



**TEACHER RECRUITMENT AND RETENTION
FOR EDUCATIONAL EXCELLENCE**

**2009-2010
Annual Report
Dr. Nedra Atwell**

Project TRREE Taskforce Members

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A Letter from the Chairperson

Project TRREE (Teacher Recruitment and Retention for Educational Excellence) is a federally funded project conducted by the Kentucky Department of Education. The purpose of the project is to develop a systemic approach to increase the number of highly qualified special education teachers with a focus on recruitment of linguistically, culturally and ethnically diverse educators.

Every child in Kentucky deserves a well-qualified teacher. Today, with few exceptions, teacher educators, school administrators and policy makers recognize the impact that great teachers have on the students they teach. Research indicates that teacher quality is the most important indicator of student performance—more than class size, economic status, or other commonly cited indicators. But there's a problem. Kentucky's public schools are facing a teacher quality crisis due in part to our inability to recruit, retain, and fairly distribute the qualified and diverse teachers our schools need.

We know that a highly qualified teacher possesses strong subject matter knowledge, has highly developed teaching skills, and a comprehensive knowledge of how students learn. What's more, in an increasingly diverse school environment, great teachers should be culturally competent (capable of working with students from different backgrounds) and able to work with parents, administrators, and colleagues to advance student achievement.

I'd like to thank the Taskforce for its valuable contribution to Kentucky and to the field of special education. Their work supports Kentucky's commitment to building a qualified and diverse teacher workforce by providing a compendium of effective, innovative, and promising initiatives, strategies, and programs, as well as resources from which to draw, to meet the challenges posed in recruiting and retaining qualified teachers for their schools.

Dr. Nedra Atwell
Taskforce Chairperson

Preface

A qualified teacher is essential to a child's academic success. The road to becoming a qualified teacher can be long and rigorous. The process of becoming a qualified teacher begins with passion and commitment for joining the teaching profession, proceeds to meeting challenges of teacher preparation schools, and culminates with a prospective teacher becoming certified and appointed to a teaching position. The problem of teacher retention, the rapid demographic shifts in the student population, and the retirement of many veteran teachers have created a national shortage of qualified teachers in America's public schools. Attracting new teachers and keeping effective educators in our schools are two of the great challenges facing our nation today.

The Project TRREE Taskforce Annual Report is intended as a resource for KDE staff and local leaders as they work collaboratively with principals, school district officials, and other administrators in developing recruitment and retention approaches that best suit their schools, districts, and communities.

Executive Summary

America's racial profile is rapidly changing and minority children comprise a larger percentage of public school students. Unfortunately, as the number of African American and Hispanic students with disabilities increases, the number of minority special education teachers produced in our colleges and universities continues to decrease. The decline in the number of minority teachers has serious consequences for both minority and majority students. According to the American Association of Colleges for Teacher Education, "A quality education requires that all students be exposed to the variety of cultural perspectives that represent the nation at large. Such exposure can be accomplished only via a multiethnic teaching force in which racial and ethnic groups are included at a level of parity with their numbers in the population."

Project TRREE is a three-year, federally funded project conducted by the Kentucky Department of Education. The purpose of the project is to develop a systemic approach to increase the number of highly qualified special education teachers with a focus on recruitment of linguistically, culturally and ethnically diverse educators.

Taskforce members reviewed and discussed the latest in educational research. The webliography can be found on the Project TRREE website located at <http://edtech.tph.wku.edu/~trree/>. Participants then reorganized into groups of their choice to develop action plans for the three goal areas: recruitment, preparation and retention.

The action plans for all of the groups were designed by identifying the most promising ideas, the challenges and issues, and the emerging ideas for the goal area. The results of these small group discussions were shared in the large group and the ideas that emerged for each goal were prioritized.

Participants formed action groups to address the goal of greatest interest to them. Together, group members determined specific steps they could carry out to move work on this goal forward. The action groups are the following:

- Preparation
- Recruitment
- Retention

These action groups continued their work through Fall 2009 with the support of Project TRREE. The progress of the action groups is shared in this annual report and at conference sessions scheduled at American Association of Colleges of Teacher Education (AACTE), Council for Exceptional Children (CEC), American Council on Rural Special Education (ACRES), National Council for Culturally Responsive Education (NCREST) and with groups across Kentucky. At these sessions, conference participants were invited to join the process of setting priorities for the investment of time, energy, and resources to move the agenda forward.

The Annual Report for 2009 will document the work completed through the end of 2008 by the Action Groups, at Western Kentucky University, Murray State University, Pikeville College, and Spalding University. Taskforce members from these institutions have worked tirelessly for the benefit of this project. We are grateful for their efforts.

A growing shortage of well-qualified teachers threatens the quality of education in schools throughout the Commonwealth. To ease this shortage, educators must eliminate out-of-field teaching, find ways to place more teachers in hard-to-staff schools and high-demand subjects, and increase the retention rates of well-qualified teachers. The federal Elementary and Secondary Education Act of 2001 - which establishes the Teacher and Principal Training and Recruiting Fund to increase the number and quality of principals, assistant principals and teachers in schools - underscores the importance of focusing on recruitment and retention.

The national data on teacher supply and demand indicate that the shortage of teachers is particularly acute in inner-city and isolated rural schools, in fast-growing regions of the country, and in the fields of mathematics, science, bilingual education and special education. Project TRREE and the Taskforce were charged with developing systematic strategies and identifying structures that facilitate the task of recruiting, preparing and retaining special education teachers in Kentucky.

Recruitment Strategies

Public service announcements are playing in all network markets recruiting those interested in teaching as a career. Pamphlets and materials have been prepared and placed to recruit potential teachers. *One Child at A Time* (a DVD) and discussion materials have been distributed to all middle schools, high schools, community colleges and universities in the Commonwealth.

Financial incentives to entice prospective teachers are increasingly popular and include college scholarships and loan-forgiveness programs, signing bonuses, assistance with moving expenses and housing subsidies. While such incentives are often effective in the short term in some districts, it is not clear that they have the desired long-term benefit of keeping good teachers in the classroom, especially in hard-to-staff schools. What is more, isolated rural schools have not succeeded in luring veteran teachers, even by offering generous financial incentives. Moreover, a reliance on financial incentives runs the risk of putting poorer schools and districts at a significant disadvantage in the competition for good teachers unless Kentucky can help equalize poorer districts' potential to compete.

Another strategy with proven success is targeted recruitment among specific populations of potential teachers. Such an approach has been especially effective in bringing more minority teachers into the profession and in recruiting teachers who have the explicit interest, commitment and life experience to teach successfully in hard-to-staff schools in inner city and isolated rural areas.

Districts are succeeding in their efforts to recruit mid-career professionals in other fields to become teachers. For these more senior candidates, the most important incentive seems to be ease and rapidity of entry into the classroom. Consequently, efforts to attract mid-career professionals into teaching usually involve an alternative teacher preparation program that enables them to begin teaching after a brief initial training period, and to earn a full-time teacher's salary right away. Kentucky has several alternative certification programs.

All of the aforementioned strategies are short term fixes to a long term problem. The Taskforce is systematically looking at the structures needed for a "grow your own" strategy. Currently, Future Educators of America (FEA) programs are targeting high school students and the universities have structures to support students interested in teaching. Taskforce members saw a need for nurturing and supporting students interested in teaching during the middle school years when many begin to lose interest. This period is particularly critical for males. A Leadership Academy targeting this population was held this summer at Western Kentucky University, Murray State University and Pikeville College. Spalding University worked in their community to achieve this same goal using a different model.

Western Kentucky University 2009 Young Male Leadership Camp
Submitted by: Denise Hardesty

Overview

The Young Male Leadership Camp (YMLC) was held on the campus of Western Kentucky University June 7-12, 2009. Given the current shortage of males in the field of teacher education, the purpose of the camp was to get more young males interested in the field of teacher education as a career through a grow-your-own program. The camp was for young males from diverse backgrounds who were in the 7th & 8th grades.

The main focus of the camp was teacher education (particularly Special Education), so many of the sessions were geared toward showing them different options in teacher education. Students worked with and were taught by those who are currently in the teacher education field. Along with learning about teaching careers, students also participated in sessions and activities that taught them many other valuable lessons and skills such as: team building, leadership, etiquette, diversity, communication, and the importance of college and how to prepare for it now. Students attended workshops and sessions throughout the days on a variety of topics. The majority of sessions were hands-on and interactive.

In a survey conducted at the end of the camp, 84.6% of the participants who completed the survey (11 out of 13) said they would definitely or possibly consider teaching as a career. This meets the goals and objectives of this program and the reason for it being established. In addition to the camp, we will conduct workshops for the students throughout the school year to keep them engaged with the program and retain the lessons they have learned.

Days Worked in Preparation of the Camp

A week-long, residential camp does not just happen. Before the camp ever takes place, much planning, organization and work is involved. The following is a list of some of the duties and tasks that are performed by staff members starting months before the camp takes place:

- planning what type of sessions and activities are to be conducted

- putting together budgets and agendas to be approved by the sponsor and grant office
- going to all of the local schools to inform students about our program and to recruit
- mailing of information letters and applications to students and their parents
- having meetings with the staff to select camp attendees
- contacting individuals to conduct camp sessions, activities and presentations
 - reserving residence hall rooms in which the campers stay/reside
 - planning meals and setting up catering for different events
 - reserving meeting rooms, activity rooms and other campus facilities
 - shopping for camp supplies
 - putting together camp materials for each camper
 - designing of binders, t-shirts and other camp materials
 - Planning and organization of field trip, including: reserving a charter bus, purchasing tickets for trip events/activities, making meal arrangements for restaurants, etc.

The actual days worked on the camp are too numerous to list. Although there are set dates on the calendar that were used for meeting and planning as a camp staff, many things are delegated and it is up to each coordinator to take care of his/her own individual assignments on their own time.

*** As a note, full-time staff members of Western Kentucky University are required to use their vacation days during the week of the camp and therefore are not paid their usual salary by the University during that time.**

Days Worked at the Young Male Leadership Academy Saturday Sessions

The staff of the Young Male Leadership Camp decided in its first year of inception that although a week-long camp for young men was an outstanding opportunity, we wanted to go beyond that even more. The Saturday sessions began after the first camp in 2007, and have been carried on since that time. The Saturday sessions came about because although the camp was a great stand-alone program, we felt that it could be made better by staying in contact with the young men throughout the school year. We felt that we could reiterate many of the things they learned during camp, as well as provide them with new information about leadership, careers, college information, etc.

The Saturday sessions help students retain much of what they hear at the camp and allow them to utilize the skills that they have learned. Most importantly, these sessions also allow us to stay in contact and work with the young men who are no longer able to attend the summer camps due to the grade they are in. We hope this will allow us to track the students better up through their college careers.

The staff on the YML camp is not compensated for Saturday sessions worked, but volunteer their time for this wonderful cause.

Staff Credentials and Roles/Responsibilities

- **Denise Hardesty** serves as Principal Investigator and Co-Coordinator of the Young Male Leadership Camp. As an employee of Western Kentucky University, Denise is charged with writing the sub grant and providing budget information to the Office of Sponsored Programs. She works as the principal liaison with the University in obtaining meeting rooms on campus, reserving residence hall rooms, coordinating meals on campus, obtaining speakers/presenters for sessions, etc. She is also in charge of piecing together and finalizing the camp agenda after it has been agreed upon by the staff. She participates in going out to the area middle schools to recruit camp attendees. Denise is in attendance for the duration of the camp, ensuring that everything runs smoothly. She also did a presentation during the camp on diversity as well as led one of the book topic discussions.

Denise serves as the Coordinator of the Minority Teacher Recruitment Center (MTRC) at Western Kentucky University and is a part-time instructor in the Communication Department at WKU. Denise's key job is recruiting students to become teachers, which is one of the main goals of the Young Male Leadership Camp. Through the Young Male Leadership Camp, Denise is able to share with the camper's options and opportunities in teacher education, including scholarships and financial assistance available for future teachers.

- **Michael Coleman** is a retired teacher with the Warren County Public Schools system. He has many years of teaching experience, including Special Education, which is a large focus of the camp. Although retired, Michael still conducts contract work with Warren County schools. One of his key roles is minority teacher recruitment for the school system.

Michael's key roles working with the camp include working as the liaison with area middle schools to arrange recruitment visitations. He works with school personnel to get the names and recommendations for prospective camp attendees. He also serves as a co-coordinator and is involved in planning the agenda for the camp and getting presenters and keynote speakers for the camp and closing banquet. He is present every day of the camp and helps to ensure that the week runs smoothly. He is also present for each of the Saturday sessions conducted throughout the school year.

- **Jo Randolph** is a Special Instructional Programs Instructor at Western Kentucky University in which she teaches classes in the area of Special Education, including: Special Education/Diversity in Learning, Applied Behavioral Analysis/Positive Behavior, etc. Before coming to WKU, Jo worked in the Minneapolis Public Schools system for 15 years as a K-12 Special Education teacher in Minneapolis, MN. Prior to that, she worked with the Psychiatric Institute of Richmond in Richmond, VA. She received her Masters degree from Hampton University in Special Education and is ABD in Educational Psychology in Special Education at the University of Minnesota.

Jo serves as the third and final co-coordinator for the Young Male Leadership camp. Jo is able to bring in her knowledge of Special Education, as well as presenters she is connected with in the field, to do hands-on projects with the students. Jo, herself conducts some of the sessions at the camp. We typically have a teacher panel as part of the camp in which various teachers come in to talk about their experiences in teaching, as well as answering questions the young men have about the profession. Jo is a part of that panel discussion and is able to offer a lot of information in the area of Special Education. She is part of the planning team in which the camp agenda is put together, sessions are planned, etc. Along with the other two co-coordinators, Jo is present for the Saturday sessions throughout the school year.

- **Leon Buford-Kelly** served as one of two Peer Counselors for the Young Male Leadership Camp. As a Peer Counselor, Leon was charged with overseeing the young men at the camp. He attended all of the sessions/activities with the campers. However, his biggest duty was staying in the residence hall with the campers each night of the camp. After the camp Coordinators leave at night, the Peer Counselors are in charge of overseeing the campers and addressing any

issues that may come up during the evening/night and often coordinate some of the evening activities for the campers. They also serve as a place that the young men can go to if they have any questions or concerns.

Lonnie received his undergraduate degree from Western Kentucky University and his Masters degree in education from the University of Minnesota. He has been employed as a middle grades English teacher several years before accepting an assistant principal position at Franklin-Simpson Middle School. He is able to bring this knowledge and his experiences to the camp. One of the sessions we had during the camp was a panel discussion in which we had a panel of teachers in which they shared their experiences and then the campers could ask questions of them. Leon served as one of the panel members during that discussion.

- **Jeffery Morning** served as the second Peer Counselor for the Young Male Leadership Camp. As a Peer Counselor, Jeffery was charged with overseeing the young men at the camp during their stay. He attended all of the sessions/activities with the campers. His biggest duty was staying in the residence hall with the campers each night of the camp. After the camp Coordinators leave at night, the Peer Counselors are in charge of overseeing the campers and addressing any issues that may come up during the evening/night. They also serve as a place in which the young men can go to if they have any questions or concerns. He was given the task of coming up with many of the activities and games that the students participated in the evenings.

One of the sessions we had during the camp was a panel discussion in which we had a panel of teachers in which they shared their experiences and then the campers could ask questions of them. Jeffery served as one of the panel members during that discussion. Jeffery recently graduated from WKU with a degree in Secondary Education (Social Studies), so he was able to address what it is like to be a college student, an education major at WKU and his experiences in the classroom. Jeffery will be teaching this upcoming school year at Bardstown High School.

Follow-up Plans

As stated in earlier text, we want to expand upon the information students receive during the camp so they will retain this information as well as their excitement for college and teacher education. As students move throughout the program, they need new, updated information about the specifics of getting into

college. In this stage of our program, we actually have students from our first year of camp who will be high school juniors this year. We hope that these students will continue their participation in the program so that we can track whether or not they go to college, where they go to college and if they choose teacher education as their major.

Saturday sessions for this school year will begin in September and go through May 2010.

Murray State University Leadership Academy 2008 Closing Report

Submitted by: Arlene M. Hall, Ph.D.

Overview

The Young Male Leadership Academy (YMLA) was held on the campus of Murray State University June 8-14, 2008. Given the current shortage of males in the field of teacher education, the purpose of the camp was to get more young males interested in the field of teacher education as a career through a grow-your-own program. The camp was for young males from diverse backgrounds who were in the 7th grade.

The main focus of the camp was to spark the boy's interest in going to college and becoming teachers, particularly special education teachers. Many of the sessions were geared toward showing them different career paths again focusing on education. Students worked with and were taught by those who are currently in the teacher education field. Along with learning about teaching careers, students also participated in sessions and activities that taught them many other valuable lessons and skills such as: team building, leadership, and communication.

Students studied the book *Talks my Father Never had with Me* by Harold Davis. This book is designed to spur conversation in topics that will help young men make it into adulthood.

Another highlight of the week was a visit to the Ali Center in Louisville. At the Ali Center the boys were given time to interact with exhibits about the Champ and study his six life principles. The boys were also given recreation time everyday where they were able to practice their social and team building skills.

In a survey conducted at the end of the camp, 100% of the participants said they would consider teaching as a career. Most came in planning on being professional athletes which is very common for this age boy. This change meets the goals and objectives of this program and the reason for it being established.

Preparation of the Camp

A week-long, residential camp does not just happen. Before the camp ever takes place, much planning, organization and work is involved. The following is a list of some of the duties and tasks that I performed starting months before the camp takes place:

- planning what type of sessions and activities are to be conducted
- researching nature and needs of adolescent boys
- choosing curriculum
- putting together budgets and agendas to be approved by the sponsor and grant office
- recruiting the boys
- mailing of information letters and applications to students and their parents
- hiring staff
- contacting individuals to conduct camp sessions, activities and presentations
- reserving residence hall rooms in which the campers stay/reside
- planning meals and setting up catering for different events
- reserving meeting rooms, activity rooms and other campus facilities
- shopping for camp supplies
- putting together camp materials for each camper
- designing of binders, t-shirts and other camp materials
- Planning and organization of field trip, including: reserving vans, purchasing tickets for trip events/activities, making meal arrangements for restaurants.

I was with the boys daily during the camp. I attended all class sessions and field trips.

Staff Credentials and Roles/Responsibilities

• **Arlene Hall** serves as Principal Investigator and Co-Coordinator of the Young Male Leadership Academy. She is in charge of writing the sub grant and providing budget information to the Office of Sponsored Programs. She works as the principal liaison with the University in obtaining meeting rooms on campus, reserving residence hall rooms, coordinating meals on campus, obtaining speakers/presenters for sessions, etc. She is also in charge of piecing together and finalizing the camp agenda after it has been agreed upon by the staff. She participates in going out to the area middle schools to recruit camp attendees.

Arlene is in attendance for the duration of the camp, ensuring that everything runs smoothly. She also did several presentations during the camp on Career Choices and business etiquette.

Arlene is a full time faculty member at Murray State University where she is the coordinator of the special education programs.

- **Tyrone Browning** is a special education teacher with Henderson County Schools. He was in his second year of teaching and is securing teacher certification through Murray State's Alternative Route to Special Ed Certification Program. As an African-American former athlete Tyrone brought a perspective to the boys that no one else could have. He taught them to plan to be teachers and if that fell through then maybe they would be professional athletes. He was a wonderful role model for the campers.

- **Luke Finck** served as one of two counselors for the Young Male Leadership Academy. As a counselor, Luke was charged with overseeing the young men at the camp. He was in charge of recreation and drove on our field trips. His biggest duty was staying in the residence hall with the campers each night of the camp. After the camp coordinators leave at night, the counselors are in charge of overseeing the campers and addressing any issues that may come up during the evening/night. They also serve as a place that the young men can go to if they have any questions or concerns.

Luke was selected because he was a Resident Director for one of the Residential Colleges at Murray State and he has had significant training in working in a residential setting.

- **Jeremy Long** served as the second counselor for the Young Male Leadership Academy. As a counselor, Jeffery was charged with overseeing the young men at the camp during their stay. His biggest duty was staying in the residence hall with the campers each night of the camp. After the camp coordinators leave at night, the counselors are in charge of overseeing the campers and addressing any issues that may come up during the evening/night. They also serve as a place that the young men can go to if they have any questions or concerns.

Jeremy was also chosen because he was a Resident Advisor for one of the Residential Colleges at Murray State and he has had significant training in working in a residential setting.

Follow-up Plans

The boys will be tracked through their school counselors to see if they are preparing for college. They will be turned over to the Minority Recruitment Office at Murray State where they will be given opportunities to participate in other programs.

Pikeville College Leadership Academy

Report is coming.....

Spalding University Beecher Terrance Summer Enrichment Program (BTSSEP)

Submitted by: Dr. Bonnie Marshal

Dropout prevention, career exploration, character education, and practical living

Introduction, Collaborators, Contributions

Funds from the Western Kentucky University Grant (\$10,000) were used to augment the Beecher Terrance Spring and Summer Enrichment Program (BTSSEP). Excerpts from the proposal "*Project Overview*" (below) indicate the proposed intent of the collaborative project.

The BTSSEP is a multifaceted, collaborative effort designed to address academic deficiencies, develop and maintain an interest in teaching, involve parents in the educational process, provide academic enhancement activities, provide practical living activities, and promote character education. This project is an initial effort at helping 50 student participants become successful, self-sufficient individuals who consider college as a desirable option and teaching as a viable career choice. It is also an effort to provide at least 25 parents with information and skills necessary to become self-sustaining citizens and become academic advocates for their children.

Achieving desired outcomes required collaborators having common beliefs about purpose, people, processes, culture, academic achievement, goal setting, accountability, and structure. Each collaborator focused on outcomes during conversations about programmatic needs.

Collaborator	Contributions
Jefferson County Public Schools <ul style="list-style-type: none"> • Ballard High School • Minority Teacher Recruitment Project • Jefferson County High School • JCPS E-school 	<ul style="list-style-type: none"> • 15 computers • Ports for e-school • Curriculum • Instructional materials and furniture • ACT study material • Parent workshops • Student recruitment • Data analysis for program implementation
Louisville Metro Housing Authority	<ul style="list-style-type: none"> • 2 three-bedroom apartments • Wiring for internet access • Maintenance, cleanup, and utilities • Fully functional kitchen in each apartment • Money for supplies and personnel
Louisville Metro Operation Brightside	<ul style="list-style-type: none"> • Materials & tools for community projects • Plants for site beautification • Community project assistance
Spalding University (College of Education)	<ul style="list-style-type: none"> • Management of grant from WKU/KDE • Data analysis for program review • End-of-Program Report • Honoraria for tutors • Instructional supplies • Snacks for student lunches • Proposal development and evaluation • Career exploration materials • Parent workshops • Test taking skills workshops

Using Data to Determine Instruction and Structure

Collaborators in the BTSSEP used student achievement, human resource, career aspiration, and housing authority data to determine areas of emphasis for the components of the BTSSEP. While each collaborator had specific ideas about program outcomes, all stakeholders identified *increased student achievement* as the primary catalyst for achieving the long range goal of having well educated and self-sufficient citizens. The chart below indicates desired outcomes of each collaborator,

Collaborator	Desired outcome
JCPS (Ballard and MTRP)	<ul style="list-style-type: none"> • Academic growth • Increased student efficacy

	<ul style="list-style-type: none"> • Increased graduation rates among gap groups • Increased parental involvement in the education process • Dropout prevention • Decreased referrals • Closing the academic gap • Informed career choices
Louisville Metro Housing Authority	<ul style="list-style-type: none"> • Self-sustaining residents • Responsible residents • Community pride
Louisville Metro Operation Brightside	<ul style="list-style-type: none"> • Aesthetically appealing neighborhoods • Resident involvement in neighborhood pride projects
Spalding University (College of Education)	<ul style="list-style-type: none"> • College-ready students • Students with interest in teaching • Students interested in becoming special educators • Increased enrollment in the college of education • Acceptable test scores for college admission • Acceptable test scores for entry into teacher preparation programs • Regular and ongoing test-prep workshops for aspiring teachers

How Funds were Used

Funds from the grant were used as proposed (see below) to provide stipends for four tutors and refreshments for parent workshops, purchase reading materials, office supplies, and student supplies, and order supplies for the practical living component of the program. Additionally, the proposal had a line item for purchasing ACT and SAT materials, however, once the program summer program became operational, our partnership with the Minority Teacher Recruitment Project and the counseling department of Ballard High School provided study materials for the test taking skills workshops.

Funds from the grant will be used to purchase participant supplies, provide stipends for tutors, provide

refreshments for ten parent meetings, purchase materials for academic tutoring in core subjects (English, mathematics, science, and social studies), and purchase ACT and SAT study guides.

Program directors used Carmichael Books and Cardinal Office Supplies as the two major companies for purchasing materials and supplies. These companies were selected because of their willingness to accept purchase orders and to deliver needed supplies quickly. Directors also used COSCO Warehouse to purchase snacks and supplies for tutoring sessions, parent workshops, and the culminating activity. An exact and detailed summary of materials purchased will be provided from Jim Snyder, Spalding's financial officer, in his final report to WKU.

As stated in the grant (below), materials purchased for the site will be maintained at the site for use by students and parents who utilize the site on an ongoing basis. While collaborators always want to provide opportunities for course recovery, we also want to provide other opportunities. We want to be more proactive and look more deeply at dropout prevention. Therefore, it is our intent to open the site throughout the year to focus more on academic preparedness for college entry.

This proposed project will continue after the grant period expires as a result of continued support from the Jefferson County Public Schools and the City of Louisville. Because the project will continue, materials and supplies purchased with grant funds will remain in the center (apartments) for use by residents and by Spalding pre-service teachers who will use the site to work with students using the site to fulfill some of their field experience requirements. Additionally, no grant funds will be used as compensation for services of the coordinators.

Clear Goals and Expectations for Students and Parents

Success of the program is partially attributed to the structure the served as the guide for students, parents, and instructors. While each student was welcomed at BTSSEP, there were specific expectations of all students and parents. Students adhered to the rules and commented on how they liked knowing their limits and exactly what they could do if they were to participate at the center.

Rules were posted and reviewed. Consequences were enforced. Positive results were realized.

Expectations for Participation established by the On-site Staff

- Student is expected to complete all work by the end of the semester/summer 2008
- The student and parent must attend a brief orientation
- Student may be required to enroll in study skill sessions
- Student will be removed from the program and not allowed to continue if any behavioral problems occur
- Independent Study course work will be complete on-site only

Rules for "the Beech"

- Use of cell phones is prohibited (just as in regular school)
- Snacks will be served at the end of each session
- Students need to obtain permissions from one of the tutors to go to change apartments

- Students must absolutely clean up after themselves and take out the trash
- A call to the home will be made immediately if there is a behavior problem
- All behavior problems will be noted on the student data cards
- No student is allowed behind the registration desk

Meeting Goals and Objectives

The BTSSEP met its objectives of being *a dropout prevention, career exploration, character education, and practical living program* that operated as a collaborative effort among the Jefferson County Public Schools (Ballard High School and the Minority Teacher Recruitment Project), Louisville Metro Housing Authority, Operation Brightside, and Spalding University (College of Education). While the BTSSEP had initial involvement from Spalding University's College of Education during the summer 2008, that initial involvement made it possible for an extension and enhancement of the already functional, off-campus *Course Recovery Program* supported by Ballard High School within the Beecher Terrace Housing Community.

BTSSEP utilized human and technological resources to provide alternative learning approaches to struggling and hard-to-engage students. Curricular and instructional strategies utilized in this enrichment program resulted in students being academically successful by recovering coursework to move them to the next grade, gaining confidence and obtaining a sense of self-efficacy, learning to function within relaxed and rigid structures, exploring career options, and participating in practical living activities that addressed needs of the "whole child." Again, intended outcomes outlined in the proposal exceeded expectations. Below are a few specifics about the BTSSEP.

- Students took pride in the BTSSEP and named it **"THE BEECH."**

- Hours of operation for the spring were 4:00 to 6:00 PM on Mondays, Wednesdays, and Thursdays and 9:00 to noon on Saturdays.
- Hours of operation for the summer were 9:00 to noon Mondays through Thursdays and 9:00 to noon on Saturdays.
- A total of 48 students attended at least two of four courses offered during the spring and summer.
- Course recovery options included 18 on-line courses through e-school and resulted in 26 students recovering courses.
- Conventional (face-to-face) instruction and e-school courses also afforded opportunities for students to recover courses in mathematics, language arts, science, and social studies.
- Independent studies were offered in English, integrated science, and Algebra I.
- ACT workshops for 20 high school students from throughout the district (20 enrolled and attended periodically. Ten students attended each workshop.) Pre and post tests were given with increases noted in each student's score.
- PPST (Praxis I) workshops were conducted for 26 adult learners seeking to return to school and pursue teacher certification. Materials were provided by the school district and Spalding University.
- Praxis II workshops were conducted for 15 aspiring teachers with 14 of 15 passing the tests. The one who did not pass will take the test again this summer.

It is envisioned that additional activities for future teachers will be held during the fall and spring semesters as BTSSSEP participants continue to make academic progress and participate in JCPS's Minority Teacher Recruitment Project for middle school, high school,

and post secondary school students. Collaborators agreed that helping students achieve academically, accept responsibility for their choices, set attainable goals, become confident, and feel about themselves and their community were critical to the success of the teacher identification portion of the program. If these things can be accomplished, short and long range goals would be met.

- Parents attended the required orientation and held formal and informal conferences with the site administrator and/or instructors throughout the duration of the BTSSEP. Instructors and parents engaged in 65 conferences this summer. Parents repeated commented on the comfort level and accessibility of center.
 - Among topics discussed during parent/teacher conferences are
 - *Acquiring skills needed for promotion to the next grade*
 - *Navigating the JCPS system*
 - *Supporting versus enabling*
 - *Attitude adjustments*
 - *Taking responsibility for choices*
 - *Connecting home and BTSSEP goals*
 - *Building trust and relationships*
 - *Coping with teachers who appear not to care*
- Formal parent meeting sessions were held on May 29, 2008 and June 28, 2008
- Parents and students participated in four workshops that focused on the practical living component of BTSSEP
 - *Basic Budgeting*
 - *Opening a Checking and Savings Account*
 - *Simple Mending an Repairs (conducted by a parent of one of our participants)*
 - *Completing a Job Application and Writing a Resume*
 - *Sexually Transmitted Diseases*

The Right Staff

Four tutors (Regina Bohanon, Dow Buford, Eric Kinslow, and Marcus Wright), under the leadership of Rose M. Livingston, regularly worked with parent

and student participants at the BTSSEP. It was interesting to note that teachers in this program were all products of alternate route teacher certification programs. The on-site director stated that she felt this was a positive quality because these teachers were not afraid to think outside the box and do whatever it took to get students to learn. The staff was carefully selected because of their:

- Credentials (fully certified or experienced teachers)
- Fundamental philosophies of education
- Humanism
- Strong sense of self-efficacy
- Strong sense teaching efficacy
- Focus on the understanding and implementation of the purpose, vision, and mission of the BTSSEP
- Willingness to use alternative instructional strategies that truly address student needs
- Appreciation and embrace of the culture of the neighborhood

The following are excerpts of conversations with some of the staff during the "End-of-Program" celebration:

Rose Livingston

My role is one of a liaison between the center and the school. I am also the one responsible for ensuring that all we do at "the Beech" is done with integrity and in the spirit of providing opportunities for all students to demonstrate what they know and are able to do. I maintain lines of communication with the schools. I make sure that teachers know that students are in attendance and the types of work they are doing. I have found that honest communication from the beginning goes a long way in

getting faculty on board with the vision and mission. The attitude of the teachers at Ballard is changing from a "blame the victim" mentality to high expectations for students who participate in the program. When students see teachers here, it can change their minds to believe that "teachers care."

Regina Bohanon

I love working here because I see a need for what I do and I am comfortable working with the students. Our relationships help us to be able to support the needs of the students. I love the structure and high expectations. There is no sense of making excuses for poor performance. Students are expected to do and they do. That makes me feel good to see those who felt they couldn't achieve work through some of the problems that caused them to fail.

Dow Buford

I applied to work here because I needed the income and this site was on the bus line. Once I got here, I learned some things about managing with "tough love." I learned to "allow the students to exercise maturity and responsibility." I learned that I could be caring and supportive and maintain a no-nonsense approach to teaching and learning. I left here each day feeling like "I got fed" professionally. This site has been as good for me as for the students.

Celebrating Student Successes

Monique' Story

Monique is the student who tutors describe as one who needed an attitude adjustment. She wanted to play, always had a "smart" response for tutors, didn't want to study, and generally though she was going to spend her time talking her way out of doing her assignments. She was not sure that she could do what was expected of her to complete her assignment. The tutor "partner read" with her and showed her how to approach her assignment by breaking it down in small chunks. She continually assured Monique by saying "You can do this." At the end of the day, Monique announced to all in the center "I did it. I completed my assignment."

Steven's Story

Steven is an African American male who was angry with his mother over situations at home. He was loud and bitter and could not work in a room with others who were on task. Ms. Livingston determined that he needed an accommodation. He needed a quiet place to work. He was allowed to work in isolation until he felt comfortable working in the room with other students. He would go to bus stop and not participate in the refreshment period. One of the tutors took his snack to the bus stop and told him that the tutors wanted to make sure he had an opportunity to eat. He began to relax and trust that they would not hurt him. He joined the study groups. Tutors were able to identify the pain, accommodate his need to be along, and support him until he was ready for group participation.

Deja's Story

Deja always did poorly on math tests during the school year. She had missed some of the building block skills she needed. Towards the end of the spring session, Deja's math teacher reported that she had earned the highest grade in her math class.

SUMMARY REPORT

THE NORTHERN KENTUCKY/COVINGTON COMMUNITY-BASED RECRUITMENT EFFORT

Prepared by Stephen Walker

Planning for the Northern Kentucky Covington Community Based Recruitment effort began in the spring of 2008. Initial contacts with the Covington Independent Public Schools (CIPS) were positive with a tentative commitment for participation and co-sponsorship with the NKU College of Education and Human Services. Tentative dates for the community based planning meeting using the format provided by Mr. Vincent Watkins of the Watkins Group were developed and contacts made for participants and for what are called Island Leaders. As this work progressed we learned that CIPS would not sponsor or participate due to their active search for a new superintendent. The loss of the local schools as an active participant in the community effort targeting their district was a setback. The date of the meeting was moved back so that we would have another opportunity to get CIPS involved, but ultimately we were forced to continue without their participation.

The Community Based Recruitment meeting was held on June 5, 2008 from 4:00-6:30 PM at the Center for Great Neighborhoods in Covington, KY. A welcome was provided by Dr. Elaine Jarchow, Dean of the College of Education and Human Services at NKU. Mr. Vincent Watkins served as moderator for the meeting. There were approximately a dozen people who participated. These included: Jerry Bamberger, City Commissioner for Covington and Director of the MainStrasse Village Business Association (Business Island Leader); Ms. Jenni Miller-Francis, Director of Youth and Family Initiatives for the Center for Great Neighborhoods in Covington (Recreation Island Leader); Diane Sketch, Intervention Specialist, Covington Independent Public Schools (Education Island Leader); Ms. Darla Payne, Director of PROVERBS Educational Programs at Latonia Elementary School (Religious Island Leader); Mr. Jerome Bowles, Executive Director of the NAACP Northern Kentucky Branch and CEO of the Bowles Center for Diversity Outreach, Inc (Residential/Civic Island Leader). Additional participants included Dionne Flagg (Education Island); Meredith Potter (Recreation Island), Steve Holloway (Religious Island), Michael Posey (Religious Island), Janice Goins (Education Island), Leo Calderon (Education Island), and Syl Flores (Education Island). Also attending the meeting: Gwen Buffington, KDE/DECS, Stephen Walker, NKU, and Mr. Vincent Watkins.

At the conclusion of the meeting we had developed a recruitment plan primarily targeting Covington residents and had assigned responsibility for implementation of the various aspects of the plan. The Education Island,

Recreation Island, and Religious Island had clear leadership and concrete plans. The Business Island and Residential/Civic Island were less well organized and lacked additional active participants. At the end of the meeting the recruitment materials were distributed to the island leaders and participants. For a complete description of all activities undertaken by these island leaders and other participants please see our comprehensive report. Some of the highlighted accomplishments of the island participants include:

Recreation Island:

- Meredith Potter presented the Become1 information at Camp Kern this summer to approximately 40 youth.*
- Jenni Miller-Francis presented the campaign to the Covington Partners in Prevention meeting with approximately 45 people in attendance (all professionals that work with youth in Covington). Please see attached Flyer.*
- Jenni Miller-Francis presented the campaign at the June meeting of the Covington Education Council. At the July meeting, there was discussion around starting a Covington Special Education Teachers Scholarship. A few school and community folks were going to follow up on that later. We also discussed how to start a FTA chapter at Holmes that would be a good way to recruit youth to be teachers.*
- The Fall Festival was held on October 24 at Glenn O. Swing Elementary School. Information was provided to families about the campaign through a table at the event.*
- Meredith Potter contacted Vicki Dansberry about a newsletter article in the Covington Partners in Prevention newsletter. An article was sent to the Covington Neighborhood Associations to put in their newsletters.*

Education Island:

- Diane Sketch made appointments with several of the Diocesan school principals and delivered Become1 recruitment materials for use by their school counselors.*
- Materials were delivered to Two Rivers Middle School and Holmes High School for use by the school counselors.*
- Materials were delivered to the Urban Learning Center in Covington for use with adults completing GEDs and planning their future careers.*
- Stephen Walker convinced the NKU admissions office to take the video and brochures with them to recruitment events in local schools.*

• The Become1 video is shown to between 100 and 150 students each semester at NKU who are still searching for a career path and are considering Special Education. Brochures were distributed but we have now exhausted our supplies.

Religious Island:

• Darla Payne delivered Become1 recruitment materials to approximately 7 Covington churches with an emphasis on those whose membership are primarily African American families. We had two local ministers at the planning meetings and from a follow up conversation with one of them I know the materials were used with their youth group comprised primarily of African American youth.

Residential Island:

• Stephen Walker delivered Become1 recruitment materials to Centro de Amistad which is a local agency that serves the needs of Latino families. I spoke with Sr. Juana Mendez, Director of the center and she promised to try and use the materials but wished there were brochures, posters, response cards, video, and other materials available in Spanish. Unfortunately, the Personnel Center was unable to provide these materials to us in Spanish.

Business Island:

• Unfortunately, this is the one area where essentially nothing happened. Our Island Leader was carefully selected for his status in the community, but he did not have the time to devote to the responsibilities of the position.

The Northern Kentucky Covington Community Based Recruitment effort was a partial success. We have had several inquiries at NKU about careers in teaching in Special Education that is the direct result of the campaign efforts. The materials are still out in the community and being used. Some Island Leaders have submitted reports and others have provided oral reports. The Island Leaders and committees have essentially completed their efforts or have gone inactive.

Questions about this report may be directed to Stephen Walker, Professor of Special Education at Northern Kentucky University, College of Education and Human Services, Highland Heights, KY 41099, 859-572-5598, walkerst@nku.edu

Alignment of Leadership Competencies and Core Practices for a Great School with BTSSEP's Vision

Approaches used for the BTSSEP aligned directly with the Jefferson County Public Schools' 2007 *Leadership Competencies and Core Practices for a Great School*. Our focused purpose, processes, culture, and people resulted in a successful learning environment for student, teachers, parents, and other community stakeholders.

Focused Purpose

Establishes a mission and vision
Shapes a culture of ownership
Designs a data-driven strategic action plan

1. An enriching educational environment within residential neighborhoods that supports holistic learning and
2. self-sustainability (**vision and mission**)
3. Community commitment to and involvement (*JCPS, Metro Housing, Operation Brightside, and Spalding University*) in the educational process (**ownership, mission and vision**)
4. An environment where parents are an integral part of the educational process supporting the development of their children (**ownership**)
5. Varied opportunities for course recovery toward graduation and academic enhancement (**data driven**)
6. Opportunities for students, particularly minority students, with an interest in and aptitude for teaching to participate in academic enhancement, career exploration, character education, and practical living activities to develop and/or maintain an interest in teaching (**vision and mission/social-emotional curriculum**)
7. Opportunities for mentoring students, particularly minority students, with an interest in working with students with special needs to explore special education as a career choice (**vision and mission /strengthens students' self efficacy**)

Focused Culture

Structures social-emotional curriculum
Facilitates caring classroom environments
Fosters community service-learning opportunities

1. That communicated a feeling of “***you can learn and demonstrate competency***” (**facilitates caring classroom environment**)
That required students to be responsible for their choices (**structures social-emotional curriculum**)
2. That required students to participate in the maintenance and upkeep both inside and outside the facility (**fosters community service learning opportunities**)
3. Of trust and respect for self, instructors, peers, learning, and community (**fosters community service learning opportunities**)
4. That was structured AND supportive (**fosters community service learning opportunities, structures social-emotional curriculum, facilitates caring classroom environment**)

Focused People

Structures and positions the right staff
Strengthens staff and student efficacy
Cultivates teamwork in a learning community

1. Effective, caring, structured, data-driven leadership and staff –experienced, certified, and committed (**the right staff**)
2. Leadership and instructors who believe in their abilities to teach students who struggle (**strong sense of self-efficacy and teaching efficacy**)
3. Instructors who plan collaboratively to address students’ areas of improvement (**teaching efficacy and teamwork**)
4. Students who believe in their abilities to achieve (**self efficacy**)
5. Parents who demonstrate support and caring about their children’s education (**teamwork and learning community**)
6. Community leaders who respond to needs of community (**teamwork**)

Focused Processes

Implements effective, efficient, and ethical operations

Implements systematic instructional change

Politically leverages systems for student results

1. District-approved curricular offerings designed to address specific learning objectives (**effective, efficient, and ethical operations**)
2. Highly structured learning environment (**effective, efficient, and ethical operations**)
3. Student and teacher accountability that is monitored and evaluated (**effective, efficient, and ethical operations**)
4. Dropout prevention, course recovery, grade promotion (**politically leverages systems for student results**)
5. High academic and social expectations for students from competent and caring instructors (**systemic instructional change**)
6. Instructional strategies and programmatic decisions generated as a result of examining student work (**data driven**)
7. Instruction offered in a familiar and safe environment (students' neighborhood/community) (**politically leverages systems for student results**)
8. Parent/Caregiver activities designed to increase understanding of academic goals and expectations (**politically leverages systems for student results**)
9. Immediate feedback to students coupled with rewards for successes and action plans for areas of improvement (**effective, efficient, and ethical operations**)
10. Regular and honest communication between parents/caregivers and center personnel (**effective, efficient, and ethical operations**)

The Importance of Retention

There is growing recognition that efforts to retain teachers already in the classroom are at least as important as efforts to recruit new teachers. Indeed, the attrition rate in the teaching profession is high, with some 50% of teachers leaving teaching in the first three years of their career. Many of the strategies employed to recruit teachers are also used to retain them. However, interviews with teachers who leave their jobs indicate that other approaches are necessary, and that considerations not addressed by teacher recruitment mechanisms must be raised in order to keep teachers in the field. As a reason for leaving the profession, many educators cite a stressful or unsupportive work environment, marked by:

- Student and parental apathy
- Discipline problems
- Inadequate physical facilities
- Lack of collegial support
- Unsupportive leadership
- Lack of decision-making authority

Another factor that contributes significantly to teacher turnover and attrition is the assignment of teachers to classes for which they lack adequate preparation. This includes assigning novice teachers to schools and classes in which low student performance, a wide diversity in student backgrounds and abilities, and an unsupportive environment would challenge even the most accomplished teachers.

Turnover in the teaching profession is consequently greater than that in many other professions, and its consequences are both numerous and grave. In hard-to-staff schools, which are more likely to experience higher rates of teacher turnover, it impairs establishment of faculty stability and the development of a solid nucleus of experienced teachers who are comfortable in the environment and who can mentor and assist newer teachers. Moreover, high teacher turnover is expensive and potentially costs states and districts more than it would to implement induction, mentoring and other strategies to retain teachers.

The bottom line is that unless the high rates of teacher movement and attrition are reduced, increasing recruitment efforts is like pouring water into an extremely leaky bucket.

The Growing Need for Teachers

In a 1998 report, The National Center for Education Statistics predicted that at least two million new public school teachers would be needed in the next 10 years. While some studies dispute this figure, there is no doubt that the United States is experiencing a steadily growing imbalance between the number of persons entering and staying in the teaching profession and the number of teachers needed in our classrooms. The American Association for Employment in Education reports that 2001 was the first in the organization's 25 years of research in which "no fields nationally were perceived as having a surplus of candidates." The same organization reports that of 47 teaching fields surveyed, 34 showed a pattern of increased demand from 1999 to 2001.

Even those who believe that projections of future teacher shortages have been overstated acknowledge problems with the distribution of teachers among subject areas and geographic regions. Subject areas including science, math, English as a second language, and special education are experiencing especially acute shortages. Staffing low-performing schools, schools in urban areas, and schools in rural areas is particularly difficult. In addition, the number of minority candidates entering the teaching profession has remained steady in recent years, while demand for minority teachers has increased.

Teacher turnover is a primary factor contributing to teacher shortages, citing a 2001 study by Richard Ingersoll, a report by the National Commission on Teaching and America's Future (NCTAF) calls teaching a "revolving door profession." NCTAF reports that on average schools are currently losing approximately the same number of teachers each year as they hire and that the rate of turnover in high-poverty schools outpaces that of any other sector.

The 2001 reauthorization of the Elementary and Secondary Education Act (ESEA), also known as the No Child Left Behind Act of 2001, adds to the challenge of staffing our schools by requiring that all teachers be "highly qualified" in the subject areas they teach by the end of the 2005-06 school year.

Addressing Teacher Shortages

Since the possibility of teacher shortages was first raised in the early 1980s; organizations and individuals concerned with providing the best possible education for our nation's children have been searching for ways to respond to this crisis. States have passed legislation and instituted policies aimed at attracting more new teachers and keeping experienced teachers in the classroom. Local school

districts have employed creative strategies to recruit and keep good teachers. Non-profit organizations and institutes of higher education have launched innovative programs, many of them in partnership with schools and school districts, to increase the supply of qualified teachers. These efforts have intensified as the predictions of the 1980s have become the realities of the 1990s and of the new century.

Recruitment

Growing numbers of students in our nation's schools, together with a movement toward progressively smaller class sizes, mean that our need for teachers increases each year. At the same time, it is estimated that within the next five to seven years, 50 percent of the teachers currently in our classrooms will either retire or leave the profession. Replacements for these teachers will have to come from the ranks of new educators. Studies show that teaching colleges are capable of producing enough new graduates each year to adequately supply the nation's classrooms. NCTAF reports, in fact, that the number of new college graduates earning degrees in education actually increased by more than 50 percent from 1984 to 1999 and that the number of teachers actually entering the profession increased during the 1990s as well. Too few of those teachers, however, reach the classrooms where they are most needed, particularly those in urban and rural areas with large numbers of poor and minority students.

The Taskforce selected to adopt the following systematic approach. Successful district recruitment strategies involve the following:

- Develop a comprehensive recruitment plan
- Develop a strong marketing and outreach campaign
- Improve the hiring process
- Provide nontraditional routes into the profession
- Provide financial incentives

Develop a Comprehensive Recruitment Plan

When school districts are faced with a shortage of qualified teachers, they often respond with a haphazard array of strategies to make up for the shortfall. Marketing and recruitment experts note, however, that a district can be much more effective in its efforts by first developing a comprehensive plan. The following is a suggested plan for effective recruitment:

1. Gather a recruitment team
2. Assess needs

3. Examine existing culture
4. Clarify the mission
5. Identify the target audience
6. Involve the community
7. Collect data

Effective recruiters ask themselves how they are going to sell teaching as an attractive profession and their school district as the most attractive place to teach.

Develop a Strong Marketing and Outreach Campaign

Most school districts today no longer enjoy the luxury of having qualified applicants simply show up at their doors. Limited numbers of new teachers and intense competition among school districts for these applicants mean that districts now have to employ the same kinds of techniques used by private industry to develop and attract potential candidates. A strong, coordinated marketing and outreach campaign targeted to the pool of applicants a district is seeking can make the difference between success and failure in its recruiting efforts. The following is a suggested checklist for developing a strong marketing and outreach campaign:

Target High School and Community College Students

Recruiters are discovering that most students make career decisions before entering college. As a result, Kentucky is attempting to interest students in the teaching profession before they reach college age.

Establish Relationships with Teacher Education Programs

Teacher education programs at institutions of higher education have traditionally been the largest supplier of new teachers to the profession. Establishing partnerships with local colleges and universities can be a tremendously important means of finding and recruiting good teachers. Effective partnerships bring education students into a district's school buildings, allowing them to become familiar with its schools and to develop relationships with the people working in them. They also enable a district to identify promising new teachers.

In an effort to develop a comprehensive program for developing potential teachers from among middle and high school students, the Taskforce is piloting a Leadership Academy for middle school students and support the FEA initiative at

the high school level. The Leadership Academy aims to interest middle school students in the education profession before they become "turned off" to the possibility of a career in teaching. Its goals are to make potentially successful students aware of the skills they need to complete college and pursue a teaching career, and to expand the pool of minority and male teachers available to the public schools of Kentucky. The Leadership Academy consists of a summer experience that provides students the opportunity to grow as learners. The curriculum includes self discovery, goal setting, and career exploration activities as well as teaching-like experiences.

The Teacher Cadet Program is an innovative program designed to attract talented young people to the teaching profession through a challenging introduction to teaching. The Program seeks to provide high school students insight into the nature of teaching, the problems of schooling and the critical issues affecting the quality of education in America's schools.

The Kentucky Department of Education continues support for talented education students through its Minority Educator Recruitment and Retention (MERR) Teaching Fellows program. The Teaching Fellows program provides financial support and professional enrichment opportunities to college students each year who, in return, commit to teach in Kentucky schools one year for every year they receive the fellowship.

Project a Positive, Creative Image

One of the reasons potential applicants reject teaching as a profession is the negative image teaching has acquired in recent years. Once regarded as a noble profession, teaching is now too often seen as a thankless career pursued only by those who have no other options. Advertising campaigns for teachers often unwittingly play into this stereotype.

Advertising will be most effective if it is positive and creative, both in the message it sends and the means by which it sends that message. Successful marketers consider where members of their target audience are, what media they use, and what messages appeal to them. They then use that knowledge to fashion a campaign.

Provide Referral Incentives

When searching for qualified applicants, a district's current staff can be its best scouts and salespeople. Districts in Kentucky, for example, could offer employees

a \$100 finder's fee for every certified teacher they recommend who is eventually hired. Offering incentives to encourage referrals can be a simple, cost effective means of obtaining candidates. This can also be an easy way to boost staff members' morale, giving them ownership in the recruitment process and rewarding them for their efforts.

Improve the Hiring Process

Successfully attracting the interest of candidates in available positions can be useless if a system's hiring procedures are so long and cumbersome that it loses them to other districts in the end. Making the hiring process as convenient and swift as possible can increase a district's chances of having interested candidates actually apply for and accept the positions it needs to fill. Kentucky is facilitating this process through the following:

- Go online and streamline
- Facilitate teacher mobility through licensing reciprocity
- Licensing reciprocity agreements:
- Offer licensing for National Board Certified teachers

Preparation and Recruitment through Alternative Routes

Faced with difficulty in recruiting sufficient numbers of new teachers through traditional teacher education programs in institutions of higher education, Kentucky has begun to search for teachers in other places. One approach has been to "grow your own" teachers by encouraging and assisting paraprofessionals and uncertified teachers already working in classrooms to become licensed. Another approach has been to seek teachers among the ranks of such groups as mid-career professionals, offering those who are interested in transitioning to teaching alternate and often expedited means of achieving licensure. Yet another strategy has been to reinstate retired teachers.

The following criteria should be considered when evaluating alternative licensure programs:

- **Program entry requirements:**
 - Programs should use multiple tools to assess an applicant's skills and ability, including such criteria as test scores, experience working with children, and demonstrated commitment.
- **Type of preparation offered:**
 - The preparation process should extend beyond a four to eight week summer course.

- If a summer program is being implemented, the curriculum should focus on issues of pedagogy and methodology as well as on process.
- The preparation should be aligned to meet the needs of the state's job market.
- **Point of entry into classroom:**
 - Applicants should acquire adequate knowledge and skill before being placed in the classroom.
- **Support and professional development:**
 - Strong support mechanisms should be available for applicants coming in through the alternate route.
 - Alternative certification applicants should be assessed using valid protocols.

Kentucky colleges and universities appear to be preparing candidates in innovative ways without sacrificing the rigor of a traditional program.

Programs for Mid-Career Professionals and Others

In addition to developing paraprofessionals already in their classrooms, many school districts are looking to other pools of potential teachers. Mid-career professionals wanting to change careers and retiring military personnel are among those individuals most commonly targeted as potential teachers.

Some districts are looking to foreign countries, particularly for bilingual teachers.

Unlike paraprofessionals, individuals in this group of nontraditional candidates tend to already hold a bachelor's degree. They also tend to self-select and to be highly motivated to teach.

Programs to Reinstate Retired Teachers

Retired teachers are a natural pool of experienced, qualified educators.

Among the greatest obstacles to bringing retired teachers back into the classroom is their reluctance to give up pension benefits by earning salaries above prescribed salary caps. Kentucky has passed legislation addressing this issue.

Retention Strategies

Recruiting high-quality teachers into our schools is only half the challenge. Almost a third of the nation's teachers leave the profession during their first three years of teaching. After five years, that percentage jumps to almost half. To make matters worse, drop-out rates are highest in the very subject areas where our schools are experiencing the most acute shortages, including science, math, and special education. Problems also exist in coaxing teachers to stay in hard-to-staff schools. If such schools can recruit teachers in the first place, they often

stay only long enough to gain enough seniority and experience to move to a “better” school or school district. As a result, our low-performing schools, where highly experienced teachers are most especially needed, are usually staffed with those least experienced.

School districts are finding that keeping teachers in our classrooms requires giving them adequate preparation, support, leadership, and autonomy, as well as compensation that reflects their professional stature. Many are employing innovative strategies to meet these requirements.

Specific retention strategies:

- Prepare teachers adequately
- Nurture new teachers
- Improve the working environment
- Provide financial incentives

Prepare Teachers Adequately

One significant reason new teachers leave the classroom is that they were not adequately prepared to enter the profession in the first place. Recent research has found that good teacher preparation reduces attrition significantly among first-year teachers. NCTAF includes strong academic preparation, strong clinical practice, and grounding in modern learning technologies as among the essential elements of a quality teacher preparation program. Both academic preparation and clinical practice must include training that prepares teachers to deal with the special challenges they are likely to encounter in today's classrooms. As schools become progressively more ethnically and racially diverse, teaching candidates must thoroughly understand the cultures from which their students will come.

Pre-service programs must also adequately prepare new teachers to deal with the challenges endemic in low-performing schools, including behavioral and emotional problems. The National Council for Accreditation of Teacher Education (NCATE), a coalition of 33 specialty professional associations of teachers, teacher educators, content specialists, and local and state policy makers, sets standards for teacher education programs. These standards are designed to ensure that new teachers are prepared to meet the challenges they will encounter in today's classrooms. Both the U.S. Department of Education and the Council for Higher Education Accreditation recognize NCATE as an accrediting body for teacher preparation programs in colleges and universities. National Educational

Association (NEA) is one of the five founding members of NCATE and strongly recommends that new teachers be prepared in NCATE accredited programs.

NCATE standards require that teaching candidates be taught not only content knowledge but the skills necessary to make learning accessible to all learners. These skills include the ability to consider the "school, family, and community contexts in which they work and the prior experience" of their students. Particularly useful to candidates' preparation in the view of many educators is clinical experience in a variety of classroom environments.

Include Cultural Competency in Teacher Education Programs

The students in Kentucky's schools comprise an increasingly diverse mix of races, cultures, and ethnic groups. It is widely believed that, ideally, the racial and ethnic composition of our nation's teaching force should reflect the racial and ethnic makeup of the children in our classrooms. While efforts to reach that goal have seen only limited success thus far, it is essential that all teachers develop awareness and sensitivity toward the varying cultural customs and mores of the students they teach.

NCATE standards require that teacher candidates "study and practice in a variety of settings that include diverse populations, students with exceptionalities, and students of different ages." They also require that preparation programs make good faith efforts toward increasing the diversity of their faculty and student populations so that candidates work with faculty and other candidates from a variety of ethnic, racial, gender, language, exceptionality, socioeconomic, and religious groups

Nurture New Teachers

Increasingly, educators are realizing that dropping new teachers into classrooms and expecting them to sink or swim leads far too many of them to drown. Consensus is developing that teacher education does not end when a new teacher is handed a teaching degree. As a result, induction programs and strong mentoring for new teachers are becoming more and more common in school districts.

Districts are also beginning to realize that new teachers are usually overwhelmed by the workload placed upon them during their first year in the classroom. Some school systems are looking for ways to make the demands on new teachers' time

more manageable by providing them additional release and planning time or limiting their extracurricular responsibilities.

Establish a Formal Induction Program

Induction programs include such features as mentoring and orientation and PD sessions. Some also include a formal assessment component.

Two Sets of Criteria for a Successful Induction Program

Modeling its criteria on successful induction programs in other professions, the **Southeast Center for Teaching Quality** concludes that an effective program should:

- Provide new teachers with specific expectations
- Familiarize them with organizational rituals
- Help them to apply the knowledge, skills, beliefs, and attitudes necessary to succeed at their jobs
- Provide them with ongoing guidance and assessment by a trained mentor
- Assist them in meeting licensure standards.

Ellen Moir and Janet Gless of California's **New Teacher Center** provide these guidelines for establishing an effective program:

1. **Program Vision:** Program leaders must aspire to more than retention; instead, they must seek to promote the highest quality of instruction possible. New teacher programs cannot be preparing teachers for mere survival in the complex and demanding world of today's schools. Instead, these programs must also have as part of their vision, a new image of the successful teacher whose leadership capacity is developed from the moment the teacher enters a classroom.
2. **Institutional Commitment and Support:** School districts and other educational organizations must make teacher learning a priority. Institutional commitment can be demonstrated by designing programs that ensure adequate time and resources for new teacher learning and mentor development; by establishing policies that protect new teachers during the critical stage of induction; and by making teacher development the centerpiece of educational reform across the district.

Provide Extensive Mentoring by Carefully Selected, Well-trained Mentors

Even among those school systems not currently having formal induction programs in place, most provide some kind of mentoring to new teachers. Good mentoring can provide new teachers with valuable support during their initial months or years in the classroom.

Task Force Activities

The Taskforce Implementation Committee for **Recruitment** has completed the following tasks. A copy of this committee's action plan can be found in Appendix A.

1. Created press release packet that includes letters, generic press release
2. Secured Commissioner support for DVDs and public service announcements (PSAs)
3. Prepared Frequently Asked Questions
4. Distributed DVDs
5. Mailed follow up letter to co-op directors and local districts, reminding them to distribute videos, guidelines, and brochures
6. Emailed potential IHE (Institution of Higher Education) representatives and get commitment to ensure the video tape and brochures will be used for recruitment
7. Sent contact names to WKU (Western Kentucky University) so they can mail videos and brochures
8. Distributed videos, brochures and letters
9. Developed list of transition to teaching grant contacts statewide
10. Sent letters, brochures and videos to Work Force Development Centers to help target mid-career changes
11. Mailed PSAs to TV stations, then follow-up to verify play dates
12. Sent videos to high schools with greatest need for highly-qualified special ed teachers for FEA clubs and career fairs
13. Mailed Thank You letter to TV stations and others for committing to play PSAs
14. Holding a Leadership Academy for middle school students targeted as a "grow your own" approach at Western Kentucky University, Murray State University, Pikeville College, and Eastern Kentucky University.
15. Continue the Beecher Terrace Project with Spalding University.

The Taskforce Implementation Committee for **Preparation** has begun the following tasks. A copy of this committee's action plan can be found in Appendix B.

1. Promote 2 + 2, Transition to Teaching Program, and other programs to increase the number of special education teachers
2. Complete a white paper review of established models for career pathways for paraprofessionals
3. Complete test taking preparation programs for PRAXIS I, PRAXIS II (professional education for teachers)
4. Develop advertisements, brochures, etc. for test prep modules
5. Develop a white paper reflecting best practice with alternative assessment admissions criteria to reflect life experiences

The Taskforce Implementation Committee for **Retention** has completed the following tasks. A copy of this committee's action plan can be found in Appendix C.

1. Gathered data from local districts:
 - do they have a mentoring program AND/OR an organized system for supporting diversity in education (including program name, characteristics, and specific contact information)
2. Survey ALL educators with a special education certification
3. Draft guidelines and recommendations for implementation in order to establish a differentiated mentoring induction program for special education teachers, incorporating guidelines for a support system regarding minority educators
4. Develop PD for school and district administrators that includes improving school climate related to special educator AND minority retention
5. Deliver PD in partnership with teacher preparation programs for principals and educational administrators
6. Promote the development and delivery of PD for teachers in the following areas: inclusive settings, learning strategies, assistive technology, progress monitoring, moderate and severe needs, Read & Write Gold, peer interaction/cooperative groups, in conjunction with agencies and support groups within Kentucky

Taskforce members will be completing the following tasks during this year:

1. Developing online test taking preparation programs for PRAXIS I, PRAXIS II
2. Designing and printing advertisements, brochures, etc. for test prep modules
3. Expanding the districts served by recruitment and retention efforts

Presentations were made at the following Conferences during 2008: Kentucky Council on Post-secondary Education Diversity Conference; Kentucky Council of Exceptional Children, American Council on Rural Special Education, Bowles Center Conference on Diversity and Association of Teacher Educators.

Project TRREE supported meetings in Bowling Green Independent Schools, Covington Schools, Hopkins County, Scott County, Madison County and Warren County that assisted these districts in their efforts to diversify their teaching force. The Taskforce plans to continue these efforts and expand into other districts during the coming year.

Thoughts

The Taskforce is committed to making sure that no child in Kentucky is left behind because poverty or that their classes are being taught by teachers who

did not major in the subject they are teaching. Institutions of higher education and school districts across the Commonwealth work need to work together to prepare highly qualified teachers and to develop successful strategies that both support new teachers and to keep veteran teachers in place.

Teaching touches the lives of all children from a variety of backgrounds, including those from families that exhibit a wide range of cultural and linguistic diversity. Teaching also touches the lives of children with varying ability levels, including those with disabilities. It is the profession in which we have a chance to provide opportunities that might otherwise be lost.

Sometimes, we have the opportunity to change the course of future events for many children who come to school with significant disadvantages, such as poverty, parental and societal neglect, as well as intellectual, social and physical disabilities. It is a profession, however, that loses thousands of dedicated members each year, putting those most vulnerable children and youth at risk of failing to realize opportunities afforded to them through quality education. The Taskforce is committed to stopping this loss.

Yet, because of the complexity of the issues embedded in recruiting, preparing and retaining high quality teachers, many find addressing these essential issues to be a daunting task. The Taskforce is grateful to the vision of the Kentucky Department of Education that has decided to attack this problem. Project TRREE serves to assist in planning, implementing and evaluating a high quality teacher recruitment, preparation and retention initiative that will keep the best teachers in the hardest to staff disciplines and teaching in the most challenging classrooms.

While good teachers are needed in all settings, there are particular fields of teaching and geographic areas in which it is more difficult to recruit and keep qualified professionals. For more than 25 years, the American Association for Employment in Education (AAEE) has consistently reported that the areas of greatest need in education-related disciplines nationwide include teachers and related service personnel in special education, mathematics and science (AAEE, 2003). While there are other areas of need in particular geographic areas of the country, these three teaching disciplines are especially difficult to staff in urban and rural schools.

As a result, administrators face a chronic shortage of licensed special educators, in addition to math and science teachers, in an era of increasing accountability for

all teachers to be highly qualified and for **all** students to make adequate yearly progress. Yet, never was the effectiveness of a special education, math or science teacher more important than in today's educational arena.

What an exciting time to be a special educator in Kentucky! The issues challenge our collective visions of teaching and leadership and what it takes to lead in today's world of special education. Project TRREE is appreciative of the time effort and contributions made to the effort by the Taskforce members and the support of the Kentucky Department of Education. Please do not hesitate to contact any of the members with comments or requests. We pledge to serve you with professionalism and integrity and support the most important work there is...educating Kentucky's children.

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Appendix

A

Implementation Team Plan for the Recruitment of Special Education Teachers

Mission Statement:

Act. # 1	Strategy Statement	Product	Team Member Responsible	Process	Participants/ Consultants	Timeline	Criterion Measure	Initiated	In Progress	Completed
A	Create press release packet that includes letters, generic press release, Gov/ commissioner, general need, product description, supporters, FAQs	Generic press release packet of letters/ announcements	Vincent Watkins	Submit drafts to KY DOE for approval	Gwen and DOE communications dept	By 9/30/05	Completed			✓
B	Send follow up letter to co-op directors and local districts, reminding them to distribute videos, guidelines, and brochures	Reminder letter to local districts to share materials with school counselors, also ask for orders for more materials	Marinell Kephart	Write letter, get approval, distribute to co-ops and local districts	Co-op directors	By 6/25/2005	Completed			✓
C	Send email to potential IHE representatives and get commitment to ensure the video tape and brochures will be used for recruitment Send contact names to WKU so they can mail videos and brochures to IHE reps	Video/and guidelines, brochures, and press release packet, as appropriate	Stephen Walker	Create email message to push to special ed faculty to request mass send out to freshman and sophomore students on campus		8/30/05 9/20/05	Completed			✓
D	Distribute videos, brochures and letters to KY Community Technical College System for 2-year programs at Community Colleges. Focus on 2+2 programs	Video/and guidelines, brochures, and press release packet, as appropriate	Terri Reynolds	Collect career counselor lists for all Community colleges	Terri Reynolds	10/1/2005	Completed			✓

Act. #2	Strategy Statement	Product	Team Member Responsible	Process	Participants/ Consultants	Timeline	Criterion Measure	Initiated	In Progress	Completed
E	Develop list of transition to teaching grant contacts statewide	Contacts list	Stephen Walker	Contact Pat Trotter to get names of all T to T grant administrators in state. Ask each to provide list of interested persons they have been in contact with.	Pat Trotter and Mike Hughes--GRECC coop) 270-745-3594	By 10/15/05	Completed			✓
F	Send letters, brochures and videos to Work Force Development Centers to help target mid-career changes.	Letters, brochures and videos	Marty Boman	Obtain contact list from Renee and call each center to get permission to send materials	Renee	8/15/2005	Completed			✓
G	Send PSAs to TV stations, then follow-up to verify play dates	Include entire press packet	Vincent Watkins	Phone calls	DOE communication dept.	7/1/2005	Completed			✓
H	Send videos to high schools with greatest need for HQ special ed teachers for FEA clubs and career fairs.	Videos, guidelines and appropriate letters	Arlene Hall Marty Boman	Get counselor list for neediest high schools	Ken Hockensmith	10/5/05	Completed			✓
I	Send Thank You letter to TV stations and others, for committing to play PSAs	Letter from Commissioner	Arlene Hall Marty Boman	Get mailing list from Vincent	DOE communication department	7/15/2005 for PSAs	Turned over to Watkins Group			✓

Act. #3	Strategy Statement	Product	Team Member Responsible	Process	Participants/ Consultants	Timeline	Criterion Measure	Initiated	In Progress	Completed
J	Reminding recipients of the video or DVD and it's use	Letters to schools, workforce and higher ed letters to MERs	Marty Boman Natasha Hay	Draft letter		9/20/2006				✓
K	U of L Program for ACT Prep	Program for TRREE	Natasha Hay	Contact U of L - set date with Nedra	Nedra Atwell	11/30/2006				✓
L	Collaborate w/ KYCEC	High School Clubs	Arlene Hall	Discuss TRREE w/ KYCEC Board	Marinell Kephart	11/30/2006				✓
M	Analyze National Incentives for Teacher Candidates	List of incentives being offered	Arlene Hall	Web search		11/30/2006				✓
N	Develop recruitment meetings in district	Meetings in districts	Michael Coleman	Ongoing		Ongoing Annually			✓	
O	CADET program	Cadets	Michael Coleman	Ongoing		Ongoing Annually			✓	
P	Leadership Academy	Camps	Michael Coleman	Ongoing		Ongoing Annually			✓	

Appendix

B

Implementation Team Plan for the Preparation of Special Education Teachers

Focus Area: Preparation

Revised 3/30/07

Activity #	Strategy Statement	Product	Team Member Responsible	Process	Participants/ Consultants	Timeline	Criterion Measure	Evidence of Impact	Initiated	In Progress	Completed
1	Develop and/or promote 2 + 2, Transition to Teaching Program, and other programs for special education teachers	Power point and white paper presentation(s) to promote programs for special education teachers - sent directly to schools and have trained individuals to led these presentations	Joyce Bell (Public) John Nelson (Private)	Work with individual IHE's to standardize the articulation agreements. -Develop the power point and white paper presentation. -Market information to administrators to determine need and interest. -Develop a survey instrument to determine if articulation agreements are being implemented consistently	John Nelson Joyce Bell Eve Proffitt	3/1/07		Increase in enrollment of para-professionals			✓
2	Establish career pathways for paraprofessionals	Develop incentive programs for para-educators to participate in 2+2 program	Joyce Bell	Analyze results from survey administered at the 2006-Para educator Academy to clearly understand what incentives paraprofessionals need to obtain a 4-year degree and teacher certification.	John Nelson Eve Proffitt Joyce Bell Tony LoBianco Barb Locker	On hold at present			Put on hold at present		✓
3	Complete test taking preparation programs for PRAXIS I, PRAXIS II	Use of KYEducators.org for the placement of prep materials on the website or as test prep modules. Use KY virtual University system for dissemination.	Eve Proffitt Wendell Cave	1. Complete modules 2. Pilot modules 3. Submit recommendations KY Dept. of Ed and EPSB 4. Develop video/CD of PRAXIS I & II Workshops emphasizing test taking skills for distribution to students scheduled to take PRAXIS exam	Eve Proffitt Wendell Cave Patricia Higgins Betty Herron The Learning House AIKCU	2008	Booklet Prepared and Disseminated to IHE's	Use by students of modules			✓

Implementation Team Plan for the Preparation of Special Education Teachers

Focus Area: Preparation

Revised 3/30/07

Activity #	Strategy Statement	Product	Team Member Responsible	Process	Participants/ Consultants	Timeline	Criterion Measure	Evidence of Impact	Initiated	In Progress	Completed
4	Develop advertisements, brochures, etc., for test prep modules		Eve Proffitt Wendell Cave Betty Herron	Working with Association of Independent College and Universities (AICCU) and the Learning House to put modules on portal for access	Eve Proffitt Betty Herron Wendell Cave	Jan 2010	Brochure to IHE's	Use of brochure by IHE		✓	
5	Establish alternative assessment admissions criteria to reflect life experiences	Recommendation based on research and data to send to colleges, universities, CPE & EPSB to consider using rubrics and portfolios measures	Sunday Obi John Nelson Betty Herron	Draft public awareness program	Eve Proffitt Betty Herron	On hold at present					
6	(Preparation Team considers this to be a Recruitment initiative – therefore, item will be moved or merged) Analysis of national incentives for teacher candidates	White Paper and Power Point presentation	Karen Frohoff (Public) John Nelson (Private)	Research national incentives for teachers. Develop paper for analysis and Power Point for Human Resource directors Present at statewide conferences, school PD workshops, faculty meetings, etc.	Joyce Bell John Nelson	7/6/06	PowerPoint & White Paper	Increase in enrollment of para-professionals			✓

Appendix C

Implementation Team Plan for the Retention of Special Education Teachers

Retention Group

Revised 3/30/07

Mission Statement - After a thorough review of the literature on special education teacher attrition and collection of state-specific data on mentoring, the Retention Committee has outlined mentoring guidelines for the retention of special education teachers. These guidelines include, as necessary components, the establishment of a differentiated mentoring program which also embeds a support system for culturally and linguistically diverse educators. Our committee is also addressing the development and delivery of PD modules in order to deliver this information to new teachers, mentors, administrators, and other education stakeholders.

Activity #	Strategy Statement	Product	Team Member Responsible	Process	Participants/ Consultants	Timeline	Criterion Measure	Evidence of Impact	Initiated	In Progress	Completed
1	Gather data from local districts: - Do they have a mentoring program AND/OR an organized system for supporting diversity in education (including program name, characteristics, and specific contact information)	Data report with recommendations based on KY data.	Jill Griffiths Marinell Kephart via the Co-op Network	Survey Co-op directors to compile data on local school districts; communicate results to Retention Committee	Leadership Core Team Staff from KY Teacher Quality grant	3/9/06	Data Report	Data supports the policy for establishing a differentiated mentoring induction program for special education teachers as well as supporting the need to facilitate diversity within the teaching community			✓
2	Gather data on ALL educators with a special ed certification	Data report based on survey data as to the reason why the special educator left and what would be required for them to return.	Marlene White Nedra Atwell EPSB Rep	Development and distribution of survey and other data gathering tools and compile data; write report	Leadership Core Team Staff from KY Teacher Quality grant	5/30/06	Data Report	Data supports the policy for establishing differentiated mentoring induction program for special education teachers			✓
3	Develop draft guidelines and recommendations for implementation in order to establish a differentiated mentoring induction program for special education teachers, incorporating guidelines for a support system regarding minority educators.	Draft recommendations for best practices, and communicate existing local resources as per survey results.	Jill Griffiths Roy Meckler Veronica Radford Marlene White Retention Group partnering with existing local district resources as referenced in Activity #1 and #2	Review CEC Mentor Document, conduct web searches, gather district guidelines, Survey/Interview Teachers, Review Harry Wong Induction materials, Review MSU Mentor Program Guidelines Development and distribution of survey and other data gathering tools and compile data; write report	Leadership Core Team Retention Group	11/30/06	Guidelines document and data report	Policy becomes part of the EPSB legislative agenda, Mentoring Programs are available statewide, Teacher retention increases			✓

Implementation Team Plan for the Retention of Special Education Teachers

Retention Group							Revised 3/30/07				
Activity #	Strategy Statement	Product	Team Member Responsible	Process	Participants/Consultants	Timeline	Criterion Measure	Evidence of Impact	Initiated	In Progress	Completed
4	Draft and submit policy to KYCEC, KY CASE, KDE, CPSE, KSBA, KEA, SAPEC, LSAC, etc. for legislative support.	Policy	Jill Griffiths - KY CASE Marinell Kephart- KYCEC, KSBA, LSAC Scott Teague- SAPEC	Support in legislation	Leadership Core Team	On hold	Policy, Records of Distribution, Records of Buy-In			On hold	
5	Policy is distributed to ESPB for inclusion in legislative agenda.	Policy	KY EPSB rep Johnnie Grissom	Submit for support for legislative action.	Leadership Core Team	On hold				On hold	

Implementation Team Plan for the Retention of Special Education Teachers

PD for School Administrators - Retention							Revised 3/30/07				
Activity #	Strategy Statement	Product	Team Member Responsible	Process	Participants/Consultants	Timeline	Criterion Measure	Evidence of Impact	Initiated	In Progress	Completed
1	Develop PD for school and district administrators that includes improving school climate related to special educator AND minority retention	PD modules	Jill Griffiths Marinell Kephart Nedra Atwell Marlene White	Design and deliver PD in collaboration with Special Education Cooperatives, IHEs, and other appropriate stakeholders using guidelines document from previous page	School Administrators Teachers Co-ops IHEs	Ongoing	Teacher Retention, PD Received	Teacher Retention according to annual data updates			✓
2	Deliver PD in partnership with teacher preparation programs for principals and educational administrators	PD modules								Modules complete PD on hold	

Implementation Team Plan for the Retention of Special Education Teachers

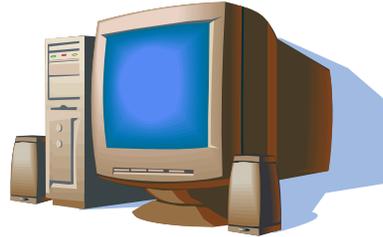
PD for Special Education Teachers - Retention

Revised 3/30/07

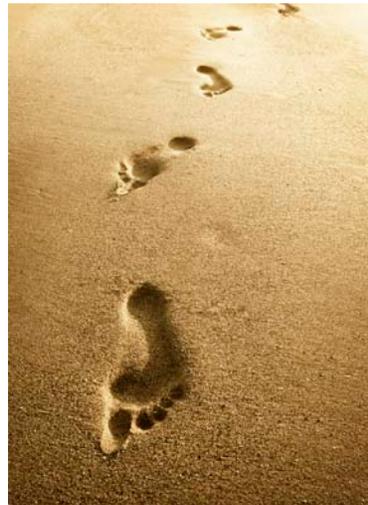
Activity #	Strategy Statement	Product	Team Member Responsible	Process	Participants/ Consultants	Timeline	Criterion Measure	Evidence of Impact	Initiated	In Progress	Completed
1	Promote the development and delivery of PD for teachers in the following areas: inclusive settings, learning strategies, assistive technology, progress monitoring, moderate and severe needs, Read & Write Gold, peer interaction/cooperative groups, in conjunction with agencies and support groups within Kentucky.	PD modules	Veronica Radford Roy Meckler	Promote the development and delivery of PD delivered by school district/coops IHEs	Sp Ed Teachers & other staff as appropriate that work with special education population	PD Complete	Participant Evaluations Teacher Retention	Increased Teacher Retention, Diversity, and Improved school climate		PD complete Training on hold	

Appendix D

END-OF-PROGRAM REPORT



BEECHER TERRACE SPRING AND SUMMER ENRICHMENT PROGRAM BTSSEP



“The Beech”

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Focused Purpose

Focused Culture

Focused People

Focused Processes

Beecher Terrance Summer Enrichment Program (BTSSEP)

Dropout prevention, career exploration, character education, and practical living

Introduction, Collaborators, Contributions

Funds from the Western Kentucky University Grant (\$10,000) were used to augment the Beecher Terrance Spring and Summer Enrichment Program (BTSSEP). Excerpts from the proposal “*Project Overview*” (below) indicate the proposed intent of the collaborative project.

The BTSSEP is a multifaceted, collaborative effort designed to address academic deficiencies, develop and maintain an interest in teaching, involve parents in the educational process, provide academic enhancement activities, provide practical living activities, and promote character education. This project is an initial effort at helping 50 student participants become successful, self-sufficient individuals who consider college as a desirable option and teaching as a viable career choice. It is also an effort to provide at least 25 parents with information and skills necessary to become self-sustaining citizens and become academic advocates for their children.

Achieving desired outcomes required collaborators having common beliefs about purpose, people, processes, culture, academic achievement, goal setting, accountability, and structure. Each collaborator focused on outcomes during conversations about programmatic needs.

Collaborator	Contributions
Jefferson County Public Schools <ul style="list-style-type: none"> • Ballard High School • Minority Teacher Recruitment Project <ul style="list-style-type: none"> • Jefferson County High School <ul style="list-style-type: none"> • JCPS E-school 	<ul style="list-style-type: none"> • 15 computers • Ports for e-school <ul style="list-style-type: none"> • Curriculum • Instructional materials and furniture <ul style="list-style-type: none"> • ACT study material • Parent workshops • Student recruitment • Data analysis for program implementation
Louisville Metro Housing Authority	<ul style="list-style-type: none"> • 2 three-bedroom apartments <ul style="list-style-type: none"> • Wiring for internet access • Maintenance, cleanup, and utilities • Fully functional kitchen in each apartment <ul style="list-style-type: none"> • Money for supplies and personnel
Louisville Metro Operation Brightside	<ul style="list-style-type: none"> • Materials & tools for community projects <ul style="list-style-type: none"> • Plants for site beautification • Community project assistance
Spalding University (College of Education)	<ul style="list-style-type: none"> • Management of grant from WKU/KDE • Data analysis for program review <ul style="list-style-type: none"> • End-of-Program Report <ul style="list-style-type: none"> • Honoraria for tutors • Instructional supplies • Snacks for student lunches • Proposal development and evaluation <ul style="list-style-type: none"> • Career exploration materials <ul style="list-style-type: none"> • Parent workshops • Test taking skills workshops

Using Data to Determine Instruction and Structure

Collaborators in the BTSSEP used student achievement, human resource, career aspiration, and housing authority data to determine areas of emphasis for the components of the BTSSEP. While each collaborator had specific ideas about program outcomes, all stakeholders identified *increased student achievement* as the primary catalyst for achieving the long range goal of having well educated and self-sufficient citizens. The chart below indicates desired outcomes of each collaborator,

Collaborator	Desired outcome
JCPS (Ballard and MTRP)	<ul style="list-style-type: none">• Academic growth• Increased student efficacy• Increased graduation rates among gap groups• Increased parental involvement in the education process• Dropout prevention• Decreased referrals• Closing the academic gap• Informed career choices
Louisville Metro Housing Authority	<ul style="list-style-type: none">• Self-sustaining residents• Responsible residents• Community pride
Louisville Metro Operation Brightside	<ul style="list-style-type: none">• Aesthetically appealing neighborhoods• Resident involvement in neighborhood pride projects
Spalding University (College of Education)	<ul style="list-style-type: none">• College-ready students• Students with interest in teaching• Students interested in becoming special educators• Increased enrollment in the college of education• Acceptable test scores for college admission• Acceptable test scores for entry into teacher preparation programs• Regular and ongoing test-prep workshops for aspiring teachers

How Funds were Used

Funds from the grant were used as proposed (see below) to provide stipends for four tutors and refreshments for parent workshops, purchase reading materials, office supplies, and student supplies, and order supplies for the practical living component of the program. Additionally, the proposal had a line item for purchasing ACT and SAT materials, however, once the program summer program became operational, our partnership with the Minority Teacher Recruitment Project and the counseling department of Ballard High School provided study materials for the test taking skills workshops.

Funds from the grant will be used to purchase participant supplies, provide stipends for tutors, provide refreshments for ten parent meetings, purchase materials for academic tutoring in core subjects (English, mathematics, science, and social studies), and purchase ACT and SAT study guides.

Program directors used Carmichael Books and Cardinal Office Supplies as the two major companies for purchasing materials and supplies. These companies were selected because of their willingness to accept purchase orders and to deliver needed supplies quickly. Directors also used COSCO Warehouse to purchase snacks and supplies for tutoring sessions, parent workshops, and the culminating activity. An exact and detailed summary of materials purchased will be provided from Jim Snyder, Spalding's financial officer, in his final report to WKU.

As stated in the grant (below), materials purchased for the site will be maintained at the site for use by students and parents who utilize the site on an ongoing basis. While collaborators always want to provide opportunities for course recovery, we also want to provide other opportunities. We want to be more proactive and look more deeply at dropout prevention. Therefore, it is our intent to open the site throughout the year to focus more on academic preparedness for college entry.

This proposed project will continue after the grant period expires as a result of continued support from the Jefferson County Public Schools and the City of Louisville. Because the project will continue, materials and supplies purchased with grant funds will remain in the center (apartments) for use by residents and by Spalding pre-service teachers who will use the site to work with students using the site to fulfill some of their field experience requirements. Additionally, no grant funds will be used as compensation for services of the coordinators.

Clear Goals and Expectations for Students and Parents

Success of the program is partially attributed to the structure that served as the guide for students, parents, and instructors. While each student was welcomed at BTSSEP, there were specific expectations of all students and parents. Students adhered to the rules and commented on how they liked knowing their limits and exactly what they could do if they were to participate at the center. Rules were posted and reviewed. Consequences were enforced. Positive results were realized.

Expectations for Participation established by the On-site Staff

- Student is expected to complete all work by the end of the semester/summer 2008
- The student and parent must attend a brief orientation
- Student may be required to enroll in study skill sessions
- Student will be removed from the program and not allowed to continue if any behavioral problems occur
- Independent Study course work will be complete on-site only

Rules for “the Beech”

- Use of cell phones is prohibited (just as in regular school)
- Snacks will be served at the end of each session
- Students need to obtain permissions from one of the tutors to go to change apartments
- Students must absolutely clean up after themselves and take out the trash
- A call to the home will be made immediately if there is a behavior problem
- All behavior problems will be noted on the student data cards
- No student is allowed behind the registration desk

Meeting Goals and Objectives

The BTSSEP met its objectives of being a *dropout prevention, career exploration, character education, and practical living program* that operated as a collaborative effort among the Jefferson County Public Schools (Ballard High School and the Minority Teacher Recruitment Project), Louisville Metro Housing Authority, Operation Brightside, and Spalding University (College of Education). While the BTSSEP had initial involvement from Spalding University's College of Education during the summer 2008, that initial involvement made it possible for an extension and enhancement of the already functional, off-campus *Course Recovery Program* supported by Ballard High School within the Beecher Terrace Housing Community.

BTSSEP utilized human and technological resources to provide alternative learning approaches to struggling and hard-to-engage students. Curricular and instructional strategies utilized in this enrichment program resulted in students being academically successful by recovering coursework to move them to the next grade, gaining confidence and obtaining a sense of self-efficacy, learning to function within relaxed and rigid structures, exploring career options, and participating in practical living activities that addressed needs of the "whole child." Again, intended outcomes outlined in the proposal exceeded expectations. Below are a few specifics about the BTSSEP.

- Students took pride in the BTSSEP and named it "**THE BEECH.**"
- Hours of operation for the spring were 4:00 to 6:00 PM on Mondays, Wednesdays, and Thursdays and 9:00 to noon on Saturdays.
- Hours of operation for the summer were 9:00 to noon Mondays through Thursdays and 9:00 to noon on Saturdays.
- A total of 48 students attended at least two of four courses offered during the spring and summer.
- Course recovery options included 18 on-line courses through e-school and resulted in 26 students recovering courses.
- Conventional (face-to-face) instruction and e-school courses also afforded opportunities for students to recover courses in mathematics, language arts, science, and social studies

- Independent studies were offered in English, integrated science, and Algebra I.
- ACT workshops for 20 high school students from throughout the district (20 enrolled and attended periodically. Ten students attended each workshop.) Pre and post tests were given with increases noted in each student's score
- PPST (Praxis I) workshops were conducted for 26 adult learners seeking to return to school and pursue teacher certification. Materials were provided by the school district and Spalding University
- Praxis II workshops were conducted for 15 aspiring teachers with 14 of 15 passing the tests. The one who did not pass will take the test again this summer.

It is envisioned that additional activities for future teachers will be held during the fall and spring semesters as BTSSEP participants continue to make academic progress and participate in JCPS's Minority Teacher Recruitment Project for middle school, high school, and post secondary school students. Collaborators agreed that helping students achieve academically, accept responsibility for their choices, set attainable goals, become confident, and feel about themselves and their community were critical to the success of the teacher identification portion of the program. If these things can be accomplished, short and long range goals would be met.

- Parents attended the required orientation and held formal and informal conferences with the site administrator and/or instructors throughout the duration of the BTSSEP. Instructors and parents engaged in 65 conferences this summer. Parents repeated commented on the comfort level and accessibility of center.
 - Among topics discussed during parent/teacher conferences are
 - *Acquiring skills needed for promotion to the next grade*
 - *Navigating the JCPS system*
 - *Supporting versus enabling*
 - *Attitude adjustments*
 - *Taking responsibility for choices*
 - *Connecting home and BTSSEP goals*
 - *Building trust and relationships*
 - *Coping with teachers who appear not to care*
- Formal parent meeting sessions were held on May 29, 2008 and June 28, 2008
- Parents and students participated in four workshops that focused on the practical living component of BTSSEP
 - *Basic Budgeting*

- *Opening a Checking and Savings Account*
- *Simple Mending and Repairs (conducted by a parent of one of our participants)*
- *Completing a Job Application and Writing a Resume*
- *Sexually Transmitted Diseases*

The Right Staff

Four tutors (Regina Bohanon, Dow Buford, Eric Kinslow, and Marcus Wright), under the leadership of Rose M. Livingston, regularly worked with parent and student participants at the BTSSEP. It was interesting to note that teachers in this program were all products of alternate route teacher certification programs. The on-site director stated that she felt this was a positive quality because these teachers were not afraid to think outside the box and do whatever it took to get students to learn. The staff was carefully selected because of their:

- Credentials (fully certified or experienced teachers)
- Fundamental philosophies of education
- Humanism
- Strong sense of self-efficacy
- Strong sense teaching efficacy
- Focus on the understanding and implementation of the purpose, vision, and mission of the BTSSEP
- Willingness to use alternative instructional strategies that truly address student needs
- Appreciation and embrace of the culture of the neighborhood

The following are excerpts of conversations with some of the staff during the “End-of-Program” celebration:

Rose Livingston

My role is one of a liaison between the center and the school. I am also the one responsible for ensuring that all we do at “the Beech” is done with integrity and in the spirit of providing opportunities for all students to demonstrate what they know and are able to do. I maintain lines of communication with the schools. I make sure that teachers know that students are in attendance and the types of work they are doing. I have found that honest communication from the beginning goes a long way in getting faculty on board with the vision and mission. The attitude of the teachers at Ballard is changing from a “blame the victim” mentality to high expectations for students who participate in the program. When students see

teachers here, it can change their minds to believe that “teachers care.”

Regina Bohanon

I love working here because I see a need for what I do and I am comfortable working with the students. Our relationships help us to be able to support the needs of the students. I love the structure and high expectations. There is no sense of making excuses for poor performance. Students are expected to do and they do. That makes me feel good to see those who felt they couldn't achieve work through some of the problems that caused them to fail.

Dow Buford

I applied to work here because I needed the income and this site was on the bus line. Once I got here, I learned some things about managing with “tough love.” I learned to “allow the students to exercise maturity and responsibility.” I learned that I could be caring and supportive and maintain a no-nonsense approach to teaching and learning. I left here each day feeling like “I got fed” professionally. This site has been as good for me as for the students.

Celebrating Student Successes

Monique' Story

Monique is the student who tutors describe as one who needed an attitude adjustment. She wanted to play, always had a “smart” response for tutors, didn't want to study, and generally thought she was going to spend her time talking her way out of doing her assignments. She was not sure that she could do what was expected of her to complete her assignment. The tutor “partner read” with her and showed her how to approach her assignment by breaking it down in small chunks. She continually assured Monique by saying “You can do this.” At the end of the day, Monique announced to all in the center “I did it. I completed my assignment.”

Steven's Story

Steven is an African American male who was angry with his mother over situations at home. He was loud and bitter and could

not work in a room with others who were on task. Ms. Livingston determined that he needed an accommodation. He needed a quiet place to work. He was allowed to work in isolation until he felt comfortable working in the room with other students. He would go to bus stop and not participate in the refreshment period. One of the tutors took his snack to the bus stop and told him that the tutors wanted to make sure he had an opportunity to eat. He began to relax and trust that they would not hurt him. He joined the study groups. Tutors were able to identify the pain, accommodate his need to be along, and support him until he was ready for group participation.

Deja's Story

Deja always did poorly on math tests during the school year. She had missed some of the building block skills she needed. Towards the end of the spring session, Deja's math teacher reported that she had earned the highest grade in her math class.

Alignment of Leadership Competencies and Core Practices for a Great School with BTSSEP's Vision

Approaches used for the BTSSEP aligned directly with the Jefferson County Public Schools' 2007 *Leadership Competencies and Core Practices for a Great School*. Our focused purpose, processes, culture, and people resulted in a successful learning environment for student, teachers, parents, and other community stakeholders.

Focused Purpose

Establishes a mission and vision
Shapes a culture of ownership
Designs a data-driven strategic action plan

8. An enriching educational environment within residential neighborhoods that supports holistic learning and
9. self-sustainability (**vision and mission**)
10. Community commitment to and involvement (*JCPS, Metro Housing, Operation Brightside, and Spalding University*) in the educational process (**ownership, mission and vision**)
11. An environment where parents are an integral part of the educational process supporting the development of their children (**ownership**)
12. Varied opportunities for course recovery toward graduation and academic enhancement (**data driven**)
13. Opportunities for students, particularly minority students, with an interest in and aptitude for teaching to participate in academic enhancement, career exploration, character education, and practical living activities to develop and/or maintain an interest in teaching (**vision and mission/social-emotional curriculum**)
14. Opportunities for mentoring students, particularly minority students, with an interest in working with students with special needs to explore special education as a career choice (**vision and mission /strengthens students' self efficacy**)

Focused Culture

Structures social-emotional curriculum
Facilitates caring classroom environments
Fosters community service-learning opportunities

5. That communicated a feeling of “*you can learn and demonstrate competency*” (**facilitates caring classroom environment**)
That required students to be responsible for their choices (**structures social-emotional curriculum**)
6. That required students to participate in the maintenance and upkeep both inside and outside the facility (**fosters community service learning opportunities**)
7. Of trust and respect for self, instructors, peers, learning, and community (**fosters community service learning opportunities**)
8. That was structured AND supportive (**fosters community service learning opportunities, structures social-emotional curriculum, facilitates caring classroom environment**)

Focused People

Structures and positions the right staff
Strengthens staff and student efficacy
Cultivates teamwork in a learning community

7. Effective, caring, structured, data-driven leadership and staff –experienced, certified, and committed (**the right staff**)
8. Leadership and instructors who believe in their abilities to teach students who struggle (**strong sense of self-efficacy and teaching efficacy**)
9. Instructors who plan collaboratively to address students' areas of improvement (**teaching efficacy and teamwork**)
10. Students who believe in their abilities to achieve (**self efficacy**)
11. Parents who demonstrate support and caring about their children's education (**teamwork and learning community**)
12. Community leaders who respond to needs of community (**teamwork**)

Focused Processes

Implements effective, efficient, and ethical operations

Implements systematic instructional change

Politically leverages systems for student results

11. District-approved curricular offerings designed to address specific learning objectives (**effective, efficient, and ethical operations**)
12. Highly structured learning environment (**effective, efficient, and ethical operations**)
13. Student and teacher accountability that is monitored and evaluated (**effective, efficient, and ethical operations**)
14. Dropout prevention, course recovery, grade promotion (**politically leverages systems for student results**)
15. High academic and social expectations for students from competent and caring instructors (**systemic instructional change**)
16. Instructional strategies and programmatic decisions generated as a result of examining student work (**data driven**)
17. Instruction offered in a familiar and safe environment (students' neighborhood/community) **politically leverages systems for student results**)
18. Parent/Caregiver activities designed to increase understanding of academic goals and expectations **politically leverages systems for student results**)
19. Immediate feedback to students coupled with rewards for successes and action plans for areas of improvement (**effective, efficient, and ethical operations**)
20. Regular and honest communication between parents/caregivers and center personnel (**effective, efficient, and ethical operations**)

Alignment with the Leadership Competencies and Core Practices for a Great School

Approaches used for the BTSSEP aligned directly with the Jefferson County Public Schools' 2007 *Leadership Competencies and Core Practices for a Great School*. Our focused purpose, processes, culture, and people resulted in a successful learning environment for student, teachers, parents, and other community stakeholders.

Focused Purpose

1. An enriching educational environment within residential neighborhoods that supports holistic learning and self-sustainability (**vision and mission**)
2. Community commitment to and involvement (*JCPS, Metro Housing, Operation Brightside, and Spalding University*) in the educational process (**ownership, mission and vision**)
3. An environment where parents are an integral part of the educational process supporting the development of their children (**ownership**)
4. Varied opportunities for course recovery toward graduation and academic enhancement (**data driven**)
5. Opportunities for students, particularly minority students, with an interest in and aptitude for teaching to participate in academic enhancement, career exploration, character education, and practical living activities to develop and/or maintain an interest in teaching (**vision and mission/social-emotional curriculum**)
6. Opportunities for mentoring students, particularly minority students, with an interest in working with students with special needs to explore special education as a career choice (**vision and mission /strengthens students' self efficacy**)

Focused Processes

1. District-approved curricular offerings designed to address specific learning objectives (**effective, efficient, and ethical operations**)
2. Highly structured learning environment (**effective, efficient, and ethical operations**)
3. Student and teacher accountability that is monitored and evaluated (**effective, efficient, and ethical operations**)
4. Dropout prevention, course recovery, grade promotion (**politically leverages systems for student results**)
5. High academic and social expectations for students from competent and caring instructors (**systemic instructional change**)
6. Instructional strategies and programmatic decisions generated as a result of examining student work (**data driven**)
7. Instruction offered in a familiar and safe environment (students' neighborhood/community) **politically leverages systems for student results**)
8. Parent/Caregiver activities designed to increase understanding of academic goals and expectations **politically leverages systems for student results**)
9. Immediate feedback to students coupled with rewards for successes and action plans for areas of improvement (**effective, efficient, and ethical operations**)
10. Regular and honest communication between parents/caregivers and center personnel (**effective, efficient, and ethical operations**)

Focused Culture

A culture:

1. That communicated a feeling of “*you can learn and demonstrate competency*” (facilitates caring classroom environment)
That required students to be responsible for their choices (**structures social-emotional curriculum**)
2. That required students to participate in the maintenance and upkeep both inside and outside the facility (**fosters community service learning opportunities**)
3. Of trust and respect for self, instructors, peers, learning, and community (**fosters community service learning opportunities**)
4. That was structured AND supportive (**fosters community service learning opportunities, structures social-emotional curriculum, facilitates caring classroom environment**)

Focused People

1. Effective, caring, structured, data-driven leadership and staff –experienced, certified, and committed (**the right staff**)
2. Leadership and instructors who believe in their abilities to teach students who struggle (**strong sense of self-efficacy and teaching efficacy**)
3. Instructors who plan collaboratively to address students’ areas of improvement (**teaching efficacy and teamwork**)
4. Students who believe in their abilities to achieve (**self efficacy**)
5. Parents who demonstrate support and caring about their children’s education (**teamwork and learning community**)
6. Community leaders who respond to needs of community (**teamwork**)



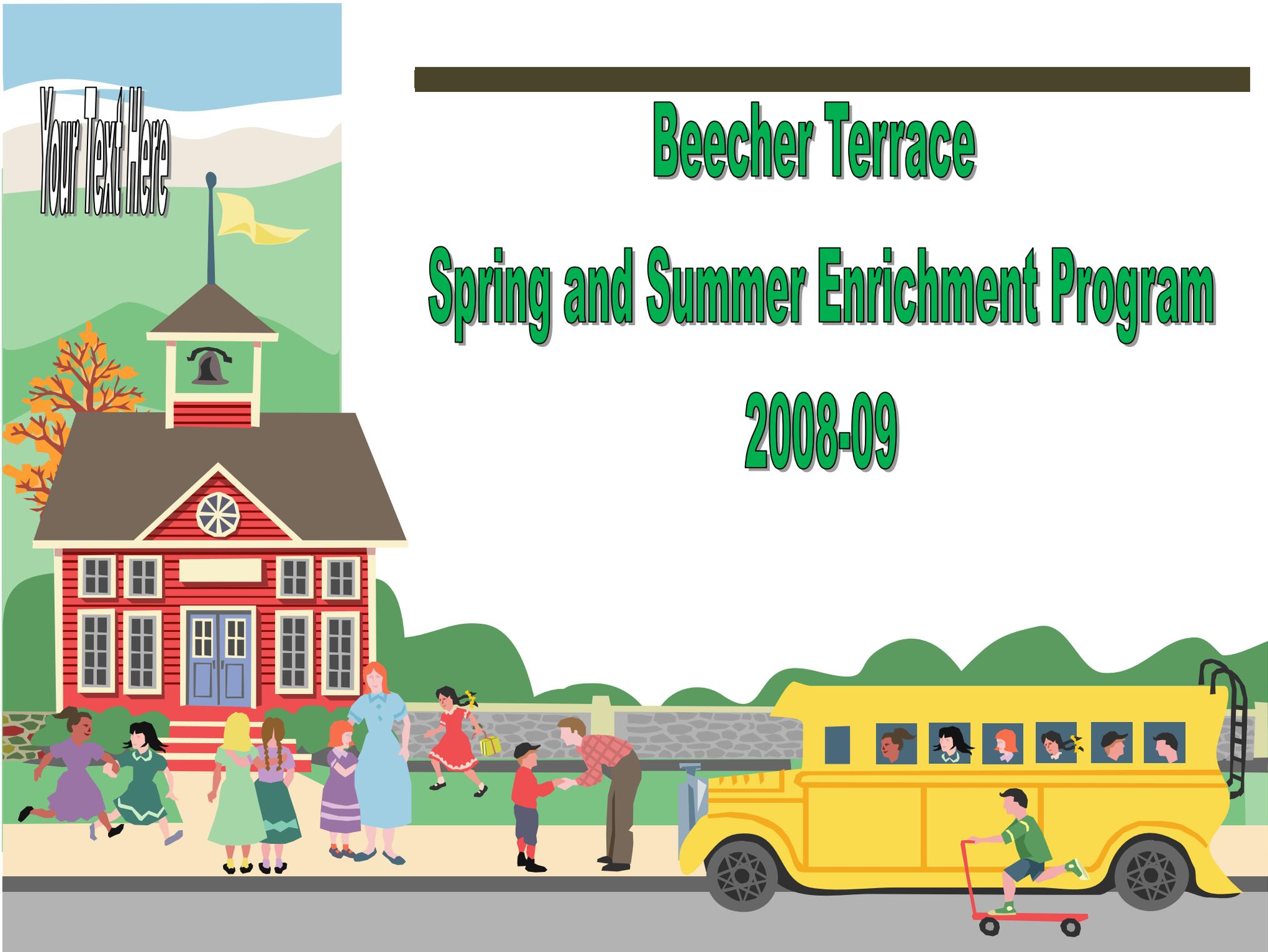
“THE BEECH”

YOUR TEXT HERE

Beecher Terrace

Spring and Summer Enrichment Program

2008-09





AUGUST 2008

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						



SEPTEMBER 2008

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27 Formal letter to WKU requesting funds
28	29	30				





OCTOBER 2008

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1	2	3	4
	Began					
5	6	7		9	10	11
	*monitoring academic progress of former participants					
12	*formal and informal conferencing with students					
	*making referrals for school-based support-if needed					
19	*contacting & conferencing with parent					
26	27	28	29	30	31	

NOVEMBER 2008

SUNDAY

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

1

2

Assessed and planned

"Practical Living" seminars

9

10

11

12

13

14

15

for student participants--

five planned

16

17

18

19

20

21

22

23

24

25

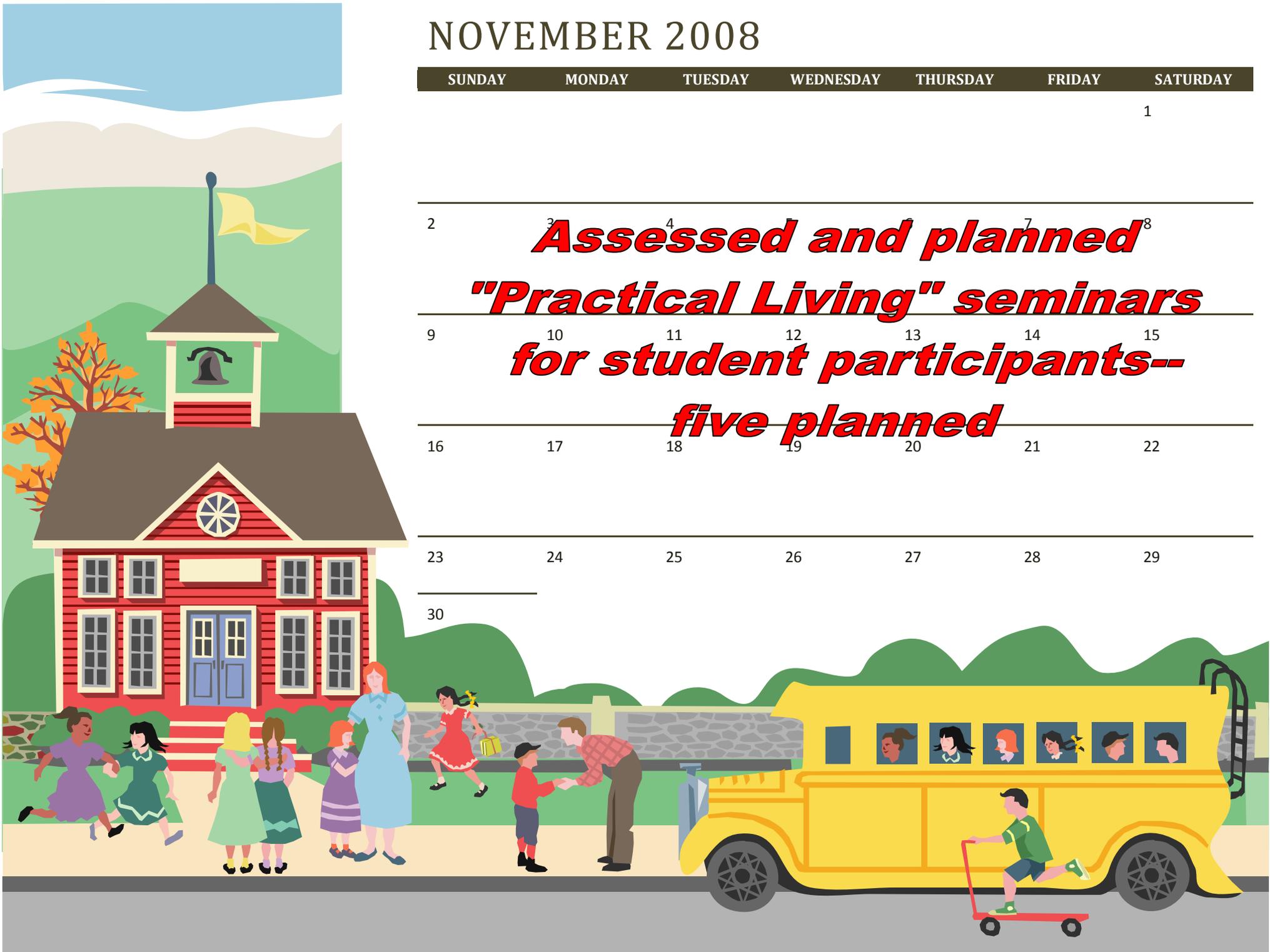
26

27

28

29

30



DECEMBER 2008

SUNDAY

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

1

2

3

4

5

6

7

8

9

10

11

12

13

Assessed and planned parent workshops..

21

22

23

24

26

27

four planned

28

29

30

31





JANUARY 2009

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1	2	3
4	5	6	Began	8	9	10
11	12	* reviewing first semester grades		16	17	17
		* identifying possible candidates				
18	19	20	21	22	23	24
* conferencing with Metro Housing Authority to refurbish apartments						
25	26	27	28	29	30	31



FEBRUARY 2009

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28





MARCH 2009

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	
1	2	3	4	5	6	7	
8	9	10	11	12	13	14	
15	16	<i>Notice/Contract went home to parents</i>			19	20	21
<i>with students and via mail from the assistant principal's and counselor's offices</i>							
22	23	24	25	26	27	28	
29	30	31 On-site Registration & orientation 8:00-4:00					

APRIL 2009

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1	2 Planning session	3	4
5	6	7	8 Educational Advocates' Orientation	9	10	11
12	13	14	15	16	17	18
19	20	21 Course recovery 4:00-7:00	22 Course recovery 4:00-7:00	23 Course recovery 4:00-7:00	24	25 Course recovery 9:00-12:00 Parent wkshp
26	27	28 Course recovery 4:00-7:00	29 Course recovery 4:00-7:00	30 Course recovery 4:00-7:00		





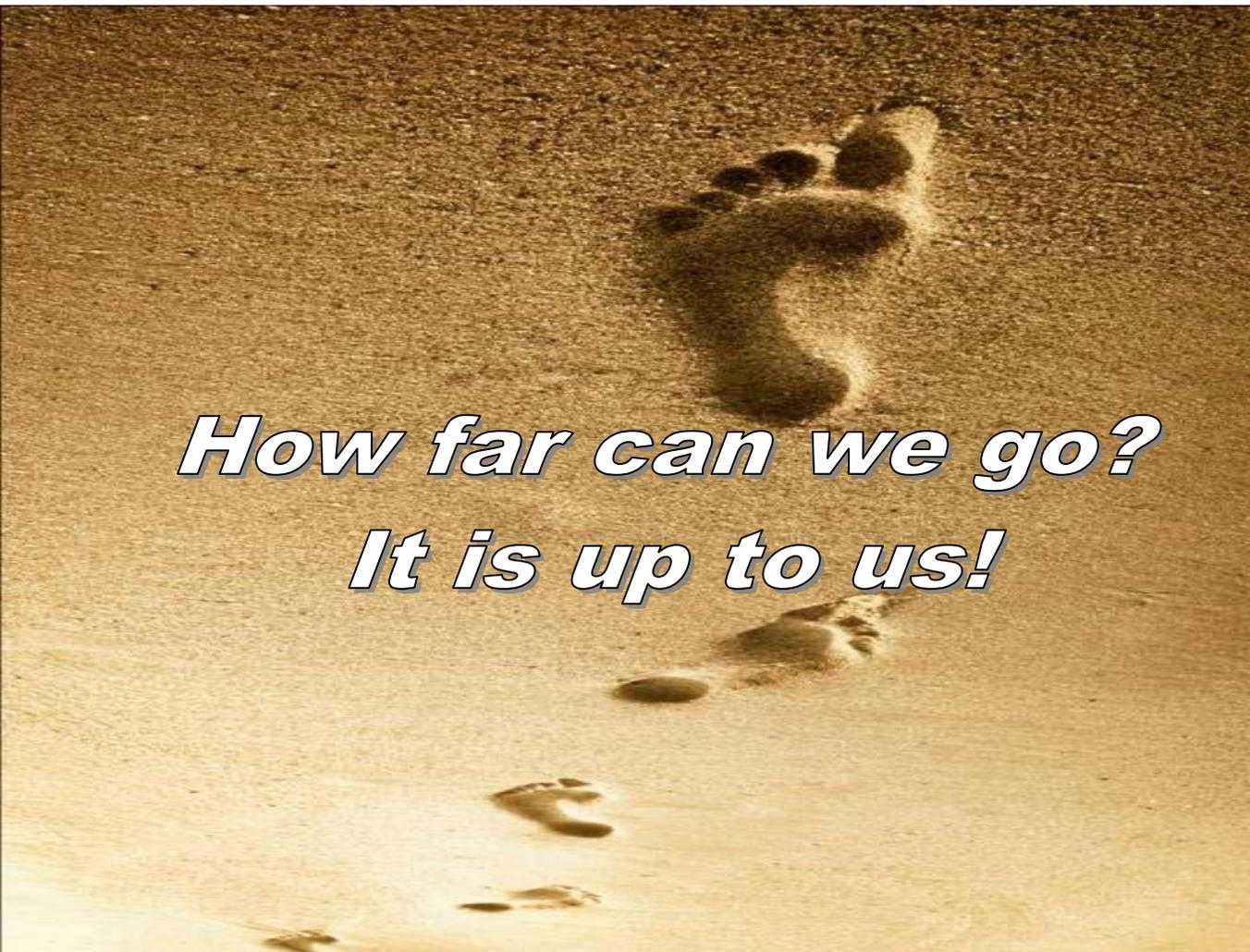
MAY 2009

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1	2 DERBY DAY!
3	4	5 Course recovery 4:00-7:00	6 Course recovery 4:00-7:00	7 Course recovery 4:00-7:00	8	9 Course recovery & seminar 9:00-12:00
10	11	12 Course recovery 4:00-7:00	13 Course recovery 4:00-7:00	14 Course recovery 4:00-7:00	15	16 Course recovery 9:00-12:00
17	18	19 Course recovery 4:00-7:00	20 Course recovery 4:00-7:00	21 Course recovery 4:00-7:00	22	23 Course recovery & seminar 9:00-12:00
24	25	26 Course recovery 4:00-7:00	27 Course recovery 4:00-7:00	28 Course recovery 4:00-7:00	29	30 Course recovery 9:00-12:00
31						



JUNE 2009

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1	2 Course recovery 4:00-7:00	3 Course recovery 4:00-7:00	4 Course recovery 4:00-7:00	5	6 Course recovery & seminar 9:00-12:00
7	8 Course recovery 9:00-12:00	9 Course recovery 9:00-12:00	10 Course recovery 9:00-12:00	11 Course recovery 9:00-12:00 Field Trip 1:00	12	13
14	15 Course recovery 9:00-12:00	16 Course recovery 9:00-12:00	17 Course recovery 9:00-12:00	18 Course recovery & seminar 9:00-12:00	19	20
21	22 Course recovery 9:00-12:00	23 Course recovery 9:00-12:00	24 Course recovery 9:00-12:00	25 Course recovery & seminar 9:00-12:00 CELEBRATION	26	27 DATA COMPILATION AND REPORTING
28	29	30				



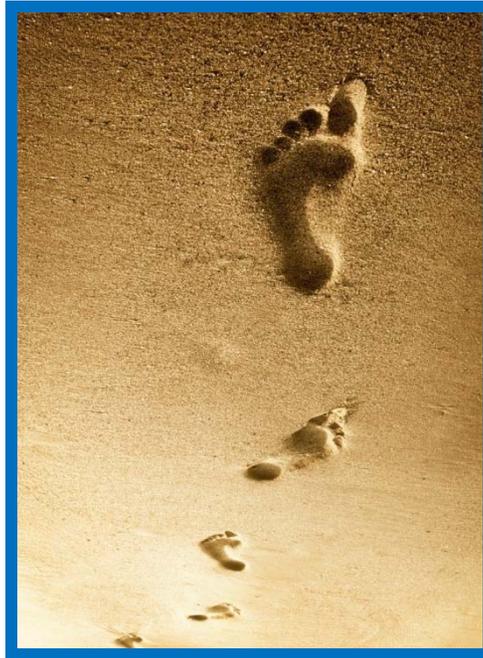
*How far can we go?
It is up to us!*



Beecher Terrace

Spring and Summer Enrichment Program

Handbook



"The Beech"

Rose M. Livingston
Assistant Principal
Program Director

This handbook is a “work in progress” that will incorporate the ideas and beliefs of individuals who believe in the working for the success of ALL children. It will be used as a compass for clarifying our purposes and processes, creating the desired culture, and involving appropriate people.

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	B. E-School Format	
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VIII. Alignment With JCPS' Leadership Competencies
and Core Practices for a Great School

7

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- B. Focused Culture
- C. Focused People
- D. Focused Processes

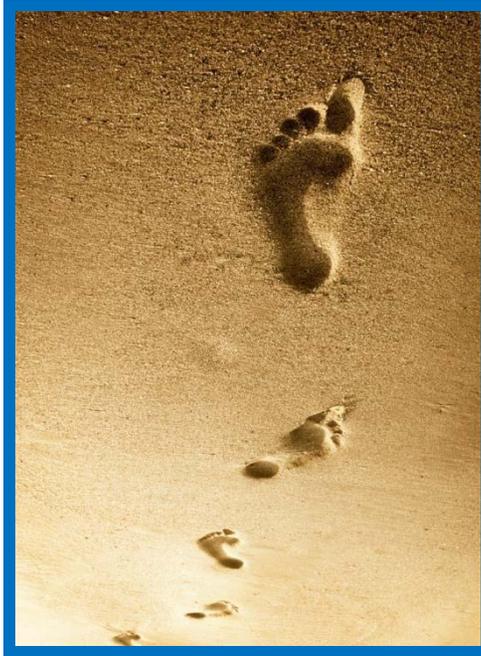
The Beecher Terrace Spring and Summer Enrichment Program (BTSSEP)

The BTSSEP is a multifaceted, collaborative effort designed to address academic deficiencies, develop and maintain an interest in teaching, involve parents in the educational process, provide academic enhancement activities, provide practical living activities, and promote character education. This project is envisioned and implemented as one to assist student participants to become successful, self-sufficient individuals. It is also an effort to provide parents with information and skills necessary to become self-sustaining citizens and become academic advocates for their children.

The philosophy of the BTSSEP aligns well with the last lines of the famous poem "Footprints." Program administrators believe that when students feel isolated and fearful, fail to make wise academic choices, or perform in ways that do not result in academic success, it is our role, as **Educational Advocates**, to support and carry them until they develop or recover the strength they need to proceed to the next phases of their lives.

*"The times when you have seen only one set
of footprints in the sand,
is when I carried you."*

(From "Footprints" by Mary Stevenson)



**BTSSEP Leadership and Collaborators
(Advisory Committee)**

Rose M. Livingston

BTSSEP's On-site Administrator
Ballard High's "Beech" Liaison and Grant Administrator

Tim Barry

Executive Director, Metro Housing
Beecher Terrace Liaison

Cynthia Knapek

Operation Brightside
Beautification Liaison

James Shacklett
Jodie Biles

Parent Advocate
Parent Advocate

Aryn McCathern
Deshanna Gentry

Peer Advocate
Peer Advocate

Educational Advocate
Educational Advocate
Educational Advocate
Educational Advocate

Bonnie Marshall
Veronica Wright

Spalding University, Grant Administrator
Spalding University, Grant Administrator

BEECHER TERRACE SPRING AND SUMMER ENRICHMENT PROGRAM HISTORY

Footprints of a Beginning

What if.....

- **Students had a safe place to come within or close to the neighborhood where they live to make up course work or get tutoring?**
- **The safe place could also provide an environment of self-responsibility and sustainability-- encircled with rigor and high expectations?**
- **Parents had a place to run in and get an update on their children's progress while feeling a real sense of partnership in their student's education?**

The Beech bloomed from the reality that students attending Ballard High School from the Beecher Terrace and surrounding neighborhoods needed something and some place that provided a supportive yet comparable educational setting closer than 1 – 2 hours away on the TARC (public transportation). Several sites were explored for possibilities, and after a few conversations between Rose Livingston, Assistant Principal at Ballard High School and Tim Barry, Executive Director of Louisville Metro Housing Authority (LMHA), it was concluded that the center would be housed at 442 So. 11th Street, a one-bedroom apartment in the heart of the Beecher Terrace neighborhood. This was the start of an enrichment program simultaneously working alongside Ballard High School, utilizing a theatrical approach that highlights a practice resulting in a focused culture, people, purpose and processes.

February 4, 2006, on a Saturday morning, the sign was hung out and the doors opened for the first Saturday session. Sixteen students attended, to some surprise, as it had snowed 2 – 3 inches the night before. In a short time, the Center immediately became overcrowded -- as the students filled the bedroom, living room and kitchen, working on three independent study courses. It was very much evident that a larger place was needed. The culminating activity that year ended in a recognition program with Louisville Metro Mayor Jerry Abramson as keynote speaker. The event was attended by students, staff, parents and JCPS representatives. It was during this time the students coined this site "***The Beech.***"

The following year LMHA agreed to relocate the Beecher Terrace Resident Council (a three-bedroom apartment) next door, for the expansion of *The Beech*. LMHA also wired the two apartments for internet accessibility, supporting computer labs in both apartments. Students, teachers, and parents shared in the makeover by joining together and painting the walls and planting trees. By the third year newer computers had been added as well as JCPS e-school. The first two years it was sparsely funded through ESS (Extended School Services), Ballard High School, sweat equity and personal donations. Kentucky Department of Education emerged as the primary funding source in 2008 and 2009. Since its opening, 75 plus high school credits have been recovered. With these recoveries a sense of hope and optimism has emerged.

Where do we go from here? It is totally up to us.

Project Goals and Mission

The Beecher Terrace Spring and Summer Enrichment Program is designed to utilize technological and human resources to offer hands-on and real-life approaches to learning that provide:

- An enriching education environment within students' residential neighborhoods that supports holistic learning and self-sustainability
- An environment where parents are an integral part of the educational process supporting the education development of their children
- Varied opportunities for course recovery toward graduation and academic enhancement
- Opportunities for students, particularly minority students, with an interest in and aptitude for teaching to participate in academic enhancement, career exploration, character education, and practical living activities to develop and/or maintain an interest in teaching
- Opportunities for mentoring students, particularly minority students, with an interest in working with students with special needs to explore special education as a career choice.

Rules for “the Beech”

- Use of cell phones is prohibited (just as in regular school)
- Snacks will be served at the end of each session
- Obtain permissions from one of the tutors to change apartments
- Clean up after yourselves and take out the trash

- A call to the home will be made immediately if there is a behavior problem
- All behavior problems will be noted on the student data cards
- No student is allowed behind the registration desk

Roles and Responsibilities

Beech Liaison is the eyes, ears, and heart within the school who acts as the connector in identifying need, communicating with stakeholders, and finding realistic and meaningful ways for students to recover courses and credits.

- Serve as director of the project and chair of the advisory committee
 - Oversee the day-to-day operations of the project
 - Communicate with the collaborators
 - Order and maintain educational supplies
 - Identify and recommend staff for employment as Educational Advocates
 - Gather, analyze, and report data on the project
 - Establish academic schedule
 - Process pay requests
 - Identify facilitators for parent workshops and student seminars
- Communicate with parents
- Communicate with Ballard High faculty
- Communicate with students
- Mentor and monitor Educational Advocates

Educational Advocates are expected to look beyond the traditional teacher/student role and genuinely forge a relationship that holistically models mutual respect and relentless high expectations that are nestled in a place where students and parents feel safe.

- Be on time—at least 10-15 minutes before students arrive
- Be prepared for students when they enter
- Require students to adhere to “Beech” rules
- Assess students’ work immediately and provide feedback
- Inform the Liaison of concerns about student progress
- Inform the Liaison of celebrations
- Maintain accurate records
- Limit cell phone use to emergency calls
- Maintain a journal with at least one entry per week

- Be able to communicate learning results with parents

Roles and Responsibilities (continued)

Students must adhere to the rules set forth in the **JCPS Code of Acceptable Behavior and Discipline and the Student Bill of Rights** and the rules established for “The Beech.”

- Report to the center on time
- Sign in as you enter
- Proceed to assigned enrichment area
- Use designated time on assigned work
- Refrain from any acts or works that do not show respect for others, the property, or self.
- Complete all work by the end of the summer session
- Attend an orientation on goals and expectations
- Complete independent work on-site
- Adhere to the rules of the center or be removed from the program and not permitted to return
- Maintain a journal with at least two entries per week

Parents are active partners in your child’s education.

- Attend an orientation to the program
- Participate in Parent Seminars
- Conference with the Educational Advocates at the school and center
- Be responsible for your child’s attendance
- Support Advocates with your child’s attendance, academics, and behavior

BEECHER TERRACE SPRING AND SUMMER ENRICHMENT PROGRAM

Modes of Delivery and Literacy Enhancement

Course work will be acquired through three methods:

- 1) JCPS Independent Study Modules for three core content areas – Algebra I (A), Integrated Science I (A) and English 101 (A). Educational Advocates will assist in re-teaching or other instructional practices while maintaining the integrity of course.**
- 2) JCPS e-school – Students enroll and are required to come to “*The Beech*” for support as well as being encouraged to work on course work at Ballard and at home, as time permits, through an online format.**
- 3) Practical Living Seminars – Educational Advocates and guest facilitators deliver workshops (*dropout prevention, career exploration, character education, and practical living*) under the supervision of the on-site Administrator.**

In addition to course delivery methods described above, a library of literacy materials will be used throughout the instruction to improve reading and comprehension skills. It is the intent of program administrators to encourage reading for pleasure through the diversity of materials available at the center.

**BTSSEP'S Alignment with JCPS'
2007 Leadership Competencies and Core Practices for a Great School**

Focused Purpose

Establishes a mission and vision

Shapes a culture of ownership

Designs a data-driven strategic action plan

1. An enriching educational environment within residential neighborhoods that supports holistic learning and self-sustainability (**vision and mission**)
2. Community commitment to and involvement (*JCPS, Metro Housing, Operation Brightside, and Spalding University*) in the educational process (**ownership, mission and vision**)
3. An environment where parents are an integral part of the educational process supporting the development of their children (**ownership**)
4. Varied opportunities for course recovery toward graduation and academic enhancement (**data driven**)
5. Opportunities for students, particularly minority students, with an interest in and aptitude for teaching to participate in academic enhancement, career exploration, character education, and practical living activities to develop and/or maintain an interest in teaching (**vision and mission/social-emotional curriculum**)
6. Opportunities for mentoring students, particularly minority students, with an interest in working with students with special needs to explore special education as a career choice (**vision and mission /strengthens students' self efficacy**)

Focused Culture

*Structures social-emotional curriculum
Facilitates caring classroom environments
Fosters community service-learning opportunities*

9. That communicated a feeling of “***you can learn and demonstrate competency***” (**facilitates caring classroom environment**)
That required students to be responsible for their choices
(structures social-emotional curriculum)
10. That required students to participate in the maintenance and upkeep both inside and outside the facility (**fosters community service learning opportunities**)
11. Of trust and respect for self, instructors, peers, learning, and community (**fosters community service learning opportunities**)
12. That was structured AND supportive (**fosters community service learning opportunities, structures social-emotional curriculum, facilitates caring classroom environment**)

Focused People

Structures and positions the right staff
Strengthens staff and student efficacy
Cultivates teamwork in a learning community

13. Effective, caring, structured, data-driven leadership and staff – experienced, certified, and committed (**the right staff**)
14. Leadership and instructors who believe in their abilities to teach students who struggle (**strong sense of self-efficacy and teaching efficacy**)
15. Instructors who plan collaboratively to address students' areas of improvement (**teaching efficacy and teamwork**)
16. Students who believe in their abilities to achieve (**self efficacy**)
17. Parents who demonstrate support and caring about their children's education (**teamwork and learning community**)
18. Community leaders who respond to needs of community (**teamwork**)

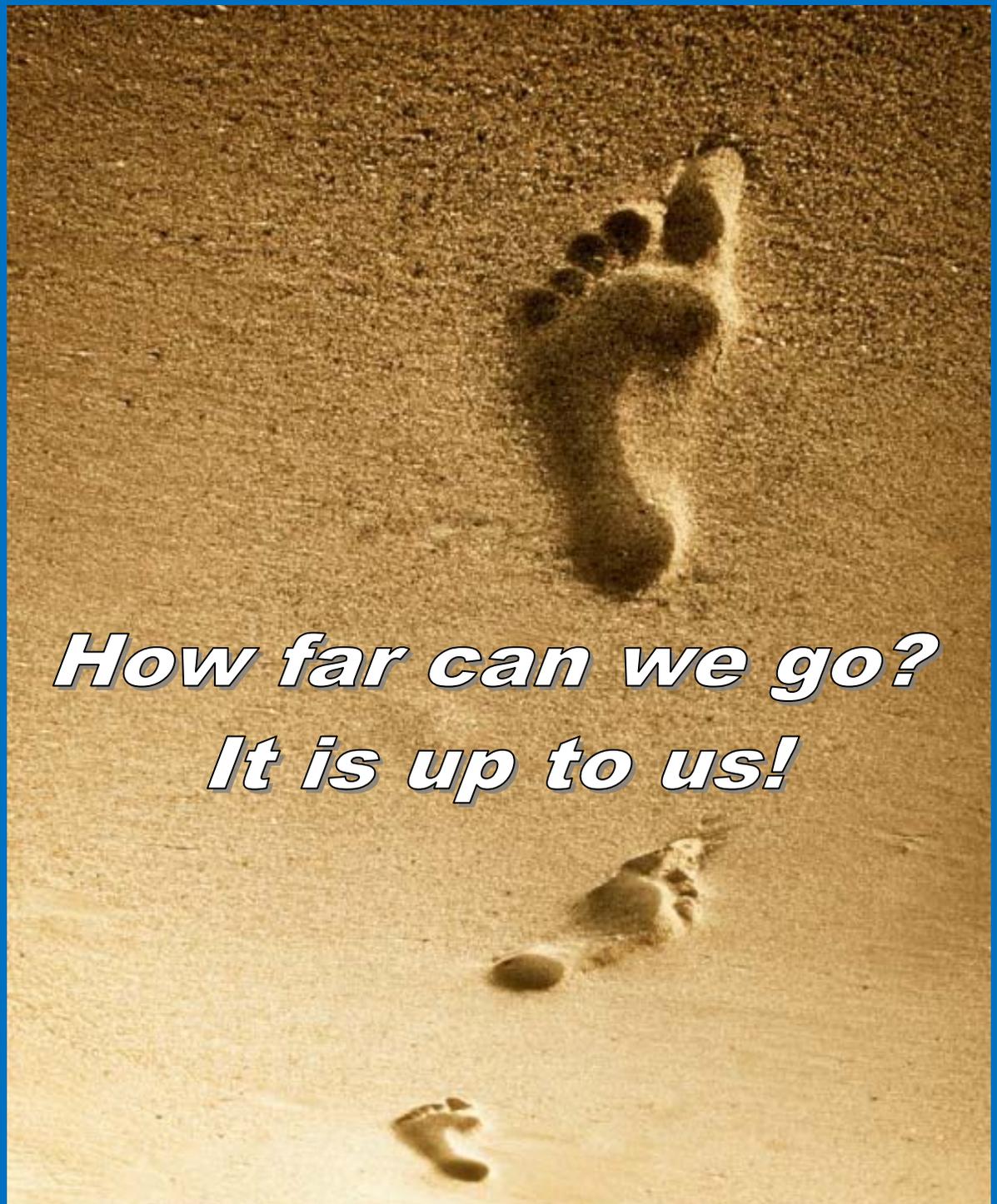
Focused Processes

Implements effective, efficient, and ethical operations

Implements systematic instructional change

Politically leverages systems for student results

21. District-approved curricular offerings designed to address specific learning objectives (**effective, efficient, and ethical operations**)
22. Highly structured learning environment (**effective, efficient, and ethical operations**)
23. Student and teacher accountability that is monitored and evaluated (**effective, efficient, and ethical operations**)
24. Dropout prevention, course recovery, grade promotion (**politically leverages systems for student results**)
25. High academic and social expectations for students from competent and caring instructors (**systemic instructional change**)
26. Instructional strategies and programmatic decisions generated as a result of examining student work (**data driven**)
27. Instruction offered in a familiar and safe environment (students' neighborhood/community) (**politically leverages systems for student results**)
28. Parent/Caregiver activities designed to increase understanding of academic goals and expectations (**politically leverages systems for student results**)
29. Immediate feedback to students coupled with rewards for successes and action plans for areas of improvement (**effective, efficient, and ethical operations**)
30. Regular and honest communication between parents/caregivers and center personnel (**effective, efficient, and ethical operations**)

A photograph of a large footprint in the sand, with two smaller footprints below it, set against a blue border. The image is a vertical rectangle with a blue border. The background is a close-up of sand. In the upper half, there is a large, dark, well-defined footprint. Below it, in the lower half, are two smaller, lighter, and less distinct footprints, one above the other, suggesting a path or a sequence of steps. The text is centered in the middle of the image.

***How far can we go?
It is up to us!***