

GEAR UP Counselor Newsletter

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Highlight on Best Practices.....

A note from Linda Taylor at **Berea Community School**: *I am so excited to have you look at the following link: http://www.berea.k12.ky.us/GEAR_UP/index.html*
At the top of the page, you should be able to access the monthly newsletters from GEAR UP at Berea Community School!

Did you know that you could make over \$100,000 riding a horse? And that is just as a Practice Rider! **Clark-Moores Middle School's** 8th grade learned this and much more on their GEAR UP trip to the Thoroughbred Center in Lexington on October 17th. The students learned about careers in the horsing industry and took a short tour of the Thoroughbred Center. After the tour, everyone was entertained by seeing the play The Midnight Ride of Paul Revere at the Thoroughbred Theater. "The play covered our core content nicely" said Social Studies teacher James Peavley. Despite the rainy weather, the students enjoyed a full day of horses, theater and fun!

SOME OF THE BEST THINGS KENTUCKY HAS TO OFFER TO OUR STUDENTS AND FAMILIES
VISITING THE HORSE FARMS



AND ATTENDING OUR COUNTY FESTIVALS



GEAR UP staff (Willie Addison and Michelle Scarberry) along with our students rode in the recent Woolly-Worm Festival Parade in **Lee County**. This was an opportunity for folks far and wide to see and learn about GEAR UP!

Remember.....

***Kentucky Association of Financial Aid Administrators (KASFAA)** trainings occurring throughout the region.

***8th Graders** are coming to Berea College to hear Zoe Speaks on November 14th!

***School Based Staff Meeting** at Rockcastle Middle School November 30th beginning at 8:30 a.m.

Information for All

Congratulations to **Estill County** GEAR UP Coordinator, Mike Flynn. Mike also coordinates the Family Resource Center in Estill County and he received the **Harry J. Cowherd Center of Excellence Award** at the annual Family Resource Youth Service Center Fall Institute Conference earlier this week in Louisville, KY. This conference is held in partnership with the Community Education Centers and the 21st Century Programs throughout the state. The award is presented to a center that is doing an outstanding job of implementing its priority goals. We at GEAR UP are proud of Mike (but not surprised!)

Our friend and colleague **Kim Gardner** lost a family member earlier this week. Funeral Services for her brother, **Aaron Wayne Duncan** of Charlestown, IN were held on Thursday November 2nd, 2006 at 10:30 AM at the Grayson Funeral Home in Charlestown. Burial was at the Charlestown Cemetery. Mr. Duncan passed away at his home, He was born August 9, 1971 to Hershhal and Betty (Woods) Duncan. He is survived by his parents, 1 brother Dale Duncan of Sellersburg, 1 Sister Kim Gardner of Berea, Ky and his caregiver Ella Scruggs of Charlestown. *Please remember Kim and her family in your thoughts and prayers at this difficult time.*

A little information about the upcoming performance at Berea College for all 8th grade GEAR UP students on Tuesday, November 14th: **Zoe Speaks** is Carla Gover and Mitch Barrett, whose families have resided in the mountains of Eastern Kentucky for eight generations. *The Appalachian sounds of their childhoods are reflected in their original songs, their interpretation of traditional music, and in performances that blend mountain tales an Appalachian clogging with music played on claw hammer banjo, lap dulcimer, guitar and straight-on mountain harmonies.*

Idea to try in the classroom or with a group of students: Visit the website Mapping Your Future. There you will find an on-line adventure activity titled CAREERSHIP – where middle school students can review careers by cluster, visit the featured career, match careers to their interests, or search for a particular career. For each career, students have access to a variety of information, including tasks, wages, career outlook, education, knowledge, skills, and similar careers. mapping-your-future.org/features/careership/

Good Reads:

BUSH'S FAMILY PROFITS FROM "NO CHILD" ACT A company headed by President Bush's brother and partly owned by his parents is benefiting from Republican connections and federal dollars targeted for economically disadvantaged students under the No Child Left Behind Act. With investments from his parents, George H.W. and Barbara Bush, and other backers, Neil Bush's company, Ignite! Learning has placed its products in 40 U.S. school districts and now plans to market internationally. At least 13 U.S. school districts have used federal funds available through the president's signature education reform, the No Child Left Behind Act of 2001, to buy Ignite's portable learning centers at \$3,800 apiece. Most of Ignite's business has been obtained through sole-source contracts without competitive bidding. Neil Bush has been directly involved in marketing the product. In addition to federal or state funds, foundations and corporations have helped buy Ignite products. The Washington Times Foundation, backed by the Rev. Sun Myung Moon, head of the South Korea-based Unification Church, has peppered classrooms throughout Virginia with Ignite's products under a \$1-million grant. Oil companies and Middle East interests with long political ties to the Bush family have made similar bequests. Aramco Services Co., an arm of the Saudi-owned oil company, has donated Ignite products to schools, as have Apache Corp., BP and Shell Oil Co. Neil Bush said he is a businessman who does not attempt to exert political influence, and he called The Times' inquiries about his venture -- made just before the election -- "entirely political."

<http://www.latimes.com/news/education/la-na-ignite22oct22,1,4882017.story?track=rss>

SEND IN THE PUBLIC ENGAGEMENT TEAM The American public education system is facing multiple challenges that are unique in its history, and its ability to respond will depend on greater public involvement and understanding than has been evident to date. One significant challenge arises from increased competition from abroad. The second challenge grows out of our promise to deliver education fairly, or to live with the grave consequences of persistent gaps in student achievement. A third challenge to public education is maintaining the momentum behind the improvements that have been made so far. A major obstacle grows out of the crosstalk that public leaders, educators, communities, and families engage in so frequently. These groups -- often on completely different wavelengths -- are unable to communicate, making very different assumptions about how well schools work now, and how much change schools need, writes Deborah Wadsworth. Top-down campaigns, in which the mission is to persuade people to adopt a preconceived agenda without genuine input, cannot build the relationships required to address the kinds of problems we're facing. Addressing these deeply human issues requires genuine give-and-take among people inside and outside schools. Education leaders and policymakers need to engage with a broad cross section of the community, including regular folks who are not already strongly involved in school activities, to set overall goals and establish priorities for change. Giving people alternatives to consider helps them learn about trade-offs that must be faced and helps reduce simplistic thinking and the tendency to reach for easy answers. Most importantly, a carefully thought-out engagement process allows people with very different starting points to talk effectively and productively about issues.

<http://www.edweek.org/ew/articles/2006/10/25/09wadsworth.h26.html>

POLITICAL BACKLASH BUILDS OVER HIGH-STAKES TESTING School exams may be detested by students everywhere, but in this state at the forefront of the testing and accountability movement in the United States, the backlash against them has become far broader, and politically potent. The role of the Florida Comprehensive Assessment Test, or FCAT, has become central to the race to succeed Gov. Jeb Bush (R), with polls showing a growing discontent over the exams, which he has championed and which are used to determine many aspects of the school system, including teacher pay, budgets and who flunks third grade. Republican Charlie Crist is offering to push forward with the testing regime, but Democrat Jim Davis has condemned what he calls its "punitive" nature, arguing that exam pressures have transformed schools into "dreary test-taking factories." This election season may be the first in which the growing use of high-stakes school testing, embodied in the No Child Left Behind legislation, has reached this level of political prominence, reports Peter Whoriskey. A similar exam revolt has become a key issue in the race for governor in Texas, another state in the vanguard of the testing movement, and the issue has roiled the Ohio gubernatorial contest as well.

<http://www.washingtonpost.com/wp-dyn/content/article/2006/10/22/AR2006102200998.html>

STATES SPURN SEX ED MONEY OBJECTING TO ABSTINENCE MANDATES The Corzine administration said "thanks, but no thanks" to federal abstinence education money, saying new rules will not let teachers talk about contraception. Teachers also must say sex within marriage is the "expected standard of human sexual activity." A letter yesterday by state health and education officials to the federal government says the strings attached to the money contradict the state's own sex education and AIDS education programs. The state has taken the money, about \$800,000 each year, since 199, reports Carol Ann Campbell. But state officials said new federal rules give them far less flexibility in creating such programs than in past years. "Some of the elements required are inconsistent and violate our own educational standards," said Health Commissioner Fred M. Jacobs. New Jersey is the fourth state so far to reject the abstinence education money, after California, Pennsylvania and Maine.

<http://www.nj.com/news/ledger/jersey/index.ssf?base/news-5/116175195148760.xml&coll=1>

RAGS TO RICHES IN U.S. LARGELY A MYTH, SCHOLARS WRITE Among Americans' most cherished beliefs is the idea that the United States is a land of opportunity, a place where all children have an equal shot at success regardless of the circumstances of their birth. A growing body of research suggests, reports Debra Viadero, that the idea of exceptional economic mobility may be a myth. Going from rags to riches in this country, some studies conducted over the past 10 to 15 years say, may be harder than it used to be. In fact, newer international studies suggest that children born into poor families in the United States have a smaller chance of rising out of poverty than their counterparts in many other industrialized nations. Given those bleak assessments, some analysts say that education -- perhaps now more than ever -- is critical to breaking or perpetuating that intergenerational cycle. There is more consensus around the idea that the United States has no unique claim, among nations, as a land of opportunity. Measured in terms of income, studies over the past two or three years have shown, the nation offers less opportunity for upward or downward mobility than Britain, Canada, Denmark, Finland, Norway, Sweden, and possibly Germany. In terms of occupational mobility, the United States remains around the middle of pack, according to the Brookings report.

<http://www.edweek.org/ew/articles/2006/10/25/09mobility.h26.html>

A COMMUNITY-SIZED SOLUTION TO THE DROPOUT EPIDEMIC Dropping out of high school is motivated by a variety of factors and many of them have little to do with school or homework. The only way at-risk youth will remain in school and earn their diploma is if their communities make a concerted effort to help them. Learning to Finish is a new campaign launched by the Pew Partnership for Civic Change that seeks to address the dropout problem in communities ready to meet this challenge as a community-wide concern. The Pew Partnership for Civic Change has also published a dropout discussion guide titled "Learning to Finish: The School Dropout Crisis." Here the case is made for a community-wide approach to solving the dropout problem and the five elements that should serve as the core of any community-wide dropout effort. According to Dr. Suzanne Morse, "For the one million or so kids who drop out each year, the prospects are dire. For the communities in which they live, the dropout rate is very bad news indeed. Each year, the toll of lost wages, taxes, and productivity that can be attributed to dropouts comes to more than \$200 billion for the nation as whole. That does not take into account the fact that more than two-thirds of the inmates in state prisons are school dropouts or that it is a turnkey issue for poverty, poorer health, and more limited prospects for the children of dropouts. It is a vicious cycle that must be broken."

<http://www.pew-partnership.org/whatsnew.html>

MONEY STARTS FLOWING IN TEACHER BONUS PLAN In the closing weeks of the fall campaign, the Bush administration is handing out money for teachers who raise student test scores, the first federal effort to reward classroom performance with bonuses. The 16 grants total \$42 million and cover many states. The government has announced only the first grants, \$5.5 million for Ohio, where Education Secretary Margaret Spellings was making the presentation Monday. The department will release the remaining grants in the coming weeks, falling right before the Nov. 7 elections in which a reeling Republican Party is eager for good news. In Ohio in particular, the GOP could trumpet the news of money for the state education department. The \$5.5 million will be shared by schools in Cleveland, Cincinnati, Columbus and Toledo. Sen. Mike DeWine, (R-Ohio), is trailing his Democratic rival. Also, Democrats have led for weeks in two House seats long in Republican hands, and party officials talk of capturing two or three more seats. Such gains could help the Democrats take over the House. The Education Department says the election had no bearing on the timing. The grant application process began in May, and the review was done in the early fall, officials said. Congress approved the program last year.

<http://www.cnn.com/2006/EDUCATION/10/23/teacher.pay.ap/index.html>

THE IMPACT OF THE LATEST FEDERAL EDUCATION LEGISLATION ON THE ARTS In 2007, Congress will begin the process of reauthorizing NCLB for another five years. In light of the coming debates, the arts education community is currently working to gather support and develop requests to members of Congress in order to ensure high-quality, ongoing K–12 arts education for America's students. This website outlines the successes, challenges and ways advocates are making a difference for the arts in our nation's public schools. It includes background, research, easy advocacy tactics and more relating to arts education and No Child Left Behind.
http://www.americansforthearts.org/services/arts_education/arts_education_015.asp

STUDENTS & SCHOOL OFFICIALS LOCKING HORNS OVER BLOGS Kids increasingly are spending their free time blogging and chatting on social networking websites, and school administrators aren't enthusiastic. School boards across the country already have blocked sites such as MySpace and Facebook on school computers. But school districts now are reaching into students' home computers, severely punishing and even expelling students for what they write on those sites from home. "Some courts have said that speech which is done on school computers is clearly within the domain of the administration to set reasonable standards for. Some have said if it's off-site, then the students are fully protected. Some have said if it can be read by people on the school premises, then it comes within the jurisdiction of the school board," says Tom Clarke, a San Francisco attorney who works on First Amendment questions. "Those are the three crazy standards that currently exist." School and First Amendment experts are unsure how many school districts have implemented such policies. But the confusion over how far school boards can go has left many students caught off guard when they are punished, reports Alan Gomez.
http://www.usatoday.com/news/education/2006-10-25-school-blogs_x.htm

You Gotta Read:

Army Meets Recruitment Goal

Earlier this month, the U.S. Army announced that it had recruited 80,635 soldiers for fiscal year 2006, exceeding its recruiting goal for that year by 635 soldiers. This was the Army's first year of recruiting after it had decided to enlist recruits who score near the bottom of military aptitude tests. While approximately 2,600 soldiers were recruited under the new standards, the Army said that all had received high school diplomas.

"Tests don't tell you the answer to the most critical question for the Army, [which is] how you will do in combat?" said Daniel Goure, vice president of the Lexington Institute, a private research group. "The absolute key for the Army is a high school diploma."

According to statistics from the Associated Press, 3.8 percent of first-time recruits scored between the sixteenth and thirtieth percentile on the Armed Services Vocational Aptitude Battery, the aptitude tests that the Defense Department gives to all potential military personnel. In previous years, the Army only permitted 2 percent of its recruits to come from this range. Last year, the ceiling was increased to 4 percent.

Complete recruiting figures are available at
<http://www.defenselink.mil/Releases/Release.aspx?ReleaseID=10057> .

The Last Thing:

GEAR UP GRANNY MAKES A VISIT TO ONE OF OUR MIDDLE SCHOOLS

CAN YOU HELP US IDENTIFY THIS INDIVIDUAL?????????????????

