

GEAR UP Counselor Newsletter

Volume 1/Number 10

Thursday, May 18, 2006

Sara's Side.....

It's the back-side of testing, the front-side of the last day of school and the middle-of-celebrating work well done! If you miss it, it won't happen again for a year—I hope you have a moment to take a deep breath and enjoy the excitement with the students before the lights go off and the halls go dull and quiet.

Highlight on Best Practices.....

Rockcastle County Middle's CATS assessment theme for this year was "STAR WARS - MAY THE FORCE BE WITH YOU." GEAR UP purchased red t-shirts with the GEAR UP logo on the sleeve and their assessment motivational logo on the front - "NOTHING SOARS LIKE A ROCKET". The PTSA purchased a shirt for all faculty and staff members. Nancy Hale writes, "The shirt is a symbolic expression of our school's support for values such as hard work, school spirit, and self-control. Everyone from students to teachers to janitors to lunchroom workers wore their "Test Shirt" on the first day of the assessment. We emphasized the importance of working as a team to reach and surpass our goal of 84 for this year."

"Not only do we work as a team, we dress as a team!"



Remember.....

Counselor Meeting May 24 in Frankfort beginning at 9:00 a.m.

I will send a separate email next week with the agenda and driving directions. We were able to schedule a separate conference room for lunch which will allow us to discuss the NCCEP conference and summer camps in detail. I look forward to seeing you there!

Information for All2006-2007 Arts & Humanities Collaborative

The Arts & Humanities collaborative is a consortium of school districts (75 schools and still growing) partnering together to provide high quality arts education (in the areas of drama, visual arts, music, dance and creative writing) demanded by the State of Kentucky School System. This Collaborative is housed at Eastern Kentucky University

One of the objectives of the Collaborative is to provide high quality arts programming at a low cost to the schools. They do this by large block bookings, grants, and networking with artist who are willing to reduce their fees in order to promote the arts in these poorer districts.

The Collaborative provides several types of arts programming to the schools. **School Day performances** are generally geared to larger audiences and are performed at venues centrally located to the participating districts. This helps reduce large transportation fees. **In-School performances** are programs that the collaborative takes into individual schools. These are generally smaller audiences with the added benefit of not having to provide transportation. **Residency and workshop programs** allow the artist to work with a smaller group of students often for an extended period of time. The benefits of the Residency and workshop programs include not having to transport students and focused learning.

Since all GEAR UP Schools are a part of this Collaborative, we encourage you to register early for these programs. You can use your local GEAR UP funds to pay for the workshops/performances. Also, Arts Jeopardy is a great way to do CATS review so be sure to schedule it for your 8th graders as soon as possible.

Contact Information	
Sarah Evans-Coordinator Phone: 859-622-8488 Fax: (859)622-6374 E-Mail: Sarah.Evans@eku.edu	
Arts & Humanities Collaborative College of Education 434 Bert Combs Building Eastern Kentucky University 521 Lancaster Avenue Richmond, KY 40475-3102	

2006-2007

Tentative School Program Schedule

**We will continue to update as programs, time , location and costs when confirmed

School Day performances-Centrally located venues

August 28-30 -Jenny Wiley Theatre- Grade 3-5 *Polly Princess and the Penniless Fry Cook*. An original adaptation of the classic tale *The Prince and the Pauper* Richmond, Corbin, Jackson County &/or Lee County and TBA(location is available) - \$2 collaborative members/\$4 non-members

September 29-EKU Dance Theatre-Brock Auditorium-Lecture /Demonstration. Great Core Content coverage-\$1..50 collaborative members/\$3.00 non members.

November 6-10- Bi-okto African Dance Concert LECTURE DEMONSTRATIONS: The lecture demonstration consists of an hour program of up to 300 students in a large space such as a gym/auditorium. This interactive, interdisciplinary lecture demonstration program will enhance your students' creative thinking skills as we take the audience on a journey from US to West or South Africa. The programs present culture, language, geography, math and history thru authentic songs, folk stories, highlighting essential drumming and dances from the countries of Nigeria, Ghana, Togo Benin, Mali, Guinea, or South Africa. Students and teachers participate throughout the presentation with call & responses. The program concludes with questions and answers. -**Richmond, Corbin, Jackson County &/or Lee County**

March 2007 -Celebrate American Music-with Zig Wajler. A musical tribute and historical time-line of the diverse rich musical song styles of American Music. Song Styles include: Native American, African American Spirituals -Slave Songs, Folk, Marches, Country, Gospel, Ragtime/Jazz./Swing, Blues, R&B/Soul, Rock & Roll, Contemporary/Popular. The presentation addresses the similarities and differences between the musical styles through performance and dialogue. **Richmond, Corbin, Jackson County &/or Lee County**

In-school programs -We travel to your schools

Latin Music concert - Hands On Latin Style with Zig Wajler

Interactive performance with author Zig Wajler introduces Afro-Cuban rhythms, Latin song styles (Mambo, Rumba, Merengue, Cha-Cha-Cha, among others) Percussion, (Shekere, Guiro, Timbales, Congas, Bells, Bongos, Palitos, Cajon, among others) and traditional folklore of Latin America and the Caribbean. A historical overview of the development of Latin American music with the contributions of West African rhythms, the folklore of Native Indians, and European traditions. Audience members interact using authentic Latin percussion instruments by building various ensembles learning the basic rhythms and dances of Latin Song Styles.

\$650 collaborative member/\$800 for non members up to 400 audience

Good Reads:

VOCATIONAL EDUCATION: NOT YOUR GRANDFATHER'S TRADE SCHOOL New career offerings in schools have helped fuel an apparent surge in vocational enrollment across the country in the last five years. The swell in traditional and newfangled shop classes comes, however, at a time when federal funding for the programs is again in danger. The Bush administration has proposed eliminating federal money earmarked for vocational education for the second consecutive year. While Congress re-appropriated \$1.3 billion in the last budget, the funding is back on the chopping block. The proposed cut comes after a U.S. Department of Education report to Congress showed that enrollment in technical education has soared by 57 percent, to 15.1 million in 2004 from 9.6 million in 1999.

http://www.boston.com/news/education/k_12/articles/2006/04/23/vocational_education_its_not_your_grandfathers_trade_school/

COURT LETS SCHOOLS BAN INFLAMMATORY T-SHIRTS Schools in the Western United States can forbid a high school student to wear a T-shirt with a slogan that denigrates gay and lesbian students, a sharply divided federal appeals court in San Francisco has ruled. In a 2-1 decision, the U.S. 9th Circuit Court of Appeals said that a T-shirt that proclaimed "Be ashamed, our school embraced what God has condemned" on the front and "Homosexuality is shameful" on the back was "injurious to gay and lesbian students and interfered with their right to learn." Wearing such a T-shirt can be barred on a public high school campus without violating the 1st Amendment, the court said. In numerous instances, the U.S. Supreme Court has held that Americans must tolerate offensive speech, including permitting marches by Nazis through a community with a substantial Jewish population. However, the majority ruled in this instance that some limitations were permissible in a public secondary school setting. The court concluded that donning the T-shirt "collides with the rights of other students in the most fundamental way," wrote 9th Circuit Judge Stephen Reinhardt. "Public school students who may be injured by verbal assaults on the basis of a core identifying characteristic such as race, religion, or sexual orientation have a right to be free from such attacks while on school campuses," Reinhardt said. "Being secure involves not only the freedom from physical assaults but from psychological attacks that cause young people to question their self-worth and their rightful place in society."

http://www.latimes.com/news/local/la-me-speech21apr21_0,5308356.story?coll=la-home-local

NO DOLLAR LEFT BEHIND?

The most aggressive education law in a generation, No Child Left Behind aims to make sure all kids can read and do math on grade level. It has also benefited an industry of vendors, who collect public money and help schools meet the law's requirements. Revenues for products and services sold to public schools hit almost \$22 billion in 2004-05, according to Eduventures, a market research company. That was up 6 percent from the year before, and revenues are expected to keep growing at that kind of rate. But the market is not expanding for all. Some vendors say the law has even cost them money by eroding demand for any academic area not considered to be a federal priority. In particular, money is flowing to testing, tutoring and teacher training. All three areas have direct ties to deadlines under the No Child law.

<http://www.cnn.com/2006/EDUCATION/04/21/no.child.vendors.ap/index.html>

TEXAS TEST SCORES BY KATRINA EVACUEES PROMPT CONCERN Fifth-graders who were displaced by Hurricane Katrina are lagging even further behind in math than on reading, leaving some educators worried that hundreds of Texas' newest pupils may have to repeat the grade. Only

45 percent of the 2,396 fifth-grade Katrina evacuees who took the math Texas Assessment of Knowledge and Skills this month passed, reports Jennifer Radcliffe, compared with 82 percent of the Texas students, according to statewide results released by the Texas Education Agency. Last month, 47 percent of the Louisiana students enrolled in Texas passed the reading test, compared with an overall passing rate of 80 percent.

Since more than 40,000 displaced students arrived in Texas last year, schools have been rushing to create tutoring and remediation programs to help those who may be lagging behind. They've been lobbying for grants, donations and federal funding to try to finance the extra programs.

<http://www.chron.com/disp/story.mpl/metropolitan/3820076.html>

JUDGE MAY HALT CALIFORNIA'S HIGH SCHOOL EXIT EXAM A judge said Monday he is likely to prohibit the state from requiring that high school seniors pass an exit exam to graduate, siding with attorneys who say the test discriminates against the poor. A group of high school students and their parents sued the state Department of Education in February, seeking a preliminary injunction to halt giving the exam to this year's senior class. It's the first class required to pass the exam to earn a diploma. Both sides are scheduled to appear Tuesday before Alameda County Superior Court Judge Robert Freedman in Oakland. Freedman said in his tentative ruling that he is likely to issue the injunction, based on the plaintiffs' argument that all California students do not have access to the same quality of education.

<http://www.cnn.com/2006/EDUCATION/05/09/exit.exam.lawsuit.ap/index.html>

You Gotta Read:

EDUCATION: THE PATH OUT OF POVERTY

An essential tool for child advocates for more than two decades, the annual "The State of America's Children," from the Children's Defense Fund takes a close look at 37 million people living in America who are poor (including 13 million children) and the growing numbers of families struggling to survive. The 2005 edition includes most recent (September 2005) U.S. poverty data throughout; personal stories and photographs; in-depth analyses of the current status of family income, child health, child care and early childhood development, education, child welfare, and youth development; and personal and policy success stories and recommendations for just treatment for children and poor families. Chapter Four, which can be downloaded for free, is full of analysis of pressing education issues (including NCLB, school funding, high-stakes testing and zero tolerance policies) and powerful (and jaw-dropping) statistics.

<http://www.childrensdefense.org/publications/greenbook/>

This next article will pop and appear with an option to purchase, however there is an icon that allows you to read on-line . . .

WHY WE MUST ALIGN HIGH SCHOOL CURRICULUM WITH COLLEGE EXPECTATIONS

Millions of high school seniors have signed college acceptance letters as of May 1, but does making it into college ensure academic success and a degree? A new Policy Perspectives paper from WestEd argues that high schools and colleges haven't aligned their separate education systems enough to eliminate college remedial work, decrease college dropout rates, and speed the time toward earning a baccalaureate degree. David T. Conley outlines the alarming indicators of a system that is not functioning as efficiently as it could: (1) Between 30 and 60 percent of students now require remedial college courses, an increase over previous years; (2) For those who make it to college graduation, on average it now takes six years to earn a four-year college degree; and (3) While more companies now expect a college degree as a baseline for employment, the percentage of high school students who go on to earn bachelor's degrees has remained relatively constant over the past 25 years. "If we are to address such problems," says Conley, "it's going to take a coordinated, concerted reform effort involving all stakeholders -- policymakers, high school educators, college faculty and administrators, parents, and students." Conley proposes several actions to smooth the transition between high school and college and ensure academic success at:

<http://www.wested.org/cs/we/view/rs/810>

The Last Thing:

A Collection of Quotes from your answers to the retreat Questionnaire . . .

(What quote sums up who you are or what you believe?)

- ❖ *Do unto others as you'd have others do unto you.*
- ❖ Leadership is not a position...it is a behavior.
- ❖ A man never stands as tall as when he kneels to help a child.
- ❖ Be faithful in small things because it is in them that your strength lies.—Mother Teresa
- ❖ CarpeDeim - Seize the Day.
- ❖ Don't put off tomorrow, what you can do today.
- ❖ *"Man is like a postage stamp. He may get licked, depressed, stuck in a corner and shipped from place to place. But, he will always arrive at the right time, at the right place if he will just stick to it".*
- ❖ There is no chance for the welfare of the world unless the condition of women is improved. It is not possible for a bird to fly on one wing.--Prabhat Ranjan Sakar
- ❖ At this point in my life, I think James 1:2,3, and 12 sum it up for me: "Consider it pure joy, my brothers, whenever you face trials of many kinds, because you know that the testing of your faith develops perseverance. Blessed is the man who perseveres under trial, because when he has stood the test of time, he will receive the crown of life that God has promised to those who love Him."
- ❖ Never bend your head. Always hold it high. Look the world straight in the eye."
(By: *Helen Keller*)
- ❖ Often wrong, never in doubt.
- ❖ *Well-behaved women rarely make history.*
- ❖ It's better to ask for forgiveness than permission.
- ❖ "EDUCATION IS NOT THE FILLING OF THE PAIL, IT IS THE LIGHTING OF A FIRE."
- ❖ **All Who Wander Are Not Lost.**

