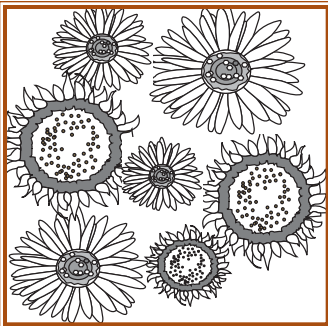


The Collaborative

Fall 2006-2007

Volume XIV Issue I



EKU College of Education Welcomes New Dean

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Professional Development Events

SACSAA Statewide Meeting
September 22, 2006
 Elizabethtown
 Convention Center
 Elizabethtown, KY

12th Annual Safe Schools Conference
October 2-3, 2006
 Galt House, Louisville

Strategies to Enhance Student Achievement and Reduce the Achievement Gap
October 25 - Bowling Green
October 26 - Richmond
October 27 - Louisville

6th Annual Diversity Conference
February 8-9, 2007
 Perkins Conference
 Richmond, KY

Dr. William L. Phillips will lead Eastern Kentucky University's College of Education as it enters its second century of serving the region and commonwealth. Phillips joined EKU on July 1.

The new dean of EKU's College of Education has served since 1999 as Dean of the College of Education and Human Services at Lock Haven University of Pennsylvania, a state-

supported institution with an enrollment of about 5,500.

"Dr. Phillips is a very capable educator and administrator," said Dr. James Chapman, EKU Provost and Vice President for Academic Affairs, in making the announcement. "I am confident that, under his leadership, our College of Education will continue to move forward in service to our students, the region's schools and the Commonwealth."

"Eastern Kentucky University's College of Education has an excellent reputation and is on the cusp of national prominence,"



Dean Phillips and Dr. Norman Powell confer at the recent KECSAC workplan retreat.



Phillips said. "I look forward to working with the outstanding faculty, staff and students, and building on past successes to help the University achieve even higher levels of excellence."

While at Lock Haven, Dr. Phillips initiated a systematic program review process for undergraduate and graduate programs;

developed graduate programs in Teaching and Learning and Alternative Education; implemented general education overlays in writing, critical thinking, external experience and information literacy; created two on-line degree programs; and secured more than \$10 million in external funding for a math and science education center, to improve student retention and to provide professional development, among other accomplishments.

From 1994 to 1999, Dr. Phillips was chair of the Department of Special Education and Director of International Teacher Education at Brigham Young University-Hawaii. While there, he created K-16 partnerships with several Pacific countries and launched the Department of Special Education. He also previously taught at Eastern Illinois University.

Dr. Phillips earned a bachelor's degree in special education from the University of Southern Mississippi in 1976, a master's in special education from the University of Mississippi in 1978 and a doctoral degree in special education from Southern Mississippi in 1987.

Resource Winner Selected at KECSAC Conference

Andy Scott of Anderson County submitted a winning resource entry with a career focus. A local business owner came to Mr. Scott's program and educated the students on the processes involved in starting and running a business. Students then set up their own business, Suds in a Bucket, a car washing service, complete with elected officers. The business owners studied and used Parliamentary Procedures during their business meetings. The group decided to sell stock in their company to students, faculty, and community members. The student run business paid a

stock return of \$.25 per \$1 investment. Profits from the business were used for a student selected fieldtrip and a tee-shirt for each student. The business and learning experience was a total success!

The second winning submission, submitted by Diane Dyer and Amy Deween of Green River Youth Development Center, involved integration. Students in the class decided to have a "minnow race." Language Arts was integrated into the project because each student wrote an essay describing their fish. While building a race track students utilized math,

science and vocational skills. Students polished their speaking skills when they introduced their fish and read their characterization to the class. And then the race was on! Three to five students "raced" their fish at a time. The winners of each heat won a pizza party. Students had a great time while enhancing writing, reading, math, science, and vocation skills.

The winning entries will receive an all expense paid trip to next year's *Alternative Strategies for Educating Students At-Risk Conference* to be held on July 24 - 26, 2007.

KECSAC Deadlines Fiscal Year 2006-2007

July 2006	August 2006	September
School District receives year end reimbursement for 05-06 school year. <ul style="list-style-type: none"> 15th Deadline for end-of-year MUNIS reports due 		<ul style="list-style-type: none"> 15th MOAs due back to KECSAC If a MOA is not completed with ALL required attachments by the 15th the School District will NOT receive a reimbursement until the MOA is complete
October 2006	November 2006	December 2006
<ul style="list-style-type: none"> 16th ADM Count *25th First quarter reimbursement MUNIS report due to KECSAC 25th ADM report due 		<ul style="list-style-type: none"> 1st ADM Count. Census collection date. 15th ADM report due. Census due to KECSAC
January 2007	February 2007	March 2007
<ul style="list-style-type: none"> 25th Second quarter reimbursement MUNIS Report due to KECSAC 		<ul style="list-style-type: none"> 15th ADM Count 24th ADM report due to KECSAC 31st Deadline for new programs to apply for 07-08 funding.
April 2007	May 2007	June 2007
<ul style="list-style-type: none"> 1st Deadline for programs to report a change in rate of capacity. 25th Third quarter reimbursement MUNIS report due 	<ul style="list-style-type: none"> 2007-2008 MOAs will be mailed to school district 	<ul style="list-style-type: none"> End of Fiscal year. School districts have until July 15th to send in final, year-end MUNIS report. 15th ADM Count 25th ADM Report Due

*Quarterly reports submitted after due date will NOT be reimbursed until the following quarter. KECSAC will submit a reimbursement report to KDE by the 30th of each month when quarterly reports are due.

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5th Annual At-Risk Conference

Educators from across Kentucky, faced daily with the challenge of providing educational services to Kentucky's students at-risk, came together for the *5th Annual Alternative Strategies for Educating Students At-Risk Conference*. Held on July 25-27 at Eastern Kentucky University, over 200 educators, administrators, treatment staff and graduate students attended the three-day conference.

The opening keynote address was provided by Erin Gruwell and Freedom Writer, Maria Reyes. As a first year teacher, Ms. Gruwell was given the group of students no one expected to



Erin Gruwell, keynote speaker.

succeed. Students recovering from drug rehab, returning from juvenile justice centers, or students who scored below 25% on standardized tests; kids no one wanted. Gruwell reached out to these students in ways other teachers had not. Using music, books, and most importantly, writing, she found alternative ways to engage her students. Gruwell compiled her students' writings into a book titled "The Freedom Writers Diary – How a Teacher and 150 Teens Used Writing to Change



Attendees react to presentation by Erin Gruwell, educator and author.

Themselves and the World Around Them." Their story has been made into a motion picture starring Hilary Swank as Erin Gruwell. The film is scheduled for release in 2007. But most importantly, all 150 students graduated high school and many went on to college to become teachers, administrators, and other professionals determined to help other students like themselves.

Judge Richard Vlavianos from San Joaquin County, California discussed research based strategies for working with girls in the juvenile justice system. Girls are the fastest growing population in the justice system while male populations have actually declined. Vlavianos reported girls engage in anti-social behavior for different reasons than boys. Girls use anti-social behavior as a coping mechanism to deal with stress in their lives while boys engage in anti-social behavior

"There are no throw-away kids. Don't forget how important each kid is and never forget how important you are to each kid."

Guy Doud

because of thrill seeking or peer status. Because the basis for the negative behavior is different in girls and boys, the method for addressing those issues needs to be different.

Vlavianos identified several key elements in developing a correction plan for girls, including empowering girls by incorporating their ideas into their corrective plan, providing positive



Jason Gibson, Learning and Behavioral Consultant, Wilderness Trail Educational Cooperative, speaks with Dr. Powell and Lue Cole prior to his workshop presentation.

reinforcement, and providing logical and consistent consequences for negative behavior. Vlavianos saw a 70% success rate with girls in his courtroom when using these techniques.



Rose Skepple, Model Laboratory School, providing specific ideas and strategies for including multicultural education into the classroom curriculum.

Guy Doud, 1986 National Teacher of the Year, won the audience with his charm, laughter, and heart warming stories of the life-altering influence a teacher can have on a student. "There are no throw-away kids," Doud said. "Don't forget how important each kid is and never forget how important you are to each kid."

The conference included a variety of workshops with innovative strategies for working with students at-risk. Attendees left the conference rejuvenated and armed with new strategies to take back to their classrooms.

IAG Spotlight - Lu Young, Superintendent Jessamine Co. Schools

KECSAC is pleased to welcome Lu Young as the newest member of our Interagency Advisory Group (IAG). Ms. Young has served as superintendent of Jessamine County Schools since 2004. Prior to becoming superintendent, Lu served Jessamine County in a variety of positions, including Assistant Superintendent for Curriculum, Director of Curriculum, Assistant Principal, and teacher. She earned her Bachelor and Master degree from Eastern Kentucky University and her principal and superintendent certifications from the University of Kentucky.

Ms. Young believes her main focus as superintendent is to keep the district focused on improving student achievements and finding ways to provide the resources needed to bring about continuous progress. *"Meeting the needs of every child, every day"* is more to Young than the Jessamine County vision statement, it is the creed to which she

devotes the majority of her time. As superintendent, she is committed to providing quality, student-centered learning opportunities for each student.



"I believe that every one of Kentucky's children deserves the best education we have to offer in this state and I know that KECSAC is committed to raising the expectations for students while supporting teachers and administrators with

training, resources, and networking," said Ms. Young. "I am delighted to be a part of the KECSAC team." While serving on the IAG, Young hopes to learn more about model programming and best practices that might be used to better serve not only state agency children, but all children in Jessamine County and Kentucky.

In her spare time, Ms. Young loves to read and travel. She is an active member of Southern Acres Christian Church in Lexington where she enjoys teaching her Sunday School class of active, curious two-year olds! Lu and husband Tim are the parents of two children, Tyler, age 20, and Natalie, age 16. Lu noted with amusement, "I don't have any artistic talent of any kind and I am a lousy cook! The joke around my house is that when mom yells, 'it's time for dinner!', my kids run to the car." Ms. Young loves spending time with her kids and her extended family here in central Kentucky.

Student Poem

I AM

I am a lost child who has survived a battle in life.
I wonder how I ever made it.
I hear the belt slap across my back.
I see the whelp on my side.
I want to escape but don't know how.
I am a lost child who has survived a battle in life.

I pretend that my life isn't so.
I feel so weak inside.
I touch my painful face in the mirror.
I worry I won't live to see the sunrise.
I cry out for help but no one hears me.
I am a lost child who has survived a battle in life.

I understand I will never change
I say there are reasons for it all.
I dream that one day I will leave.
I try to run and hide.
I hear that someone will save me from the pain I hold inside.
I am a lost child who has survived a battle in life.

16 year old girl
Ramey Estep High School



Student Succeeds Despite the Odds

By Sherri Wirt, Graves County School District

His name won't find its way into *Who's Who Among American High School Students*, but maybe it should. By law, neither his name nor face can be included in this article, but his story is worth telling – for the sake of those whose stories aren't told.

“Alex” didn't grow up in Mayberry. In fact, he's had anything but a pleasant childhood. From sixth grade through tenth, Alex actually spent more time in suspension or detention than in the classroom. Never spending more than one year in a single high school, he's been enrolled in seven. No one in his birth family ever has graduated from high school, and there have been plenty of people along the way who told him he couldn't make it.

Today though, this young man has beaten the odds. He earned a high school diploma at the Mayfield Youth Development Center (MYDC) through the Graves County School District, in addition to completing his GED earlier this year. His ACT college entrance scores are above the national average and he plans to attend college. “Achievement like this is what our program is all about,” said Bryan Bacon, Facility Superintendent. “The young men in our facility have all the potential in the world; the facility staff and faculty at MYDC bring that potential to the forefront and never allow them to quit. This young man has overcome adversity, set an example for all of us to follow, and we are extremely proud of his accomplishment.”

The system – so often portrayed in a negative light – in the end has worked for Alex. His mother

wouldn't give up, his foster parents had high expectations, and his coaches held him accountable for his grades and behavior on and off the athletic field. Since entering the Department of Juvenile Justice system, Alex has been encouraged, pushed, and sometimes prodded toward success.

“This is the kind of success story we strive to attain,” said Earl “Sonny” McManus, who serves as the school's principal. “When students come here, become clean and sober, and learn the value of self discipline and hard work, many of them for the first time in their lives experience hope. Many of us in the everyday world take that kind of hope for granted, but to students like this one, it means everything. It's not an overstatement to say that ultimately gaining this kind of hope is sometimes the difference between life and death.”

Alex now has plans to become a high school math and social studies teacher. He sees his past few years as giving him an edge on other teachers in the classroom. “There isn't much I haven't seen or experienced,” he said, “and teachers don't always know what kids like me really need when they haven't been there themselves.”

As he shares his thoughts about graduating from high school and moving on into the real world, he laughs, “[Some people] underestimated me. They said that I never finish anything I start. Now, look, I did it! Regardless of what happens, my education is something no one can take away from me. I knew I was smart, but now it's like having a badge that says I'm certified smart.”

Alternative Education Resources

During the recent Alternative Strategies for Educating Students At-Risk conference, attendees were asked to share resources they have used in their alternative education classrooms. Below are some of the resources shared with the group.

Web sites

- www.gscconnection.org – Contains a list of helping agencies, including Bluegrass Impact.
- www.aboutkidshealth.com – Games and goodies dedicated to improving children's health.
- www.edhelper.com – Lessons on all subjects, thematic units, all aligned with core content.

Books

- *A Framework for Understanding Poverty* – Ruby Payne
- *Teacher's Encyclopedia of Behavior Management* – Randy Sprick

Software/Computer Aided Learning

- Plato – Credit recovery
- Kentucky Virtual High School Credit recovery opportunities. - www.kvhs.org/
- Thinking Maps – Visual teaching tools allow students to see reading material in a different way.
- www.thinkingmaps.com/
- Think Link Learning - A computer program that allows teachers to track progress toward meeting state assessment standards.
- www.thinklinklearning.com

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Teacher's Tip

Insights to Assessing and Managing Student Behavior

One of the most difficult tasks facing educators is managing student behavior. Master educators are able to assess student behavior and introduce replacement behaviors that will lead to student success. Deciding which hat to wear in behavior management at times is the greatest challenge. Should the hat be that of policeman, counselor, teacher, coach, or judge requires application of some basic principals. As a teacher for fourteen years and a principal for fourteen additional years, I was provided with numerous professional development opportunities to learn and implement behavior management principals and strategies.

Here are five points that will provide insight to assessing and managing student behavior. Practicing these “tricks of the trade” will assist educators and treatment staff as they work with today’s youth.

Point 1: During discussions with youth, they should be encouraged to make “I” statements as they talk about their behaviors. “I” statements promote ownership and teach responsibility. How many times have you heard, “He (she) made me angry.....” “You never let me.....”

Point 2: Ask “what” instead of “why” questions. What is the rule? What is your goal? What could you do (or have done)? What will happen? What caused? What is your plan?

Point 3: Know that youth (and many times immature adults) have developed four critical thinking errors.

- a. Minimizing error: “I took only one....,” “I only....,” or, “It was just a little...”
- b. Generalizing error: “All you (teachers, cops, people),” or how about this one, “Everybody does it.”
- c. Rationalizing error: “If they...,” “If you....,” or “If....”
- d. Super-inflated ego error: “I’ll never get caught.” “It won’t happen to me.” “This (rule) does not apply to me.”

Point 4: The four basic motives for behavior.

- a. Power (You’re not the boss of me!)
- b. Inadequacy (If you wear the power hat here instead of the teacher hat, YOU LOSE!)
- c. Getting Revenge (But, he (she) called my momma a ...)
- d. Attention

Point 5: These four important steps in behavior management should be used by education and treatment staff.

- a. Identify the behavior
- b. Identify the motive
- c. Decide what hat to wear
- d. Keep the issue the issue

Please allow me to offer these final thoughts. Rather than continually being a teacher and policeman, find a program wherein you may teach youth to begin thinking and making appropriate choices. As an official trainer in “Developing Capable People” by H. Stephen Glenn, I highly recommend his program. Go to <http://www.empoweringpeople.com/store/page4.html> for more information.

Also, on this website you will find “Raising Self-Reliant Children in a Self-Indulgent World” by H. Stephen Glenn and Jane Nelson.

Roy Chapman
Program Improvement Specialist
Western Region

Alternative Education Resources

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Agencies

- Kentucky Center for Instructional Discipline – www.kycids.org/
- Family Resource and Youth Service Centers (FRYSC) - www.chfs.ky.gov/dhss/frysc/ Provides grants designed to bring community resources into the schools.
- KECSAC – Provides individualized training to assist with classroom management, curriculum planning, instructional strategies, lesson plans, differentiated learning, professional development or other classroom techniques. Contact Dr. Ronnie Nolan at (859) 622-6552.

Other

Encourage community members such as local judges to work with your program to help improve the quality of life of all students involved in the court systems.

Princess for a Day - An incentive program designed to encourage positive behavior and build self esteem. Girls nominate themselves based on positive behavior. Two girls are chosen each week via a random drawing to receive a make over. Can work with boys using different incentives such as sports games or lunch with a male they look up to.

What's Up with District News

McCRACKEN COUNTY McCracken Regional Juvenile Detention Center

McCracken County Public Library and McCracken Regional JDC have been selected to receive the American Library Association's Great Stories CLUB (Connecting Libraries, Under served teens and Books) grant for the 2006-2007 school year.



The Great Stories CLUB is a national book club program targeting troubled teens. Libraries and facilities that were awarded this grant will each receive ten sets of three books to provide to members of the book club, along with online resources to plan and implement the program. The theme for the Great Stories Club is teens facing challenges, and the chosen books are:

- "The First Part Last" by Angela Johnson
- "Born Blue" by Han Nolan
- "Stuck in Neutral" by Terry Trueman

McCracken Regional and the McCracken County Public Library have scheduled a series of book discussions that will include the students at the facility and will be directed by Iris Garrott, Youth Manager of McCracken County Library. The relationship between McCracken Regional JDC and the McCracken County Public Library has been a long standing, positive influence on the lives of the residents at the facility. Both institutions are looking forward to the opportunity to further strengthen this relationship

by developing programming opportunities to meet the needs of the students housed at the facility.

McCRACKEN COUNTY New Pathways for Children

The girls in the New Pathways for Children group home in McCracken County were exposed to many different areas of curriculum - history, math, science, visual arts, language arts, and music - through a variety of field trips that were offered to them over the course of the summer. The students also explored a diverse range of job opportunities, kept journals about their trips, and visited various colleges. Listed below are just a few of the places that were visited, studied, and enjoyed during the summer of 2006:

- General Motors Corvette Assembly Plant
- Murray State University
- Gateway Arch and Museum in St. Louis, Missouri
- Graceland in Memphis, Tennessee
- American Quilter's Museum
- Wichliffe Indian Burial Mounds
- Egyptian Exhibit in Nashville, Tennessee

WASHINGTON COUNTY Care Academy

Good behavior paid off for the students at Care Academy in Washington County. Students who completed all their assignments and had no behavioral problems were rewarded with a day at Mammoth Cave, the world's largest cave. Students enjoyed exploring Fat Man's Misery, Tall Man's Misery, Echo Corridor, and the "bottomless

pit" while leaning about limestone, stalagmites, and stalactites. According to Corey, one of the students who participated in the outing, students had a great time, but many complained about the stairs with 96 steps.



Research doesn't have to be boring as students in Ms. Caswell's class discovered when they set out to discover the influence of Rock-n-Roll music on the American culture. Each student selected his favorite group - from Elvis to Ozzy - and researched the group's history. After completing the research, the student designed a poster highlighting the group, their history, and effect on American culture. As a finale to the project, each student gave an oral presentation to the class. Afterwards, the posters were hung in the hallways for the entire Academy to enjoy. Josh, one of the students participating in the project said, "It was real fun and interesting."

**" We can not hold
a torch to light an-
other's path without
brightening our own."
Ben Sweetland**



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Critical Issues Series: Strategies to Enhance Student Achievements and Reduce the Achievement Gap

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For more information, visit our web site at www.kecsac.eku.edu.



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