities" became a reality. This is the first project that Day Treatment and Alternative Education students have worked together collaboratively to achieve a common goal.

Madison County Day Treatment is a Department of Juvenile Justice program serving youth 12-18 years of age. The rated capacity for the program is 20. The average stay for a youth at the day treatment is 100 days, or one semester. Educational instruction is provided by two full-time teachers, two assistants, and two full-time counselors. Students are referred to the program from the school district, county judge, DJJ, or from the alternative education program housed in the same building.

According to Darren Norton, Administrator/Principal for both the Day Treatment and Alternative Education program, "the calmer atmosphere, highly structured environment and increased discipline of the day treatment program allow students to succeed in ways not possible in the average classroom." Education and treatment staff focus on providing a caring atmosphere where students are rewarded for positive behavior. Rewards for Appropriate Personal Performance (RAPP) cards are given daily to re-

ward students who exhibit positive and appropriate behavior. Students who earn RAPP cards are eligible for weekly and monthly gift drawings. A weekly award might be a coke break, while a student who wins the monthly award could win a CD or other donated item.

Madison County Day Treatment began using NOVEL/STARS™, a computer based comprehensive curriculum this year. Every student has a laptop computer and does a majority of core subject lessons online. Mr. Norton states the NOVEL/STARS™, "provides greater differentiated learning, is self-paced, and allows students to recover credits necessary for student advancement."



Students work on "Doorways to Opportunities" art project.

According to Mr. Norton students are more engaged in learning and have more confidence in their own abilities since they began using NOVEL/STARS™ at the beginning of the school year.

For more information about The Kentucky Arts Council, please contact John S. Benjamin, Arts Education Program Director toll-free at (888) 833-2787. Grant Guidelines, Instructions and Application Form can be found at <http://artsCouncil.ky.gov/Education/schprg.htm>

Bellewood Presbyterian Students Build Playhouse to Donate

In the spring of 2005, TAZ, a Youth at Bellewood Presbyterian Home for Children in Warren County, along with youth counselor, Corey Johnson and intern Terry White, wrote and received a grant of \$837.43 for a special project. TAZ envisioned building a playhouse to donate to the children of a Habitat for Humanity family.

Using three different plans, Ben Lindsey of the maintenance department used his creative skills to combine the different plans into one. Lindsey has actively participated in building every Habitat for Humanity house in Bowling Green.

After finalizing the building plan, Lindsey took all 15 boys to Lowe's to gather the necessary building supplies. Working in 3-4 hour

shifts, the boys worked most of the summer to build the 10 x 6 foot playhouse, complete with a two-foot covered porch.



When the playhouse was completed, the students needed to select just the right family for the playhouse. Lindsey contacted Marilyn King, Habitat for Humanity director. She suggested putting the names of all Habitat families with children into a

hat and drawing a name. After the name was selected, a local businessman volunteered his truck to deliver the playhouse to the lucky family. All 15 boys were on hand when the house was presented to Braxton, the fortunate little boy who received the playhouse. Before long Braxton moved his beanbag chair and toys into the yellow playhouse.

On a personal note, TAZ mentioned that he enjoyed building the playhouse, but learned he does not want to work in construction when he grows up. According to TAZ, this project allowed the youth at Bellewood to have a positive community impact while brushing up on personal skills such as teamwork, compromise, and social skills.

The 5th Annual Diversity Conference

The Fifth Annual Diversity Conference will be held on February 8 & 9, 2006 at the Perkins Conference Center in Richmond. This year's theme, *Smoothing the Path*, emphasizes our collective commitment to assisting public and private school educators to provide an inviting environment where all students feel valued as members of their schools and their communities. The sense of self-worth is one of many critical attributes that foster success in our students and none should ever experience an educator or school employee who doesn't actively promote their value as a person. In the lyrics recorded by Bryan Ferry, we find a creed to live by:



*"Walk a mile in my shoes
And before you abuse
Criticize and accuse
Walk a mile in my shoes."*

We as the caretakers of such fragile and precious lives must understand and be willing to walk the mile in order to smooth the path for those that we lead.

The intended audience for this conference is P-12 public school teachers, counselors and administrators; college and university faculty, staff and students; as well as educators and staff in KECSAC programs.

Scholarships are available for KECSAC program personnel.

For more information, contact Tom Bonny at (859) 622-6505, or tom.bonny@eku.edu

What's Up with District News

Rowan County

Morehead Youth Development Center

On November 11th, students at Morehead Youth Development participated in a ceremony to honor staff and family members who have served in the Armed Forces. Two students, whose fathers were either presently serving or disabled, wrote and presented essays honoring their fathers to the assembly. Other students presented the flag, lead the Pledge of Allegiance, and prepared a short skit for their guests. Students also designed and made large "Thank You" cards for the local National Guard unit recently returned home from Iraq. Another highlight of the day for the students was meeting a WWII veteran and his wife, parents of one of the staff. The students presented each veteran with a carnation and a small gift as a token of appreciation for their service to our country.



Students also learned more about one of the most important rights and obligations we have as American citizens. A guest speaker from the Rowan County Clerk's office spoke with the students about the responsibilities of a U.S. citizen, including the importance of voting and the election process. Students and staff even held a mock election using the voting booth provided by the clerk's office.

Clinton County

Foothills Academy

Students at Foothills Academy are using their experience to reach out to other students in their school district. Recently, students from Foothills attended a Community Drug Forum organized and funded by the Kentucky Agency



for Substance Abuse Policy, an organization that promotes the reduction of alcohol, tobacco and drug use through research based strategies. Many of the Foothills students created and displayed posters during this forum.

Five students from Foothills gave special presentation during the forum. Focusing on a child living in an addictive home environment, the students presented a timeline which showed how children react when exposed to drug use and addiction at different ages in their lives. These five exceptional students received a standing ovation for their presentation and were invited to speak to other schools in the district.

Hopkins County

Hopkins County Day Treatment

A devastating Category 4 tornado struck Hopkins County on November 15, 2005, damaging or destroying several hundred homes in its path. This tornado caught

area residents unprepared. As a result, school district officials have encouraged each school to create two Disaster Kits.

Students at Hopkins County Day Treatment have responded to the district's request. Under the guidance of Ms. Reece, students have incorporated disaster preparation into their Life Skills Class.

Students have researched to discover which items are essential to complete a useful and practical disaster kit.

When finished, the day treatment program will have a useful kit that they hope never to use. Even from destruction, learning does happen.



"There is something that is much more scarce, something finer by far, something rarer than ability.

It is the ability to recognize ability."
Elbert Hubbard



Co-Sponsor

5th Annual Diversity Conference

February 8-9, 2006

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Eastern Kentucky University

Western Region SACSAA

March 1, 2006

University Plaza, Bowling Green

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KECSAC

104 Case Annex

Eastern Kentucky University

521 Lancaster Avenue

Richmond, KY 40475-3102

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