



The Collaborative

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It's Reality, Baby!

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Professional Development Events

Alternative Strategies for Educating Students At-Risk Conference
July 25-27, 2006

Perkins Conference Center
 Richmond

New Educator's Training
September 6-8, 2006

Perkins Conference Center

SACSAA Statewide Meeting
September 22, 2006

Elizabethtown Convention Center
 Elizabethtown, KY

School lessons at the Kentucky Baptist Home for Children (KBHC) in Morehead were punctuated with the sound of crying babies and presence of sleepy-eyed students. These students were taking part in a reality lesson called Baby, Think It Over®.



Student feeds "baby" during class.

Designed by Richard Jurmain in 1994, Baby, Think It Over® gives students real-life lessons in caring for an infant 24 hours a day. The 6 1/2 pound dolls cry, hic-cough, and burp just like real babies. Each "baby" comes complete with a baby carrier, stocked diaper bag, and clothing. The most important part of the "baby," though, is the computer chip embedded in the doll. The chip, which is matched to the bracelet worn by the "mother," records whether or not the baby was treated well or neglected.

Each doll can be individually programmed via computer to cry at random intervals. The cries may signify hunger, a wet diaper, need for burping, or a need to be comforted. It is up to the "mother" to figure out what the "baby" needs. The four day "motherhood" test is designed to show students how difficult it is to stay focused on education and take care of a baby at the same time.



Student cares for twins during reality lesson.

Paula Stafford, teacher at KBHC, spoke of her decision to put her students to the test. "I wanted these girls to fully understand the responsibility of caring for a child." Ms. Stafford added, "These girls quickly realized how exhausting it is to care for a baby, especially for the students who had twins! Some got only 4 hours of sleep each night." The lack of sleep did not affect just the "mother," though. At KBHC, each girl shares a room with three other girls. The sleep pattern of the "baby" affected all the girls, making them short-tempered with both the babies and other peo-

ple around them. Ms. Stafford administered pre- and post-surveys to measure attitudinal change as a result of the Baby Think It Over® project. "The girls realized that they aren't as ready as they thought to have a baby," said Ms. Stafford. "I hope the lesson will stick with them." If the words of one student are an example, then the reality lesson was well worth the effort. "Oh, I hope I don't have to do this for real. This is hard!"

Survey Question	Pre-Survey Agreement	Post-Survey Agreement
Children of teenage parents are not as well cared for as children of older parents.	8%	70%
I would be very upset if I found out I was pregnant.	16%	50%
I could easily raise a child and continue my education.	50%	30%
What is the best age to have children? Twenty-three years of age or older?	25%	50%

SACSAA Update

SACSAA administrators joined together on March 1 in Bowling Green and on March 3 in Richmond for the annual regional meetings. Eighty-six educators attended the two regional meetings. Becky Tonietti, SACSAA President, opened the meeting with a brief business meeting. SACSAA teacher of the year nominations forms were included in the handouts. Nominations are due by June 30. Teacher of the Year awards will be presented at the statewide SACSAA meeting in September. Dr. Norman Powell, KECSAC Director, provided an update on KECSAC budgetary needs and proposed legislation designed to increase KECSAC funding.

In appreciation for two successful years as SACSAA President, Dr..

Powell presented Ms. Tonietti with an engraved plaque. After 33 years of dedicated service in the Hardin County School system, Becky has retired and is enjoying her well-earned retirement. She officially passed SACSAA leadership to Robbie McKinney of Warren Regional Juvenile Detention Center located in the Bowling Green Independent School District. Regional attendees also voted for President-Elect, who will



Tim Crook presents *Success With Open Response Training* at SACSAA regional meeting in Bowling Green.

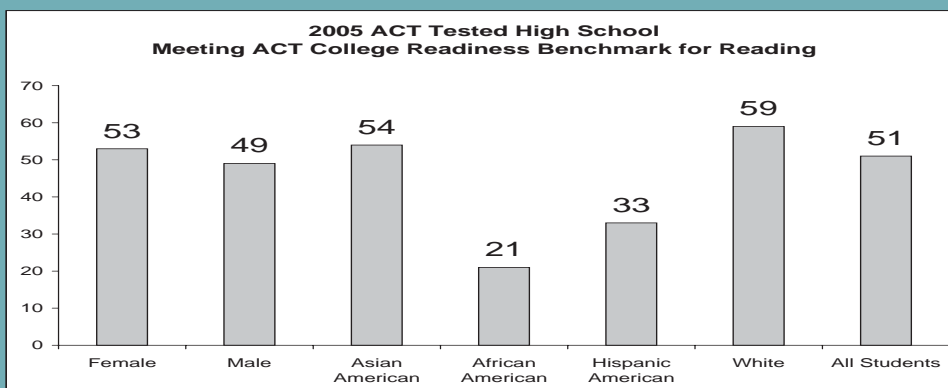
work with the President over the next two years. Donna Buckley of Hardin County was elected to serve as President-Elect for school years 2006-2008.

Trainers with the Kentucky Association of School Councils (KASC) presented *Success with Open Response*, a workshop developed by KASC to improve student learning through the use of quality open-response questions.

Each participant left the meeting with materials developed by KASC to assist in developing open-response questions.

Did You Know?

Only 51% of 2005 ACT-tested high school graduates are ready for college-level reading.



"The impact of low expectations is devastating to students. We have a moral imperative to give all students the opportunity to develop critical reading skills in high schools."

Richard L. Ferguson, ACT's chief executive officer

Source: "Reading Between The Lines: What the ACT Reveals about College Readiness in Reading."

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Successful Collaboration at Bluegrass Youth Development Center

Bluegrass Youth Development Center, formerly Bluegrass Assessment Center, is a long-term treatment facility for 13 – 18 year old males committed to the Department of Juvenile Justice by the local courts. The average length of stay is 18 months. While at Bluegrass YDC, the boys undergo an extensive, therapeutic treatment program designed to create positive lifelong changes, and attend educational classes to help them realize their greatest potential. According to Beth McBroom, RN, statistics indicate 70% of offenders who successfully complete a treatment program will never offend again while 90% of offenders who do not receiving treatment will offend again. However, for treatment and education to be truly successful, the staff at Bluegrass YDC believes a positive quality of life is a key component.

The Quality of Life Committee (QLC), a six-member committee lead by Mr. Willis King, is dedicated to making life at the youth development center as normal as possible; focusing not

on education or treatment, but on providing the youth with community and family support. The QLC strives to build a family atmosphere with personal attention by providing art supplies for “art days,” sponsoring cooking school, and involving the youth in animal rescue by rehabilitating and finding homes for approximately 20 dogs per year. One of the favorite programs among the boys, however, is the library building program.

Coordinated and implemented by Beth McBroom, a school nurse with a passion for art and reading, the library building program began in December 2005. Seeing the small, outdated library available for the boys, Ms. McBroom set out to assemble a library of popular books and current magazines fit for any school program. She contacted local book stores including Barnes & Noble,

“Kids get stuff they really want to read and will maintain behavior for the reward of visiting the library.”

Joseph Beth’s, Wal-Mart, and BWI, a Lexington based library book distributor, and ask for donations. Ms. McBroom also asked the local post office for undeliverable magazines.

The response to her requests has been phenomenal. Each week, McBroom picks up boxes of current undeliverable magazines from the post office. After removing any unsuitable advertisements, the magazines are placed in the library for the youth to read. According to Ms. McBroom, reading magazines like *Popular Science*, *Car & Driver*, *Sports Illustrated* and others help keep the youth connected to real world activities and improves their reading skills. At least once

a month, Joseph Beth’s, Barnes & Noble, or Sam’s Club sends boxes of galley books to Bluegrass YDC. A galley book is a new, bound manuscript



The library cart visits each living unit once a week.

publicists send to book distributors for review prior to the book’s official publication date. Also included in the post office donations are puzzle books which go into the “merit store.” Students may purchase the puzzle books with points earned for good behavior. Duplicate books are given to other programs in the area.

The youth at Bluegrass YDC is very enthusiastic about the library program. The rolling library cart filled, with the new books, visits each unit once a week. Students can take two books or magazines each visit. Jeremiah, a senior level youth, said, “Kids get stuff they really want to read and will maintain behavior for the reward of visiting the library.” Ms. McBroom and the staff at Bluegrass YDC are pleased with the success of the QLC. The growing library is a fine example of successful collaboration between



Art created by a youth during “art days” at Bluegrass Youth Development Center

Critical Issues Workshop: Sexual Development in Adolescents



Dr. Eric Anderman

Few times are as confusing or difficult as the adolescent years when developing sexuality influences our

thoughts

and actions. Educators who work with state agency children are often tasked with managing developing adolescent sexuality. To successfully work with adolescents, knowledge and understanding of normal sexual development is necessary. In the recent KECSAC sponsored workshop, “Let’s Talk about Sex”, professionals came together to discuss issues and strategies for working with adolescents.

Dr. Eric Anderman, Associate Profes-

sor of Educational Psychology at the University of Kentucky, presented an overview of normal sexual development. Leann Gardner, a Licensed Marriage and Family Therapist who specializes in working with sexual abuse recovery, presented strategies for working with young victims of sexual abuse. Mark Johnson, MSSW, discussed sexual identity issues and how educators’ views regarding sexual identity can impact gay, lesbian, bisexual, transgender, and questioning youth. Rodney Young, Department of Juvenile Justice, ended the workshop by discussing youthful sexual offenders in the juvenile justice system and the role DJJ plays in rehabilitating these youth.

The workshop provided an environment

for educators to have open, honest discussion with professionals about sexual issues faced by the youth we serve. Some times humorous, other times uncomfortable, but at all times the workshops provided valuable information for educators of state agency children.

“All of the speakers were great and provided valuable information that more people need to hear!”

Evaluation Comment



Engaged attendees at Sexual Development Workshop at Brooklawn Children’s Center in Louisville.

Student Poem

The Chance of a Life Time

I’ll be the first to finish High School.
The first in my family, I think it’s so cool.
The first in college, I know I’ll make it,
She had the chance, she choose not to take it.

It’s a chance of a lifetime
It’s a chance that is now mine.
It’s a chance I’m sure to take,
I know A’s and B’s are what I need to make.

I’ll be the first to finish the twelfth grade,
When it comes to college tuition, it’s already paid.
May 25, 2008 that’s the day I graduate,
That’s the day I anticipate.

Can’t wait until I walk down the aisle,
To hold my diploma I waited a long while.
I want to prove to everyone that I can do this,
My high school days I will truly miss.

Two more years and my dream becomes true,
I can finally prove it not only to myself but also to you.
Can’t wait to see the look on your face,
The day I leave my graduation place.

Ciera
A KECSAC Student

Owensboro Day Treatment Takes "Stock in Kentucky"

In the fall of 2005, Meadows Class at Owensboro Treatment Center participated in *Take Stock in Kentucky*, a virtual on-line stock market game, sponsored by The Kentucky Council for Economic Education and a statewide sponsor, Hilliard and Lyons, Inc.

The class of eleven students formed the team. The team received "\$100,000.00" to invest in a select list of Kentucky based corporations listed on the New York Stock Exchange. The game lasted from October to December. The team followed specific rules or faced disqualification.

- The team had to research their choice of stocks.
- Purchased stock must come from a list of approved Kentucky corporations and companies.
- Stock share must be worth more than \$5 per share.
- Team must purchase one hundred shares of each selected stock.
- Cost of stock could not exceed \$100,000.
- Subsequent stock purchase could not exceed 30% of the team's available equity.

Each student picked one company from the approved list of Kentucky corporations and companies to add to the team's Portfolio. Ideally, the company selected either produced something used in the team member's home, items they have previously purchased, or was of specific interest to the team member.

Following specific rules was a new concept to many team members who were not used to following multiple, detailed and specific instructions to accomplish a task. However, the project taught team members important



life skills. Since only one student at a time was allowed access to the Internet for research, members learned patience. Team members learned the value of teamwork because the team won or lost as a group. Decisions made by one team member affected every member of the group. Once the initial purchase was completed, the team did not sell any of their purchases, but stuck with their choices throughout the game; a concept which taught self control.

Reality set in about one week after the initial exhilaration of purchasing the Portfolio. Due to the natural fluctuation of the stock values, the

team learned that their choices were not always going to pay off. Yet, they were persistent and determined to stick to the project and wait it out. As the Portfolio increased in value and their choices started to yield profits, team members gained self-esteem. In addition, the game taught the team financial management skills, budgeting, and the importance of saving to achieve long and short term goals.

As the game progressed into December, members were excited to see how well they had done when compared to other regional and state teams. Meadows Class at Owensboro Treatment Center came in second in their Region of 21 teams and 34th out of 335 teams in the State of Kentucky.

Overall, team members and faculty were quite pleased with the results and plan to participate in *Take Stock in Kentucky* in the Spring Semester of 2006.

5th Annual

Alternative Strategies for Educating Students At-Risk Conference

July 25 - 27, 2006
Eastern Kentucky University
Richmond, KY

Featuring

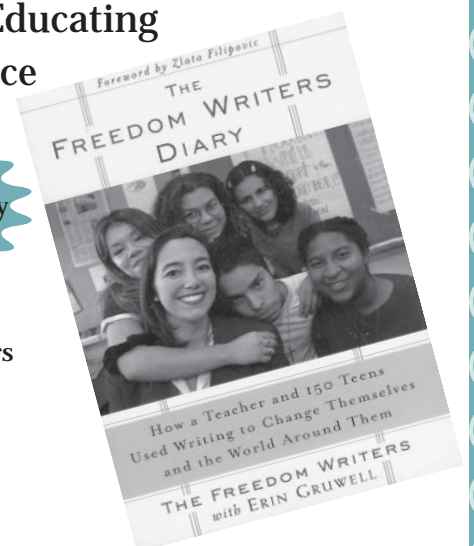
Erin Gruwell and The Freedom Writers

Guy Goud

1986 National Teacher of the Year

Honorable Richard Vlavianos

Superior Court Judge, San Joaquin County, California



Now a feature motion picture starring Oscar winner, Hilary Swank. Coming in fall 2006.

Teacher's Tip

HELPING PARENTS OR GUARDIANS MANAGE EXPECTATIONS FOR YOUTH

While reviewing *Principle Centered Leadership* by Stephen Covey, I found myself focusing on Chapter 19 - Managing Expectations. Covey begins by stating, "Each of us enters into jobs, relationships, and situations with certain implicit expectations. And one of the major causes of "people problems" in families and organizations is unclear, ambiguous, or unfulfilled expectations. Conflicting expectations regarding roles and goals cause many people pain and problems, adding stress to relationships."

I believe one of our most important duties as educators, especially in alternative settings, is to work continually to involve parents and guardians in the education process. We should not simply accept as fact that "these parents are not going to get involved." Too many of our programs are already disproving that notion.

There are several indicators in the KECSAC Improvement Tool that stress the importance of parent and community involvement. Indicators 5.1a, 7.a, and 9.2b specifically mention establishing active partnerships with, collaborating with, and planning with parents and community to strengthen learning opportunities for students. In his book *Alternative Education - A Guide to Program/School Improvement*, Dr. Leon Swarts dedicates a complete section to the importance of family and community involvement as an important part of the total process. Swarts states, "Leadership should assume the challenge and opportunity to inform parents or guardians how to initiate school and teacher contact to promote the program, increase student achievement, and obtain student

support. Parents should be encouraged to value learning, to be involved in learning and to set high expectations for their children." None of this will happen if we assume parents are not going to get involved.

More specific to parent-child relations, Covey says, "Parents often experience conflicting expectations in their relationships with their children, especially as those children enter teenage years. Parents and children have different idea about their roles, and those ideas change as they go through various states of growth and development."

As we work with parents/guardians for involvement in the education

"Parents and children have different ideas about their roles, and those ideas change as they go through various states of growth and development."

Stephen Covey

process, we must help them be more effective in their relations with youth. According to Covey, "The performance agreement is the solution to the problem of conflicting expectations." He mentions three important parts to a performance agreement:

- 1. Trust** - "Often, real agendas and feelings are hidden because the trust level isn't enough to share them." Parents need to establish trust by following through with promises and being there when needed. This seems simple, but parents can't follow through if there is no record of what was agreed to. We can help parents and students develop written list of mutually agreed on under-

standings and expectations. Such expectations could include study time, chores, academic goals, behavior goals, etc. Expectations should be realistic and reachable, and a rewards system should be in place.

- 2. Communication** - "I expected you to exercise more initiative." "Oh, I didn't know you felt this way." "I didn't know that disappointed you so much." These are the kinds of things that should be heard when communication is good. We need to help parents initiate communication with youth on a daily basis. Parents should establish daily time for talk, even if it is only 5-10 minutes per day.

- 3. Principles Of Win-Win Performance**

- Continue to clarify understandings of what positive and negative consequences might follow.
- Specify desired results but don't totally control methods and means. Leave room for young people to grow.
- Go heavy on guidelines (time for study) and light of procedure (what to study first).
- Mention available resources regularly (talk with teachers, lets go to library, internet).
- Maintain trust and discernment.

Covey says, "Culture is nothing more than a composite of social contracts" and certainly parent/guardian involvement with program and youth should be a healthy part of that culture.

*Russell Behanan,
Program Improvement Specialist
Central Region*

What's Up with District News

Boyd County

Ramey Estep High School

After four years in a small, cramped room, the library at Ramey Estep High School has finally been moved into the new, long awaited media center. The new media center is three times the size of the old library. Furniture for the me-



New library at Ramey Estep High School

dia center arrived in January 2006. Serving approximately 170 students, the library has over three thousand volumes and six computer stations for research or accessing the card catalog. Since the beginning of the school year, over 5,000 books have already been circulated. Students at Ramey Estep participate in the Accelerated Reading Program in their reading classes and have access to the media center each day. Faculty, staff, and students are excited and proud of their new library.



Artwork by Ramey Estep High School student.



Artwork by Bluegrass Youth Development student.

Hardin County

Hardin County Day Treatment

Through the dedication of Deborah Wilson, Hardin County Day Treatment's (HCDDT) wonderful instructional assistant/paraeducator, students at HCDDT are exposed to a wide variety of career options. Ms. Wilson personally contacts each career speaker and arranges an informative, interesting, and beneficial program for the students. Speakers from throughout the community have shared their wealth and stash of knowledge and experiences. Speakers have included a state trooper and DARE officer who provided a hands-on approach to discuss impaired driving; a McDonald's manager who also prepared a tactile project in assembly; a Navy recruiter who discussed the requirements and opportunities provided by the US Navy; and a pet shop owner, complete with live pets. Each month, a different speaker comes to HCDDT to discuss a variety of career related topics, including interviews, impressive job qualities, appearance, responsibilities, benefits, etc.

SISI Tool Kit Available on Line

The new SISI toolkit is intentionally linked to Kentucky's Standards and Indicators for School Improvement and focuses on high expectations for teaching and learning. The Toolkit is a resource designed to guide schools and districts as they assess their current status in the nine standards relative to academic performance, learning environment and efficiency. The toolkit is one of many resources available to guide schools and districts as they develop and implement elements of continuous, whole school/district improvement. The SISI Toolkit provides easy access to information including books, videos, websites, and other tools that will assist schools as they address the recommendations generated in the reports from audits and guided self-studies.

For more information, visit www.education.ky.gov



" Treat people as if they were what they ought to be and you help them to become what they are capable of being ."

Goethe



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