In this issue:

We are made wise not by the recollection of our past, but by the responsibility for our future.

-George Bernard Shaw-

- Identifying Best Practices in Alternative Educational: The Educational Options Research Project

- Why New Teachers are Leaving

- Five Principals of Correctional Education

- Academic Rigor and its Role in Court and Community Schools
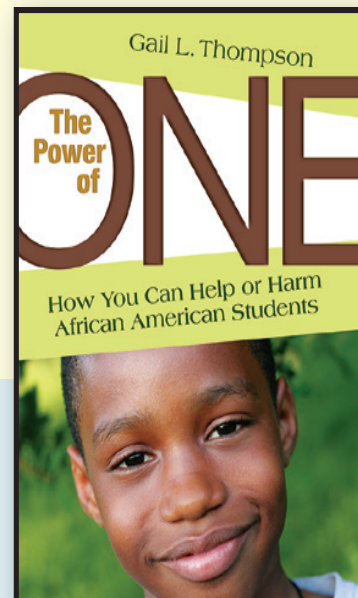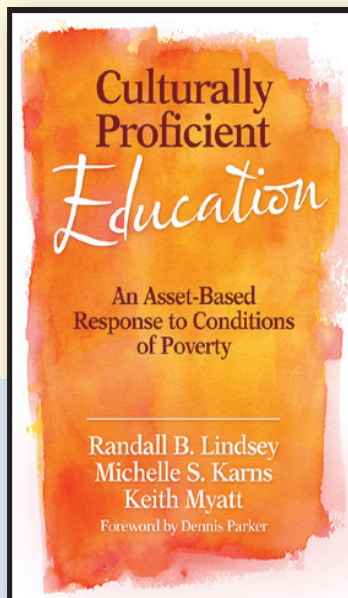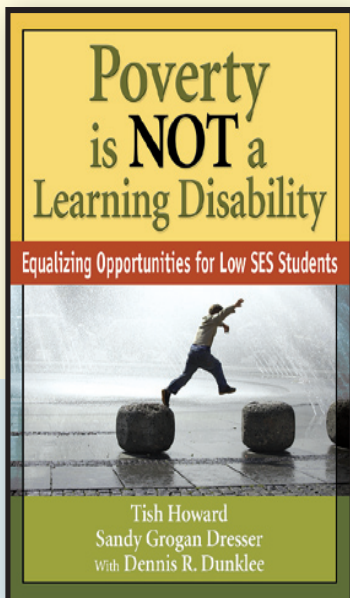
- Innovative Programs

JCCASAC
Juvenile Court, Community and
Alternative School Administrators of California

CCSESA

CONTENTS

DEPARTMENTS

FEATURE ARTICLES

INNOVATIVE PROGRAMS

EDITORIAL BOARD

Deni Baughn, *Journal Editor,* Program Specialist, Orange County Department of Education
        (619) 733-2334   deni7@sbcglobal.net
Jeanne Dukes, Assistant Superintendent, San Luis Obispo COE
        (805) 782-7300   jdukes@slocoe.org
Mary Lou Vachet, Administrator, Orange County Department of Education
        (714) 719-0908   marylou_vachet@access.k12.ca.us

Northern Section

Trucker Clark, *Chair*
Santa Clara COE
(408) 573-3320
trucker_clark@sccoe.org

Gary Vincent, *Vice Chair*
Monterey COE
(831) 755-6458
gvincent@monterey.k12.ca.us

Sandy Mast, *Secretary*
Santa Cruz COE
(831) 466-5728
smast@santacruz.k12.ca.us
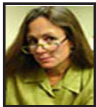
Janine Cuaresma, *Member-at-Large*
San Joaquin COE
(209) 468-9111
jcuaresma@sjcoe.net

Southern Section

Deni Baughn, *Chair*
Orange COE
(619) 733-2334
dbaughn@access.k12.ca.us

Donald Nute, *Vice Chair*
San Bernardino CSS
(909) 111-0111
donald_nute@sbcss.k12.ca.us

Janet Schales, *Secretary*
Kings COE
(559) 589-2603
jschales@kings.k12.ca.us

Monalisa Vitela, *Member-at-Large*
Imperial COE
(760)312-5525
mvitela@icoe.org

Executive Board

Mary Ruth Bell, *President*
Sacramento COE
(916) 228-2490
mbell@scoe.net

Sean Morrill, *President-Elect*
San Diego COE
(858) 571-7274
smorrill@sdcoe.net

Mary Lou Vachet, *Past President*
Orange COE
(714) 245-6447
mvachet@access.k12.ca.us

Telka Walser, *Secretary*
Stanislaus COE
(209) 238-6716
twalser@stancoe.org

Paula Mitchell, *Treasurer*
Santa Clara COE
(408) 453-6999
paula_mitchell@sccoe.org

Juvenile Court, Community, and
JCCASAC
Alternative School Administrators of California

Message from the President

Mary Bell, Ed. D.
Director III
Sacramento County Office
of Education

This year Juvenile Court, Community and Alternative School Administrators of California (JCCASAC) is celebrating 41 years of providing high-quality educational services to some of the most disenfranchised children in California. Our Juvenile Court School (JCS) and County Community School (CS) students come from all walks of life, creating one of the most diverse student populations in America. This is why, during a time of school finance upheaval, "Equity and Excellence in Education" is a resounding theme that commemorates JCCASAC's 41st Annual Conference.

The word equity is defined by Webster dictionary (10th Ed, 2001) as freedom from bias or favoritism, as something that deals fairly and equally with all concerned. Excellence is defined as a quality of being superior, outstanding or remarkable. The spirit of these two words together, equity and excellence, in the framework of education for JCCASAC students, is a very powerful message. Students from all walks of life, regardless of race, color or creed deserve unbending commitments

from educators and stakeholders across America to provide the highest quality education available. They deserve profound commitment to high expectations, social justice and opportunities to excel. As JCCASAC members, we must continuously demonstrate our commitment. We must recognize that quality education for our students is modeled through intrinsic and extrinsic observations. Seeing and experiencing highly diverse professional learning communities (PLCs) creates an evidentiary path of truth and high expectations leading students to positive mental attitudes that epitomizes success.

Oftentimes, our educational system falls into the old cliché of "practice what I say and not what I do." But we must remember, leading by example is a powerful teaching methodology at the top of the "hidden curriculum". Our schools, staff and leadership must reflect equity and excellence under all circumstances. This includes: sharing governance functions, eliminating curricular stratification, determining America's educational future through equity commitments, increasing academic achievement with grade-level teams, repositioning politics in education's circle of knowledge, teaching content outrageously, cultivating optimism in the class-

room and accepting personal responsibility for learning. As you read through this year's 2010 JCCASAC Journal, you will see pictures, read stories and reflect on student accomplishments from County Offices of Education across the state. You will quickly ascertain how deeply equity and excellence are eminently embedded in the JCCASAC educational system.

Our 41st Annual JCCASAC Conference showcases state-of-the-art speakers, effective classroom practices, and our commitment to high-quality teaching and learning that includes students, families and community in the educational future of California. Equity and Excellence in Education is a way of life for us, and we keep our promise to our students everyday by offering leadership, ingenuity, choices and sufficiency in preparation. Join us today in this mission of student advocacy and community success. It all begins and ends with this your commitment to equity and excellence. Enjoy your conference!!

Message from the President-Elect

Sean Morrill
Director
San Diego County Office
of Education

Thanks to you all for honoring me with the opportunity to serve as the President-Elect of the Juvenile Court, Community and Alternative School Administrators of California (JCCASAC). "Our Mission is to support student success by creating a collegial network of county office administrators…" The dissemination of best practices in meeting the needs of at-risk, high potential youth has never been more important. Our organization consists of the true experts in the field of alternative education. My involvement with the JCCASAC Executive Board has provided me with access to a broad range of impactful programs. The common thread among them all is the focus on engaging and supporting all students in learning.

The resilience of our students serves as inspiration to us all. They bring a myriad of risk factors and obstacles to the classroom each and every day – gang issues, drug and alcohol abuse, teen pregnancy and parenting responsibilities, domestic violence, and parental disengagement. Yet, they come. They come to our schools because our teachers, support staff, and administrators offer their unconditional support. Our school environments acknowledge the students' humanity and value the gifts they bring to the school community. We don't pretend our work will ever be complete. History and human nature drive us forward with the knowledge that as long as underserved student populations exist, the concerted efforts of court, community and alternative school educators remain a must.

Every county office and public school entity continues to bear the burden of maintaining core services and programs in the face of massive budget cuts. Budget management has always been a priority for JCCASAC members. Our JCCASAC network provides support to alternative education leaders throughout California. We will continue to assist each other as our programs navigate through these uncharted fiscal waters.

Despite these challenges, there are many exciting developments in court and community school programs. Online learning has expanded the access to courses for many of our students. Many programs are looking at the possibility of offering A-G and advanced placement courses. A number of county offices have already established partnerships with community colleges so students can begin earning college credit prior to graduating from high school. Career technical education offerings have increased in many of our court and community schools. As always, JCCASAC programs are leading the way, developing multiple pathways for student success.

JCCASAC offers its members a variety of forums to share best practices and learn from each other. Each year we hold general membership meetings in the North and the South. In addition to our annual conference in May, we also hold a mini-conference in the fall to highlight promising programs. I encourage all of you to stay engaged with JCCASAC by actively taking part in our conferences and meetings. Present your programs and share your outstanding practices. Consider running for a position on the JCCASAC Executive Board. As a subcommittee to the Student Programs and Services Steering Committee (SPSSC), JCCASAC has the responsibility of keeping our assistant superintendents and superintendents well informed. We advocate for programs and policies which positively impact the academic, social, and behavioral development of our students.

JCCASAC represents a community of educators with the common commitment to meeting the needs of at-risk youth. It has been my privilege to serve as your JCCASAC President-Elect, and I look forward to expanding our network of support during the 2010-11 school year as your JCCASAC President.

RESILIENCE

JUVENILE COURT, COMMUNITY, AND ALTERNATIVE SCHOOL ADMINISTRATORS OF CALIFORNIA

VISION

Under the direction of the County Superintendents, and as a sub-committee of the Student Programs and Services Steering Committee (SPSSC), JCCASAC is a professional educational organization dedicated to preparing students who are enrolled in county alternative educational programs to become self-sufficient adults who lead healthy lifestyles, and are competent, caring, and academically prepared for their futures.

MISSION

The mission of JCCASAC is to support student success by creating a collegial network of County Office administrators who:

- Research and share best practices regarding new and innovative program options for at-risk students
- Provide training, support and assistance to new administrators
- Endorse and support legislation that advocates for the learning needs of all students
- Give input and guidance to the Superintendents relative to the diverse needs of our student population

Goals

- Improve student achievement through research and sharing best practices
- Support special projects that enhance instructional programs
- Provide regular trainings for new county office administrators
- Conduct successful conferences with statewide representation
- Publish the JCCASAC Journal that informs superintendents, administrators, teachers, and affiliated agencies of the latest research, effective teaching practices, methodologies, and showcases successful programs
- Provide scholarships to eligible graduating seniors in order to encourage lifelong learning
- Represent JCCASAC through participation in statewide committees
- Monitor legislation affecting County Office alternative education programs
- Advocate for legislation and policies that support the unique needs of our student population

Best Practices in Educational Options Schools and Programs Research Project

Wendell J. Callahan, Ph.D. and Stephanie Johnston
San Diego County Office of Education

Introduction:

In a joint project, the San Diego County Office of Education and the Educational Options Office of the California Department of Education continue the review and dissemination of best practices in California Educational Options schools and programs. In February 2010 a committee of representatives from alternative education professional organizations, the California Department of Education and the California State University reviewed 10 proposals submitted from California continuation high schools, community day schools, as well as court and community schools. The professional organizations represented on the review committee included Community Day Schools Network (CDSNet), California Consortium for Independent Study (CCIS), California Continuation Education Association (CCEA) and Juvenile Court, Community and Alternative Schools Administrators of California (JCCASAC). The proposals highlighted best practices in the following domains: Curriculum, Instruction and Educational Technology; Assessment, Evaluation and Data Management; Student Support, Retention and Transition; and Leadership and Staff Development. Three proposals demonstrating best practices were selected and video narratives (along with contact information and other school information) will be featured on the San Diego County Office of Education's Best Practices Project website (www. sdcoe.net/edoptions). The following are narratives of the best practices selected for 2009-10.

Student Support Services

Derek Dean, Principal
Valley Community School
Merced County Office of Education

Valley Community School (VCS) is a court and community school that currently serves 1,182 at-risk youth in Merced, California. VCS encompasses three sites: Merced, Los Banos, and Atwater; as well as an Independent Studies Program. The mission of VCS is to provide a safe and encouraging atmosphere where staff, students, families, and community members work together to create a learning environment where all participants develop a desire for personal growth and life-long learning. In our efforts to achieve the mission outlined, VCS has established a comprehensive support system that entails support programs and community partnerships.

Many students come to VCS with tremendous challenges that interfere with their academic achievement. Based on the 2009 Star Test results, 23.3% of the student population scored below basic and 59.3% are far below basic. An average of 72% of our students are either on free or reduced lunch programs which indicates that the majority of our students come from economically disadvantaged households. Many of the consequences thereof include violence, alcohol, and drug abuse, gang affiliation, and criminal activity. 70% of the students are on probation for such activi-

ties. The lack of effective parental supervision and appropriate role models has affected their development of personal and social values, decision-making, and goal setting techniques, as well as methods of establishing interpersonal relationships. Unstable home environments and high mobility rates have resulted in credit deficiency and lack of course completion. Teen pregnancy is also a prevalent challenge of our students.

VCS staff understand the important adverse impact these challenges have on students' academic performance and have devised support programs to address these needs. I will highlight four of these support programs that offer an array of services to students including providing transportation to appointments, conducting home visits, linking students to drug and alcohol counseling, and mentoring of students. Each program is specifically tailored to focus on students who are gang affiliated, on probation, have been expelled from the comprehensive school, have a child(ren)or are expecting, and/or are foster youth. The initiative of VCS programs is to close gaps to ensure that students achieve their full academic potential and are equipped with the proper tools and skills to meet the challenges of a changing global society by connecting students with resources and the community. The programs strive to prepare them to become positive, productive citizens.

The Violence Intervention & Prevention Program (VIP) is a concerted effort between VCS and Merced Probation Department. The intent of the VIP Program is to reduce gang membership, juvenile crime, substance abuse, suspensions, and delinquency among youth through sports, cultural activities, job training, and positive interaction with law enforcement. The Student Support Liaison and Probation Officer work directly with selected students involved in or at-risk for involvement in gangs. Twelve to sixteen students are identified by the Probation Officer for the program each semester. VIP provides guidance that engages students in activities which enhances VIP student's leadership abilities, job skills, social skills and academic learning. VIP students work with preschoolers, special needs students and visit local museums to learn about the history of Merced, increase community

awareness and deter negative actions in the community. VIP students are given the opportunity to contribute to the community in a positive manner by conducting community clean up and graffiti clean-up at least once a month. Guest speakers are often invited to share their personal experiences to deter students from making bad choices and inspire them to achieve. Additionally, field trips to various locations expose VIP students to different activities, experiences, hobbies and lifestyles beyond the boundaries of their neighborhoods. Character Counts, Anger Management, and Why Try lessons are implemented in the program to provide students with values for better decision making.

Students in the VIP Program are diligently monitored by the Probation Officer and Student Support Liaison. VIP students are required to attend school daily and are drug tested routinely. If a student fails to attend school without giving notice, the PO conducts an immediate home visit. In 2008, of the 22 students that participated, 16 students were validated gang members. At the conclusion of the program 3 students were no longer gang affiliated and six students had been successfully terminated from probation. Attendance among VIP participants has shown to be stable with 84% average attendance in both 07/08 and 08/09. Discipline has decreased by 8% and substance abuse has shown a decline. Student academic performance has increased by 36%.

Foster Youth Services Program (FYS) is designed to assist students who are placed in State Licensed Group Homes and Foster Homes. FYS assists the Merced County foster children by working with social workers, school staff, and community service agencies to influence their day-to-day routine both during and after school. Their goals are to stabilize foster care placement and enhance academic success by assisting in the improvement of academic achievement and reducing disciplinary problems, juvenile delinquency, truancy, and student dropouts.

The Foster Youth Services Liaison provides case management, retrieves and transfers student records, conducts educational assessment to ensure

appropriate school placement, and coordinates training for agencies to enhance services for foster youth. Tutoring and mentoring services are also available to foster youth to increase academic success. Additionally, the FYS Program seeks to prepare foster youth for the real world by assisting them with transitional services including emancipation, independent living, and vocational training. Last year 165 foster youth received support services through FYS. In 2008, FYS launched Transition, Employment, and Life skills (TEAL) Program. TEAL is a 12 week program where foster youth undergo job preparedness and employment training. The students are educated about life skills through The Real Life Game and are granted 192 hours of paid on-the-job training. This incentive program requires foster youth to commit and take responsibility for attending school, maintain good behavior, and show active participation. Participants in the TEAL Program have shown an increase in attendance, decrease in discipline, referrals and mobility due to failed placements. Of the 46 students that have participated in the TEAL Program, 32 students have completed 192 hours of employment. Four foster youth were eligible and emancipated. Two of the four emancipated have obtained housing out of foster care. Additionally, of the 51 foster youth enrolled at VCS, 44 remain enrolled. Three of the thirteen 12th graders enrolled at VCS graduated and three are pending CAHSEE test results.

The Community Service Program provides community service activities for at-risk students to develop self and community awareness, improve decision making skills, meet requirements of expulsion and probation and ultimately become responsible, productive and civically engaged citizens. As a condition of the rehabilitation plan for expelled students and/or requirement for termination of probation, the majority of students are required to complete community service in order to return to the comprehensive school or be terminated from probation. The intent of community service is to give students the opportunity to contribute positively to the community and instill

a sense of community responsibility and ownership in students. The program customizes two types of community service opportunities to ensure success: Project-Based Community Service which gives students the opportunity work individually or teams to complete a one-time community project. Past projects include making crafts with senior citizens and young children, coordinating special events, and developing a lesson on American Government for K-5 students. Students have also coordinated canned food and coat drives. Site-Based Community Service is ideal for students who prefer to volunteer at a local organization. The Community Service Liaison has developed 32 community sites and placed 53 probation students on sites for community service activities. Fifteen of the students achieved the goal of being removed from probation as youth offenders.

Currently VCS has 126 identified pregnant teens, many lacking the skills and knowledge needed to provide proper infant care. The Parenting Opportunity Program (POP) is designed to provide young parents with the knowledge, guidance, and skills needed to be successful parents. Over forty pregnant teens participate in the POP program each semester in an effort to develop the skills needed to become better prepared for parenthood. The program is facilitated by the School Registered Nurse and classes are held one period each week at all campuses. Topics discussed include the signs and symptoms of illnesses in infants, how to properly secure a car seat, infant nutrition, child discipline, CPR, importance of vaccinations, alcohol and drug abuse prevention, baby-proofing your home, and contraceptives. To illustrate the importance

of proper nutrition, students are given the opportunity to prepare their own nutritious snacks and meals after each session. Health representatives are also invited to offer advice and counseling and car seats and small blenders are also provided to class participants when needed. Through student interviews it is noted that apprehension and concern regarding parental responsibilities from these young parents has notably reduced. On-going support is also provided by the school nurse in an effort to maintain a high level of child safety, nutrition and well-being.

The success of these four support programs is a result of a dedicated team of staff and strong community partnerships. VCS has a VCS Focus Group that is comprised of on-campus support program staff, administrator, and community agencies that meet regularly to collaborate, advise, strengthen, and learn of new services which cater to students and families. Through this network of services we are closing gaps, breaking down barriers, and connecting students to the community.

Special Education Co-Teaching Model in East Mesa Detention Facility

Catherine Prodor
San Diego County Office of Education

East Mesa School is located inside the East Mesa Detention Facility. The San Diego County Office of Education (SDCOE) Juvenile Court and Community Schools (JCCS) educates students while they are detained within the facility. The school works alongside the San Diego Juvenile Probation Department. Together the two agencies have developed a collaborative relationship to ensure the safety and educational success of students during the time in which they are detained. This collaborative relationship is the focus for the Best Practices in Educational Options Project Application, and extends beyond general education and special education to probation, parent/guardians and the local LEA's.

In 2004, the East Mesa Detention Facility opened at the southern edge of San Diego County. Due to the design of the living pods/classrooms, it became evident that a unique approach to special education service delivery was going to have to be developed. The service delivery model of full inclusion was determined to be the most efficacious model to deliver specialized academic instruction to students with disabilities.

Teachers and administrators researched professional development opportunities in collaborative practices to design, implement and monitor an inclusive collaborative teaching environment. Co-teaching strategies were selected to plan and deliver instruction to all students in the general education classroom. Co-teaching allows supports to be embedded into the curriculum, instruction and ongoing assessment of the program. These supports allow general education teachers to be informed participants as they participate in IEP meetings. Special education teachers present at monthly staff meetings and provide weekly notices to teachers regarding students' disabilities and their educational needs.

Collaboration between school administration and special education staff is evident in the areas of assessment, academic intervention, behavior intervention, core curriculum, and parent/guardian involvement.

Upon entry to the program, students are assessed utilizing a district wide assessment called the Measures of

Academic Progress Assessment (MAP). This data is stored in a main database which allows teachers access to these scores, as well as California High School Exit Exam (CAHSEE) predictability and results, California English Language Development (CELDT) levels, student registration information, transcripts, report cards, transition and counseling interventions. This information is crucial to the development of Individualized Education Plan (IEP)'s.

East Mesa uses state adopted core curriculum which was chosen through a teacher adoption selection committee. Special Education teachers were included in the process of selecting curriculum and writing system-wide quarter based academic power standards.

East Mesa School is piloting a Positive Behavior Support (PBS) System which utilizes a universal screening measurement incorporating the Response to Intervention (RTI) model. The purpose of RTI is to identify students in need of additional academic and behavioral interventions and supports. The school has identified a method to measure/screen all students entering the program and subsequently determine which students will need basic, intermediate and advanced levels of interventions.

Juvenile Probation determines parent/guardian contact. In many instances, parent/guardian involvement has been very limited. In these cases, the Juvenile Court assigns a court appointed special advocate (CASA) or the school will provide a surrogate parent. Juvenile Probation has also appointed a School Liaison who participates at monthly staff meetings and collaborates daily with school administration and staff. School districts have identified District Liaisons who are invited to participate in IEP meetings and provide input on educational issues.

Parent/guardians are invited to IEP's, student of the month award ceremonies, parent conferences, open house events and graduation ceremonies. East Mesa School is

located in a remote area of the county. This creates a challenge for many of the students' families to attend school related functions. East Mesa School recognizes this, and has partnered with probation to provide parents access to school staff during weekend visiting hours. Periodically, school staff will meet with parent/guardians to discuss educational concerns, recommendations and commendations. Sixty percent of students' parent/guardians participate in the IEP process by visiting the detention center, or via teleconference.

Since SDCOE JCCS is an alternative school program, state accountability requires the identification of Alternative Schools Accountability Measures (ASAM) of student progress. These measures are: district-wide assessment MAP Reading pre and post scores, credit completion, and General Education Development (GED) passing rates. Since 2004, all of these ASAM measures have shown positive growth. CAHSEE passing rates for special education students increased from 12-20 % in the last two years.

The school staff has participated in five years of training in the area of "collaboration" and "transition to post secondary living" through a grant provided by CalSTAT. CalSTAT is a state improvement grant that provides technical assistance and training opportunities directed at schools which are identified as leaders in various core academic fields such as literacy, behavior, transition, and collaboration.

Technical assistance for East Mesa was awarded for the area of collaboration and includes co-teaching support and practice, annual state leadership conferences and regional Special Education Local Plan Area (SELPA) Institutes. East Mesa School has visited schools within California to observe best practices in JCCS programs as well as other alternative education programs. East Mesa School has also hosted San Diego City Schools, Sweetwater Unified, as well as other JCCS programs and alternative programs around the state.

East Mesa School's mission is to provide educational

services using the collaborative model to all students despite its unique population. Collaboration is critical to the success of the school program and all of its stakeholders. Since the facility opened in 2004, the school has become regionally and locally recognized for its educational program. Collaboration/Teaming between special education and general education continues in its 5th year of practice. The team holds monthly meetings to discuss and plan proactive approaches for program improvement.   The East Mesa

School team has presented information on its collaborative model with educators, administrators, school psychologists and other professional staff within our program as well as to other County Offices of Education (COE)'s across the state.

# Come Back Kids: A Riverside County High School Student Program for Drop Outs

Debra Sacks
Riverside County High School
Riverside County Office of Education

The Come Back Kids Program (CBK) in Riverside County was developed in 2008 by a committee of administrators, teachers, and consultants with the goal of targeting high school age students who have dropped out of school. The initiative came from Superintendent Ken Young of the Riverside County Office of Education.

The drop out rate in Riverside County was alarming. The data was there…the seats in classrooms across the county were not filled by more than 25% of the student population. Where were these young individuals? How could we find them and guarantee that being a Come Back Kid could truly change their lives? How could we convince them that this experience would be different…that we truly had a team of caring adults who could help them get though school no matter what their circumstances?

A promotional plan to encourage a return to school was developed. Posters were posted and brochures were placed at strategic locations where teens work or patron---like restaurants, car washes, and malls. News releases were sent to local papers and
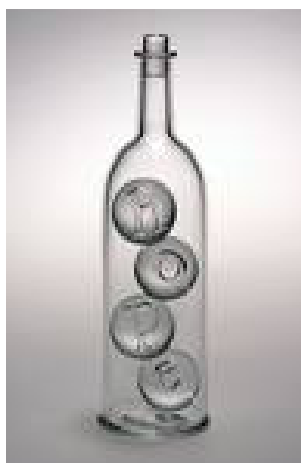
radio stations. Presentations at youth centers for homeless and disengaged youth were done by CBK staff. Meetings with county probation officers and local agencies also contributed to igniting the message that CBK is all about helping teens create a better future. The best advertising to date has been the attending students or recent graduates who continually spread the word and brag about their successes. (We also have video documentaries of students who comment candidly about their lives. Some talk about finally walking away from drugs, non-supportive families, and a past they are not proud of. Others share where they are headed and boast of the empowerment they have gained and the belief that graduation is the first of many steps in their lives.)

School districts are beginning to include this program in their "options" for students who are credit deficient, need jobs, have children, or want to try school a different way. Some district Alternative Education programs are impacted. Now, administers and counselors have another resource to offer struggling/disengaged students - Come Back Kids. Once students register, the school districts

can change the status from "drop out" to "Enrolled in Riverside County High School." Students attend one of our CBK Orientation celebrations where they are encouraged to come with a parent, guardian, mentor or other family members and see what it's all about. The attendees learn through a lively Powerpoint presentation all necessary features.

Dialogue takes place…and most register that very night. The mood is upbeat and the mantra is that we want young people to come back to school for two reasons: you and your future. At that time, the student meets with one of the 13 teachers to develop an Individual Learning Plan (ILP). This includes an interview, review of school transcripts, graduation goal setting, career guidance, and math/reading assessment. Counseling and motivational tools are used to encourage regular school attendance and completion of goals. Classes are held daily at most of our 10 locations. As students work through their assigned courses, transition plans are developed which link students to colleges or trade schools, assist in applying for grants/loans, and/or entering the work force. Students are invited to go on field trips to these various locations and are assisted in the enrollment/application processes. Teens who thought they would never graduate are now applying for college and specialty schools…and learning of resources to help them with costs. No dream is deferred.

> No dream is deferred.

Student eligibility for CBK includes: any student not enrolled, not attending a school or educational program (charter schools included).; any student who has not reached his/her 19th birthday (unless eligible for Cal SAFE or SPED services).; any student who is willing to create personal short and long term goals toward completing his/her education as well as transition plans toward next steps (college, CAL–Works).

The student assignments are developed from the established Riverside County High School curriculum and WASC accredited program. Many CBK students choose to work in an independent study format. At most of our sites, students come in daily, work in a quiet professional setting and set up a schedule of attendance that meets their needs. CAHSEE test study materials (Measuring Up), Step-Up to Writing lessons, Math intervention, and computerized programs are used for intervention.

In its first year of operation, Riverside County Office of Education graduated 26 CBK students. On June 8th, 2009, the first CBK graduating class received diplomas in front of families, teachers, administrators, Board members, and friends. The event was hosted at Chaparral High School Performing Arts Center in Temecula. "This event marks a day in history for our CBK program," explained Debra Sacks, RCOE Coordinator Principal.

> All who have meditated on the art of governing mankind have been convinced that the fate of empires depends on the education of youth.
>
> Aristotle

CSCE Center for the Study of Correctional Education

CALIFORNIA STATE UNIVERSITY SAN BERNARDINO

ATTENTION TEACHERS AND ADMINISTRATORS WHO WORK WITH ENGLISH LANGUAGE LEARNERS

The California Department of Education has awarded a grant to the Center for the Study of Correctional Education (CSCE) at California State University, San Bernardino to provide technical assistance and professional development to County Court and DJJ schools statewide. The numbers of English language learners are increasing in our schools and nationally represent the fastest growing institutional population.

There is a significant problem associated with professional development for those working in County Court or DJJ schools. Teachers are prepared for work in K-12 schools, not institutional schools. The strategies and curriculum that are relevant to K-12 schools may lack relevance, and, at the very least, must be adapted. County Court and DJJ school students have already demonstrated they have not been successful with the traditional curriculum, and simply repeating it does not reflect best practice. The lack of proper pre-service or inservice directed toward working with this population makes education professionals vulnerable and disheartened. These educators need to have a grounding in the field of alternative and correctional education to be successful.

Activities funded by this grant include provision of a statewide needs assessment; an Online Community of Learners where teachers, administrators, and university professors collaborate and share information; and two "Train the Trainers" conferences (one in the South and one in the North) where selected school representatives take learning back to their sites. Professional development and technical assistance efforts will be guided by research in the fields of English language acquisition, correctional and alternative education, the history and literature of correctional education, and best practices in each.

This grant represents an opportunity to improve student learning. Introductory letters inviting all court and community schools statewide to attend were sent out in late March. **If your site is interested please contact Dr. Carolyn Eggleston, Director of the CSCE and Professor of Special Education at CSUSB. Her email address is egglesto@csusb.edu.**
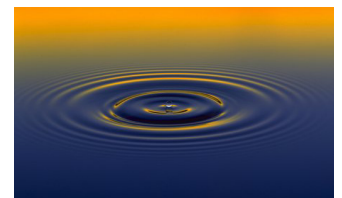
WHY NEW TEACHERS ARE LEAVING:
What Leaders of Alternative And Correctional Education Schools Can Do to Support Novice Teachers

by Ted Price and Dorothy L. Stafford

ABSTRACT

School leaders need to provide induction support and mentoring that are differentiated to meet professional growth needs and are sensitive to the two types of novice teachers: first-career and second-career. Novice teachers are leaving the profession almost before their careers begin. Novice teachers need support, and they need to be supported and mentored differently based on their age and prior experiences. For example, second-career teachers at the secondary level valued formative assessment activities along with mentor support more than secondary first-career teachers. School leadership which emphasizes dynamic and differentiated induction support is vital to success of novice teachers in Alternative and Correctional Education Schools.

Some districts are successful in recruiting and hiring credentialed teachers, however, most large urban school districts and many rural districts cannot find enough credentialed teachers to meet their student population needs (Gaha, Campbell, Humphrey, Shields, Tiffany-Morales, & Wechsler, 2006). These urban districts, with high poverty schools, experience a large teacher turnover that is nearly 70 percent higher than low-poverty schools (Snipes & Horwitz, 2007). High-poverty schools not only suffer from a lack of experienced teachers, but have a large number of their teachers teaching out of field. These districts face the daunting challenge of recruiting and retaining highly qualified teachers in core subject areas (Budig, 2006).

Nationally, the country is facing a deficit of secondary credentialed teachers in English, Math, Science and Special Education (Johnson, Berg, & Donaldson, 2005; Darling-Hammond, 2000). This deficit has driven the federal government to encourage states to create alternative credential programs to attract second-career people into teaching (Whitehurst, 2002). Compounding the deficit, five states who train 50% of the nation's teachers are experiencing a decline in teacher preparation programs (California Commission on Teacher Credentialing [CCTC], 2007). California alone has experienced a 23% decline in enrollment in teacher credential programs.

State of the Nation

At first glance, the nation's novice teachers are not a diverse group of people; the majority are young, white, female, and have recently graduated from college (MenTeach.org, 2006; Public Education Network [PEN], 2004; Tozer, Senese, & Violas, 2006). With the increase in alternative routes to teacher credentialing there is, however, an invisible diversity in newly hired teaching faculties across the United States as seen in the ages, gender, and career experiences of novice teachers earning credentials and entering teaching. Beginning in the 1990's and continuing into the 21st century, the number of people seeking a career change and becoming teachers has increased (Lerner & Zittleman, 2002). Research indicates that a large percentage of novice teachers are second-career teachers with an average age of 36 years (Johnson & Project on the Next Generation of Teachers, 2004). Statistics indicate the percentage of men and women earning credentials at age 31 and older has doubled

(Chambers, 2002). This measurable increase indicates that there are two types of novice teachers (Johnson, Birkeland, Kardos, Kaufman, Liu, & Peske, 2001; Johnson & Kardos, 2001) – first-career and second-career.

Second-career teachers come from various back grounds such as lawyers, mid-level business managers, entrepreneurs, retired corporate scientists, and military personnel. They see themselves as different from first-career teachers who are twenty-something and have limited career and life experiences (Freidus, 1994; Maxwell, 1994). However, some research suggests first-career and second-career novice teachers have the same difficulties in transitioning into the classroom (Scharberg, 2005). Case studies reveal first-career and second-career novice teachers struggle with student behavior. Giles, Cramer, and Hwang, (2001) interviewed novice teachers over a five-year period. They report novice teachers have three major concerns; survival and student discipline, mastery of the job of instructing, and knowing how to meet their students' needs for academic achievement. Novice teachers are dismayed that their teacher preparation programs failed to prepare them for student discipline and classroom management.

> Studies have found that second-career teachers benefit from structured formal mentoring programs with specific assistance in integrating past career experiences and content-subject competence for planning instruction.

Both first-career and second-career novice teachers report they are surprised by the dynamics of the teacher position (Stafford, 2008). Many misjudge the time it takes to plan engaging lessons and admit to finding it difficult to manage the work of the teacher (Moir, 2003; Petersen, 1996). Many new teachers find it difficult to meet the academic growth needs of students, especially at-risk students.

High teacher attrition rates indicate that novice teachers need quality induction support with a well qualified mentor to master the necessary skills to be effective and to be successful in the classroom (Snipes & Horwitz, 2007). It is necessary for novice teachers to acclimate and to master core aspects of the profession in order to find satisfaction in their career and remain in their profession (Guskey, 1995).

Second-Career Teachers
Research on second-career novice teachers is not prevalent (Lerner & Zittleman, 2002; Novak & Knowles, 1992). Most research is qualitative. These qualitative studies have explored the reasons people come to teaching later in life, their career transitions, their perceptions of students, and their realizations of the teacher role. Only a small number of studies have explored second-career novice teachers, or just second-career novice teachers in regards to teacher preparation, support, and professional development.

To be effective, all novices need time, guidance, and professional development (Cortese, 2004; Konecki, Pottorff, King, Lin, Armstrong, Pryor, et al., 2002).

Studies have found that second-career teachers benefit from structured formal mentoring programs with specific assistance in integrating past career experiences and content-subject competence for planning instruction (Freidus, 1994; Johnson & Project, 2004; Sanford, 2008). One qualitative study found that when secondary second-career teachers have confidence in their content knowledge, this confidence allows them to develop pedagogy. The same study found that second-career teachers are willing participants in relevant professional development (Maxwell, 1994).

Maxwell's study (1994) indicates that secondary second-career teachers are more apt to change careers again if not satisfied with teaching, knowing that their content knowledge can transfer to other careers. If they changed their career one or more times to find meaningful work, they will do it again. If working conditions are poor and chaotic and they feel unsupported, they will leave (Ingersoll, 2001). In addition, second-career novice teachers are inclined to leave teaching when they fail in the classroom. This failure causes dissatisfaction with their career. Often coupled with this dissatisfaction is the low pay and status, which become legitimate reasons to leave teaching (Johnson et al., 2005).

Why Are New Teachers Leaving?

Research published by the National Commission on Teaching and America's Future (NCTAF); Barnes, Crowe, and Schafer (2006), reports teacher turnover is a national problem. For the 2003-2004 year, the bill for teacher attrition was more than $7 billion (Honowar, 2007). After completing a degree, teacher preparation coursework, and testing for certification, an alarming number of novice teachers leave the profession. Novices leave the profession for the following reasons: salary, poor student behavior, working conditions, feelings of isolation, workplace bureaucracy, and unmet emotional or instructional support from their principal (Futernick, 2007; Heller, 2004).

It is estimated that 40 to 50 percent of novice teachers leave within the first five years of teaching. The negative impact of teacher attrition is strongly felt in high-poverty minority schools (Snipes & Horwitz, 2007). With increasing teacher attrition, including a large number of retiring veteran teachers, the country is facing a serious teacher shortage (Budig, 2006; Gaha et al., 2006). It is estimated two million teachers countrywide will be needed to teach the nation's diverse student population. Nationally, the largest shortfall of teachers will be in secondary school assignments (Johnson et al., 2005; Johnson & Project, 2004; Darling-Hammond, 2000). A viable solution to the shortage of secondary teachers is the recruitment and the retention of second-career teachers (Sanford, 2008). Particularly when many able professionals are rethinking their careers in light of the current economic down turn, alternative credential programs are recruiting second career people with content knowledge, experience, and strong working tract records (Weiss, 2009).

How Can School Leaders Help Them Stay in Teaching?

As schools seek ways to keep talented novice teachers teaching, school leaders must be more than manag-ers Schools need leaders who create and cultivate learning communities where good teaching matters. What should today's school leaders be able to do? Stern (2009) shares from The Leadership Code (Ulrich, Smallwood, & Sweetman, 2009), school leaders should be able to 'shape the future' (be strategic), 'make things happen' (be an executor), 'engage today's talent' (be a talent manager), 'build the next generation' (be a human capital developer), and 'invest in yourself' (work on your personal proficiency)." A school leader must be a clear communicator who builds upon his/her strengths in order to build a positive productive school environment that supports all teachers.

Research indicates teachers stay in teaching when they have strong leadership that values them as resources (Salyer, 2003). Teachers want a knowledgeable and supportive administrator that builds working relationships with his/her faculty (Graseck, 2005). That means the novice teacher's administrator is sincerely interested in his/her professional development, where his/her teacher evaluation is a tool to support teacher development (McCann, Johannessen, & Ricca 2005). Therefore, the strong school leader is committed to quality staff development that supports teacher competency development.

Principals who are instructional leaders are more apt to support novice teachers with research-based professional development (Fulton, Yoon, & Lee, 2005). Strong principals cultivate positive professional working environments that empower teachers to teach and find satisfaction in their jobs. He/she understands the novice teacher's first years of classroom survival and assigns them manageable teaching responsibilities (McCann et al., 2005).

The strong school leader is knowledgeable in adult learning and development theory. He/she understands that adult development theory basically views adult development in regards to life changes: physical or

Particularly when many able professionals are rethinking their careers in light of the current economic down turn, alternative credential programs are recruiting second career people with content knowledge, experience, and strong working tract records (Weiss, 2009).

biological changes, psychological changes, sociocultural changes, cognitive development, and adult intelligence (Merriam & Caffarella, 1999). Adult development is influenced by a series of events that create opportunities or motivation for an adult to learn such as embarking on a new career in teaching (Knowles, Holton, & Swanson, 1998).

Knowles' (1978/1998) research indicates that when adult learners actively participate in the planning of their learning, their knowledge, maturity, and confidence increases. Guskey and Huberman (1995) have taken the principles of self-directed learning to analyzing professional development in education. To be effective, novices need time, guidance, and professional development (Cortese, 2004; Konecki et al., 2002). Other research supports that structured induction programs make a difference (Feiman-Nemser, 2001; Wong, 2004). These programs have proven to significantly assist novice teachers in transitioning into the classroom, surviving the first few years of teaching, learning to focus on instruction for all students, and fostering professional growth (Gaha et al., 2006).

Leader Behaviors: Summary

What leadership behaviors do school leaders need to demonstrate effectively to help and support novice teachers?
- They must be more than managers
- They need to create and cultivate learning communities
- They must indeed "shape the future"
- They must execute the vision through creation of effective policies
- They need to be "talent managers"
- They need to be human capital developers
- They must be clear communicators
- They must build a positive and productive school environment and when they demonstrate these behaviors, novice teachers, whether first or second-career, must feel supported.

What are the critical actions leaders can take to ensure that novice teachers succeed?

School leaders must become more involved in teacher induction through recruiting and selecting mentors. Administrators who know their faculty well can encourage expert teachers to mentor novice teachers. Administrators must carefully match mentors and novices to maximize the mentoring experience. Administrators must understand and reassure novices that experience will eventually bring success.

Induction

Ingersoll (2001) discloses several factors that influence teacher attrition: content expertise, age, salary, and working conditions. Ingersoll & Smith (2004) strongly suggest the solution to the novice teacher high attrition problem is providing each novice teacher an induction program that will support him/her in the early years of teaching.

Currently about 30 states require all novice teachers to participate in a mentoring or induction program for varying lengths of time, levels of support, and in various professional development activities. Only 20 states have standards for teaching and guidelines for selecting and training mentors. A small number of states (14) have structured formative assessment activities (edweek.org, 2003).

Recent research highlights the impact of induction on novice teachers in developing their content and pedagogy expertise (Darling-Hammond & Baratz-Snowden, 2007). Additional research indicates that an induction program for novice teachers provides support as well as encouragement in order for them to find success and satisfaction in their career. A well-designed and implemented induction program creates opportunities for novices to direct their learning and to improve their practice through the process of inquiry and reflection on their teaching practice (Cortese, 2004; Futernick, 2007; Moir, 2003. Research indicates novice teacher's profit from structured learning activities that are specifically relevant to their work

> Strong principals cultivate positive professional working environments that empower teachers to teach and find satisfaction in their jobs.

Strong principals cultivate positive professional working environments that empower teachers to teach and find satisfaction in their jobs.

(Stafford, 2008). To benefit, the adult learner must be an integral participant in the planning and the evaluation of his/her learning (Anthony & Kritsonis, 2007). To develop teacher competency, he/she must reflect on his/her instruction, classroom practices, and student learning in order to grow and find success and satisfaction in teaching. The novice teacher needs opportunities to choose professional development that meets his/her individual adult learning needs.

Becoming Successful

Research reveals that a supportive workplace makes a difference in teacher retention. Research has shown that teachers stay in teaching when they have quality relationships with peers and are involved in the decision-making within their school (Darling-Hammond, 1996, 1998; Ingersoll, 2001; Johnson, Birkland, Kardos, Kaufman, Liu, & Peske, 2001). Research also suggests principal leadership is instrumental in communicating a clear vision and in developing a nurturing teaching staff where high quality experienced teachers model good teaching and collaborate in planning for student learning (Imanta & Tillema, 1995; Reeves, 2002; Yost, 2006). Ingersoll reports that teacher shortages are linked to the lack of teacher support at the school level. Likewise, White and Mason (2006) surveyed special education teachers; and their results indicate that administrative support is more important than mentor support in a novice's decision to stay in teaching.

Teachers are valuable resources, and education leaders make wise investments when they provide essential and relevant support to facilitate competent standard-based instruction for all students (Cortese, 2004; Darling-Hammond, 1996b, 2007). First-career and second-career novice teachers both need support (Esch, Chang-Ross, Gaha, Tiffany-Morales, & Shields, 2004; Hirsch, 2001) that is sensitive to their maturity, prior experiences, and life stage.

Induction Support and What It Looks Like

Guskey and Huberman (1995) believe teachers need

ways to develop and to refine their professional practice. School leaders can play a role here and ensure that a novice teacher's learning is in the context of his/her work and relevant to his/her daily classroom needs. In order to retain quality teachers, school districts should provide structured induction programs with professional growth activities supported through mentoring. These programs must give novices opportunities to grapple with his/her personal perceptions and reasons for entering the teaching profession (Novak & Knowles, 1992). These induction programs should have sequential professional growth activities that involve reflection, feedback, and formative self-assessment. Formative self-assessment allows a novice to gain personal knowledge in order to set goals to improve and perfect his/her craft (Poulou, 2005). Structured induction program should afford one to one mentoring, time for novice teachers to collaborate, and provide opportunities for classroom observation of veteran teachers. These programs have proven to assist novice teachers in transitioning into the classroom, surviving the first few years of teaching, learning to focus on instruction for all students, and fostering professional growth (Gaha et al., 2006).

Experience and research seem to suggest that novice teachers are not alike. Therefore, the providers of professional development for novice teachers must be cognizant of the novices' differing needs and experiences by providing relevant professional development that builds their teacher competency and ensures their success (Stafford, 2008). Many induction programs have been created for the traditional novice twenty-something teacher in mind. These teacher induction programs have not addressed the mature thirty-something or older second-career novice teacher who has unique needs due to his/her experiences, career change, and life stage (Merriam, 2005). Ingersoll's (2001) research indicates that retaining novice teachers is the challenge. If qualified first-career and second-career novice teachers in secondary classrooms across this nation do not receive the support they need in their early years of teaching, they will leave.

Induction includes mentor support:
Mentoring, when done properly, is a powerful tool to

build a novice teacher's sense of resiliency; through this developmental process, teacher self-efficacy heightens (Bobek, 2002). Recognizing that novice teachers need opportunities to learn effective teaching practices to build self-efficacy and competency, more districts are providing mentor support for novice teachers. Smylie (1995) believes Bandura's social learning theory plays an integral role in a teacher's development when supported by a well-trained mentor. This mentor promotes professional behavior and learning through modeling. By building a relationship with the novice over time and using reflective coaching techniques, the mentor can direct the novice's attention to specific areas that need development.

As a rule, formal induction programs involve only one component of induction, mentor support (Ingersoll, 2001). Most research on new teacher support and induction is focused on mentors and mentoring. Formal purposeful mentoring is a powerful induction component that improves classroom performance. Mentoring is critical to the success of new teachers and socializes novice teachers into the community of learners through the facilitation of professional conversations (Serpell, 2000; Vierstraete, 2005). Based on Beitler's (1997) research, the characteristics found in a good teacher are the same characteristics found in a good mentor. When mentoring novice teachers, the mentor should consider the mentor-mentee relationship and respect the learning context, the mentee's maturity, and his/her life stage development (Feiman-Nemser, 2001).

> A teacher is competent when he or she naturally plans for meaningful student learning with an awareness of student needs and learning styles.

What Are the Critical Skill Sets Novice Teachers Need to Succeed

• Pedagogy: To be effective, novice teacher's must be competent in the subject(s) they are teaching and understand pedagogy needed to teach today's diversity of students (Darling-Hammond & Baratz-Snowden, 2007). A teacher is competent when he or she naturally plans for meaningful student learning with an awareness of student needs and learning styles. Today's teachers have classrooms with English learners, special needs students, and students with

various abilities. Novice teachers need help with pedagogy to provide standards-based instruction for all students (Darling-Hammond, 1998, 2007).

• Analysis of student work and assessment: A component of a formal induction program provides activities for novices to develop skills in analyzing student work, teacher-made assessments, and using standard-based assessments to inform instruction (Feiman-Nemser, 2001).

• Need to Teach: Crucial to adult learning are the timing and the forces driving their learning. To be relevant, the learning activity must meet an immediate need or fulfill the adult learner's internal need for learning (Knowles et al., 1998). Adult learning theory purports as adults mature, their learning evolves into problem-solving and solution-seeking to meet their needs. Teachers need time to grapple with the complexities of their new career. Novice teachers learn to teach by doing under the guidance of a well structured induction program with a trained mentor and an involved principal (Ingersoll & Smith, 2004; Moir, 2003).

• Resiliency: To keep quality teachers teaching, they need assistance in developing resiliency (Bobek, 2002). Teaching is multifaceted and stressful. Resiliency helps novices manage stress, process and assess difficult classroom and student issues. It combats job dissatisfaction and failure when students do not respond to instruction. Resilient teachers have a sense of personal responsibility to develop their competence in subject matter and pedagogy principles (Anthony & Kritsonis, 2007). Over time and with mentor support, novices can build resiliency (Onafowora, 2004; Poulou, 2005; Yeh, 2006).

• Teacher Self-Efficacy: Proper mentoring is a powerful tool to help build a novice teacher's sense of resiliency; and through this developmental process, teacher self-efficacy heightens (Bobek, 2002). Age and experience are dynamic factors in a teacher's development of his or her

self-efficacy (Onafowora, 2004). Teachers with high self-efficacy have little need to discipline. Teachers who have high self-efficacy are effective teachers whose students learn and achieve.

• Inquiry and self-directed learning: Research indicates that novice teachers need opportunities and time to reflect, adjust their thinking on student learning; and learn and practice new strategies. Not taking the time becomes a barrier to effective instruction (Darling-Hammond, 1998; Risko, Osterman, & Schussler, 2002).

• Reflective practice: Chambers (2002) and Anthony & Kritsonis (2007) found that second-career teachers require practice in self-regulatory processes to monitor and encourage lesson planning and classroom management techniques in their beginning years.

• Self-examination to set growth goals: Novice teachers need opportunities to reflect and evaluate their teaching against specific criteria to set professional growth goals (Darling-Hammond, 2007).

• Classroom management and creating an environment for learning: A safe and healthy learning environment is a well-managed classroom where students flourish socially and accomplish their learning goals. Novice teachers need time and practice in establishing and enforcing classroom procedures (Guskey, 1995).

Induction Linked to Student Achievement

Current research indicates a formal induction program with structured activities is essential to retain novice teachers and build teacher competency (Esch et al., 2004; Darling-Hammond & Baratz-Snowden, 2007; Feiman-Nemser, 2001; Freidus, 1994; Fulton et al., 2005; Gilbert, 2005; Huberman, 1995; Ingersoll & Smith, 2004; Johnson & Project, 2004; PEN, 2004). Emerging data is making a connection between induc-

tion and student achievement (Petersen, 1996; Strong, 1998, 2006; Thompson, Pone, Paek, & Goe, 2004a; Thompson, Pone, Paek, & Goe, 2004b; Thompson, Paek, Goe, & Pone, 2005). As induction programs seek to support teachers in order to retain them and affect student achievement, knowing and understanding the value of induction activities for the two types of teachers is essential to program developers, policy makers, and school leaders.

Summary

Qualitative data suggests both types of novice teachers bring different experiences and concerns to their new career. One commonality is that they are overwhelmed with the complexities of the work of the teacher. First-career novice teachers tend to focus on classroom management and student equity as they seek affirmation by their mentors. Second-career novice teachers are intent on knowing the curriculum, differentiating instruction, developing assessment skills, and implementing classroom management beyond student behavior. They, too, need to be affirmed by their mentors (Stafford, 2008).

First-career and second-career novice teachers need induction support. They need differentiated induction to meet their age, life stage, and adult learning needs. Induction needs to be meaningful, relevant to their needs, and in the context of their classroom. Teachers need ways to develop and refine their professional practice. They need to see, hear, and understand the direct connection the activities have to their competency development (Stafford, 2008). Their active involvement in choosing and practicing new skills and knowledge is essential to building competency (Guskey & Huberman, 1995).

In addition, qualitative research indicates that second-career and first-career novice teachers value mentor support. The data reveals both types of novice

---

A safe and healthy learning environment is a well-managed classroom where students flourish socially and accomplish their learning goals.

teachers value being observed and receiving feedback to improve teaching (Stafford, 2008). The strength of an induction program is not the activities, but the well-prepared mentors who have been trained to mentor and coach novice teachers of any age (Feiman-Nemser, 2001; Poglinco & Bach, 2004). Without such a program and such mentors, neither first- nor second-career teachers are likely to be successful in their teaching career.

Good teachers are valuable resources. An induction program cannot treat all teachers the same, especially when it soundly advocates differentiation of instruction for students. School leaders must value and support the induction program and recognize that an induction program must treat each novice as an individual with particular needs for him or her to develop teacher competency (Knowles et al., 1998).

Research provides support that novice teachers need induction to develop teacher competency, to find success, and to stay in teaching. For a novice teacher to develop teacher competency, he or she needs an induction program that is dynamic, flexible, individualized, and fluid. The induction program must recognize that some novices are self-directed learners and others are mentor-directed learners (Stafford, 2008). Differentiation of induction will help retain competent teachers, improve classroom instruction, and affect student achievement.

The authors have a heart for novice teachers. Many a novice teacher faces the new teacher dilemma, where the district hires him or her after the beginning of school, commonly places him or her in the most difficult teaching assignment, with few materials, and without any level of support. Then the administrator expects the novice to be competent at the same level as an experienced veteran teacher. Likewise, the novice teacher is evaluated the same as an experienced veteran teacher. If a formal induction program is offered, then it is a one-size-fits-all program.

A powerful induction experience comes down to strong school leaders who "are able to bring their people into the future because they engage in the oldest form of research. They observe the human condition" (Kouzes & Posner, 2009). They deliver what novice teachers need; induction support that is individualized and respectful of their emotional maturity as well as their teacher competency needs.

About these authors:

Ted Price, Ph.D., is presently affiliated with West Virginia University, serving as an assistant professor of educational leadership. His work at WVU involves teaching classes in school leadership and supervising superintendent/principal internship programs. Dr. Price is also working with school districts on school reform issues. Prior to his move to the East coast, he served fourteen years as the Assistant Superintendent of Alternative, Community, and Correctional Education Schools and Services (ALTERNATIVE EDUCATION) for the Orange County (California) Department of Education (OCDE), where he was responsible for programs and services for at-risk, delinquent, incarcerated, and home-schooled youth and adults. Dr. Price has served as Chair of the Student Programs and Services Steering Committee of the California County Superintendents Educational Services Association, President of LeARN, Consultant for U.S. Department of Justice, and Superintendent of Schools for the Department of Correctional Education in Richmond, Virginia. He has also worked with the Los Angeles County Office of Education as Director of Juvenile Court and Community Schools and is Past-President for the International Correctional Education Association, where he was instrumental in creating the strategic plan for this association. Dr. Price has been in the field of alternative and correctional education for over forty years, during which time he has conducted numerous seminars throughout the United States. He is a published author, teacher, and leader in his field.

Dorothy Stafford, Ed.D., has mentored novice teachers for 10 years. Her advance degrees have focused on the development of mentors and the mentoring of new teachers. Her research focus is on second career teachers and differentiating induction to meet new teachers needs. She received her doctorate through Azusa Pacific University and continues to mentor teachers for Orange County Office of Education, Alternative Education Division, ACCESS.

REFERENCES

Anderson, C. R., (Ed.). (1993). "Voices" from the Clinical Schools Project. Washington, DC: American Association of Colleges for Teacher Education.

Anthony, T. D. & Kritsonis, W. A. (2007). A mixed methods assessment of the effectiveness of strategic Ementoring in improving the self-efficacy and persistence (or retention) of alternatively certified novice teachers within an inner city school district. Doctoral Forum, National Journal for Publishing and Mentoring Doctoral Student Research, (4), 1-8.

Barnes, G., Crowe, E., & Schaefer, B. (2006). The cost of teacher turnover in five school districts: a pilot study. Washington, DC: National Commission on Teaching and America's Future. Retrieved February 16, 2008, from www.nctaf.org

Beitler, M. A. (1997, September). Mid-career adults in self-directed and teacher-directed learning. Paper presented at the World Conference on Self-Directed Learning, Montreal, Quebec, Canada.

Bobek, B. L. (2002). Teacher resiliency: A key to career longevity. The Clearing House, 75(4), 202-205.

Budig, G. A. (2006). A perfect storm. Phi Delta Kappan, 88(2), 114-116.

California Commission on Teacher Credentialing (2007). Title II Institutional Report Card, 2001-02 to 2005-06. Retrieved January 11, 2007, from http://www.ctc.ca./reports/Titlell_2002-2003AnnualRpt.pdf.

Chambers, D. (2002). The real world and the classroom: Second-career teachers. The Clearing House, 75(4), 212-217.

Clark, R. W. (1990). What school leaders can do to help change teacher education. Washington, DC: American Association of Colleges for Teacher Education.

Cortese, A. (2004, November). Reaching the goal of a highly qualified teacher in every classroom. Paper presented at the Center on Education Policy's Third Forum on Ideas to Improve the No Child Left Behind Act, Washington, DC.

Darling-Hammond, L. (1996). What matters most: A competent teacher for every child. National Commission on Teaching and America's Future. Phi Delta Kappan, 78, 193-200.

Darling-Hammond, L. (1998, May). Teacher quality: Why it matters. Presentation to the California State University Institute for Education Reform, Sacramento, CA.

Darling-Hammond, L. (2000). Solving the dilemmas of teacher supply, demand, and standards: How can we ensure a competent, caring and qualified teacher for every child. National Commission on Teaching and America's Future. (ERIC Document Reproduction Service No. ED463337)

Darling-Hammond, L. (2007). A Marshall plan for teaching. Education Week, 26, 48-50.

Darling-Hammond, L. & Baratz-Snowden, J. (Eds.) (2007). A good teacher in every classroom: Preparing the highly qualified teachers our children deserve. The National Academy of Education Committee on Teacher Education. Educational Horizons, 11-131.

Education Week. (2003). Quality counts. Retrieved February 20, 2008, from edweek.org

Esch, C. E., Chang-Ross, C. M., Guha, R., Tiffany-Morales, J., & Shields, P. M. (2004). Teaching and California's future: California's teaching force 2004 key issues and trends. Santa Cruz, CA: The Center for the Future of Teaching and Learning.

Feiman-Nemser, S. (2001). From preparation to practice: Designing a continuum to strengthen and sustain teaching. Teachers College Record, 103(6), 1013-1055.

Freidus, H. (1994, April). Supervision of second-career teachers: What's our line? A paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA. (ERIC Document Reproduction Service ED375122)

Fulton, K., Yoon, I. & Lee, C. (2005). Induction into learning communities. National Commission on Teaching and America's Future. Retrieved March 22, 2007, from www.nctaf.org

Futernick, K. (2007). A possible dream: Retaining California teachers so all students learn. The Center for Teacher Quality Office of the Chancellor, Sacramento: California State University.

Gaha, R., Campbell, A., Humphrey, D., Shields, P., Tiffany, Morales, J., & Wechsler, M. (2006). California teaching force 2006: Key issues and trends. Sacramento, CA: The Center for the Future of Teaching and Learning. Retrieved March 12, 2007, from www.cftl.org/documents/2006/TCF2006FINAL.pdf

Gilbert, L. (2005). What helps beginning teachers? Educational Leadership, 62(8), 36-39.

Giles, C., Cramer, M. M., & Hwang, S. K. (2001). Beginning teacher perceptions of concerns: A longitudinal look at teacher development. Action in Teacher Education, 23(3), 89-98.

Goodlad, J. (1990). Teachers for our nation's schools. San Francisco: Jossey-Bass. SP 032 960

Graseck, P. (2005). Where's the ministry in administration? Phi Delta Kappan, 86(5), 373-378.

Guskey, T. R. & Huberman, M. (Eds.). (1995). Professional development in education: New paradigms & practices. New York: Teachers College Press.

Guskey, T. R. (1995). Professional development in education. In Guskey, T. R. & Huberman, M. (Eds.). (1995). Professional development in education: New paradigms & practices (pp. 114-127). New York: Teachers College Press.

Heller, D. A. (2004). Teachers wanted: Attracting and retaining good teachers. Alexandria, VA: ASCD.

Hirsch, E. (2001). The changing role of higher education in preparing California's teachers. California Postsecondary Education Commission and Western Interstate Commission for Higher Education.

Holmes Group. (1990). Tomorrow's schools: Principles for the design of professional development schools. East Lansing, MI: Author. SP 032 871

Honowar, V. (2007). Billions spent on teacher turnover. Education Week, 26(42), 6.

Huberman, M. (1995). Professional careers and professional development. In Guskey, T. R. & Huberman, M. (Eds.). (1995). Professional development in education: New paradigms & practices. (pp. 193-224). New York: Teachers College Press.

Imanta, J. G. M., & Tillema, H. H. (1995, April). A dynamic view of training for the professional development of teachers. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco. (ERIC Document Reproduction Service ED390839)

Ingersoll, R. M. (2001). Teacher turnover and teacher shortages: An organizational analysis. American Educational Research Journal, 38(3), 499-534.

Ingersoll, R. M. & Smith, T. M. (2004). Do teacher induction and mentoring matter? NASSP Bulletin, 88(838), 28-48.

Johnson. S. M., Berg, J. H., & Donaldson, M. L. (2005). Who stays in teaching and why: A review of the literature on teacher retention. The Project on the Next Generation of Teachers, Harvard Graduate School of Education.

Johnson, S. M., Birkeland, S., Kardos, S. M., Kaufman, D., Liu, E., & Peske, H. G. (2001). Retaining the next generation of teachers: The importance of school-based support. Harvard Education Letter. Retrieved May 29, 2007, from http;//www.edletter.org/past/issues/2001-ja/support.shtml

Johnson. S. M., & Project on the Next Generation of Teachers. (2004). Finders and keepers: Helping new teachers survive and thrive in our schools. San Francisco: Jossey-Bass.

Kennedy, M. M. (1990). Professional development schools. NCRTE Colloquy, 3(2). SP 032 752

Knowles, M. S., Holton III, E. F., & Swanson, R. A. (1998). The adult learner (5th ed.).Houston TX: Gulf.

Konecki, L., Pottorff, D., King, C., Lin, E., Armstrong, D., Pryor, S. et al. (2002, February). Teacher education for career changers. Paper presented at the ATE 2002 Annual Meeting, Grand Rapids, Michigan. (ERIC Document Reproduction Service No. ED463249)

Kouzes, J. M. & Posner, B. Z.(2009). To lead, create a shared vision. Harvard Business Review. Retrieved January 9, 2009, from http://harvardbusinessonline.hbsp. Harvard,edu/hbsp/hbr/articles.jsp?articlelD=F0901A&ml_action-get-article& Print-true&ml_Issueid-8R0901

Lerner, P. K. & Zittleman, K. (2002). Career changers: Women (men) who switch to teaching. (ERIC Document Reproduction Service No. ED466452)

Levine, M. (Ed.). (1988). Professional practice schools: Building a model. Washington: American Federation of Teachers. ED 313 344

Maxwell, S. A. (1994). The needs of second-career, secondary mathematics teachers: How well are they met by academic programs and inductive processes? Dissertation Abstracts International. (UMI No. 9424462).

McCann, M., Johannessen, L. R., & Ricca, B. (2005). Responding to new teachers' concerns. Educational Leadership, 62(8), 30-34.

MenTeach.org. (2006). Data about men teachers. Retrieved August 24, 2007, from http://www.,emteach.org/resources/data_about_men_teachers

Merriam, S. B. (2005). How adult life transitions foster learning and development. New Directions for Adult and Continuing Education, 108, 3-13.

Merriam, S. B. & Caffarella, R. S. (1999). Learning in Adulthood. San Francisco: Jossey-Bass.

Moir, E. (2003). Launching the next generation of teachers through quality induction. NCTAF State Partners Symposium, New Teacher Center at University of California, Santa Cruz. (ERIC Document Reproduction Service No. ED479764)

Murphy, J. (1990). Helping teachers prepare to work in restructured schools. Journal of Teacher Education, 41(4), 50-56. SP 520 216

Novak, D. & Knowles, J. G. (1992, April). Life histories and the transition to teaching as a second-career. Paper presented at the Annual Meeting of the American Research Association, San Francisco, CA. (ERIC Document Reproduction Service No. ED349285)

Onafowora, L. L. (2004). Teacher efficacy issues in the practice of novice teachers. Educational Research Quarterly, 28(4), 34-43.

Pasch, S. H., & Pugach, M. C. (1990). Collaborative planning for urban professional development schools. Contemporary Education, 61(3), 135-143. SP 520 134

Petersen, K. M. (1996, October). The importance of support through induction programming in the teacher socialization process. Paper presented at the meeting of the Midwestern Educational Research Association, Chicago, Il. ERIC Document Reproduction Service No. ED450089)

Poglinco, S. M. & Bach, A. J. (2004). The heart of the matter: Coaching as a vehicle for professional development. Phi Delta Kappan, 85(5), 398-400.

Poulou, M. (2005). Educational psychology within teacher education. Teachers and Teaching: Theory and Practice 11(6), 555-574.

Public Education Network. (2004). The voice of the new teacher. Washington, D.C.: Public Network.

Reeves, D. B. (2002). The daily disciplines of leadership. San Francisco: Jossey-Bass.

Risko, V. J., Osterman, J. C., & Schussler, D. (2002, April). Education future teachers by inviting critical inquiry. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA. (ERIC Document Reproduction Service No. ED466471)

Rosaen, C. L., & Hoekwater, E. (1990). Collaboration: Empowering educators to take charge. Contemporary Education. 61(3), 144-151. SP 520 135

Salyer, B. A. (2003). Alternately and traditionally certified teachers: The same but different. NASSP Bulletin, 87(636), 16-27.

Sanford, B. (2008). National survey identifies incentives to attract talented career changers into America's classrooms. News Release. The Woodrow Wilson National Fellowship Foundation.

Scharberg, M. A. (2005). Teaching high school chemistry as a second-career. Journal of Chemical Education, 82(9). 1281-1285.

Serpell, Z. (2000). Beginning teacher induction: Review of the literature. DeWitt Wallace-Reader's Digest Fund (ERIC Document Reproduction Service No. ED443783).

Smylie, M. A. (1995). Teacher learning in the workplace: Implications for school reform. In T. R. Guskey & M. Huberman

(Eds.), Professional Development in Education (pp. 92-113). New York: Teachers College Press.

Snipes, J. & Horwitz, A. (2007). Recruiting and retaining effective teachers in urban schools. Research Brief, The Council of the Great City Schools.

Stafford, D. L. (2008). First career and second career secondary novice teachers' self assessed value of induction and impact of mentor support to their teacher competency. Azusa Pacific University, California.

Strong, M. (1998). A study of reading performance among 1-3 grade students in classes taught by SCNTP teachers. Santa Cruz, CA: New Teacher Center, University of California.

Strong, M. (2006). Does new teacher support affect student achievement? Some early research findings. Research Brief, 06-01. Santa Cruz, CA: New Teacher Center, University of California. Retrieved July 10. 2007, from www.newteachercenter.org

Thompson, M. Ponte, E., Paek, P., & Goe, L. (2004a). Study of the impact of the California Formative Assessment and Support System for Teachers: Report 2, Relationship of BTSA/CFASST engagement and student achievement. Princeton, NJ: Educational Testing Service. Retrieved February 2, 2007, from http://www.ets.org?research/CFASST.html

Thompson, M. Ponte, E., Paek, P., & Goe, L. (2004b). Study of the impact of the California Formative Assessment and Support System for Teachers: Report 4, Methodological considerations and recommendations for future research. Princeton, NJ: Educational Testing Service. Retrieved February 2, 2007, from http://www.ets.org?research/CFASST.html

Thompson, M., Paek, P., Goe, L., & Ponte, E. (2005, April). The impact of new teacher induction on teacher practices and student learning. Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Quebec, Canada.

Vierstraete, S. (2005). Toward success in teacher induction and retention. Catholic Education: A Journal of Inquiry and Practice, 8(3), 381-392.

Weiss, T. (2009). Where the jobs are: Teaching. Forbes.com. Retrieved April 24, 2009, from http://www.forbes.com/2009/0423/jobs-employment-teaching-leadership-careers-opportunities.html

White, M., & Mason, C. Y. (2006). Components of successful mentoring programs for beginning special education teachers: Perspective from new teachers and mentors. Teacher Education and Special Education, 29(3), 191-201.

Whitehurst, C. J. (2002, April). Research on teacher preparation and professional development. Paper presented to the White House Conference on Preparing Tomorrow's Teachers, Washington DC.

Wong, H. K. (2004). Induction programs that keep new teachers teaching and improving. NASSP Bulletin, 88(638), 41-57.

Yeh, Y. C. (2006). The interactive effects of personal traits and guided practices on preservice teachers' changes in personal teaching efficacy. British Journal of Educational Technology. 37(4), 513-526.

Yost, D. S. (2006) Reflection and self-efficacy: Enhancing the retention of qualified teachers from a teacher education perspective. Teacher Educational Quarterly, 33(4), 59-76.

Zimpher, N. (1990). Creating professional development school sites. Theory into Practice, 29(1), 42-49. SP 520 040

The price of greatness is responsiblity.

-Winston Churchill-

Block by Block:
The Peaceful Quilting of a Community!

By Richard Lake
Monterey County Office of Education

The Salinas Community School (SCS) is an alternative high school located in Salinas, California. Being a small school, with three teachers, three assistants, a devoted group of probation adjuncts, and a host of local partners, SCS strives to provide quality educational services to approximately 60 students. Striving to develop efficient methods of instruction which balance State requirements with students' needs, interests and abilities, SCS relies on meaningful partnerships with the community to provide a comprehensive curriculum. If it takes a village to raise a child, it takes a community to create a functional school.

In 2008, SCS decided to utilize the social studies curriculum to specifically address gang violence which was negatively affecting the students and community. The culmination of the effort was a Peace Summit, which brought together Mayor Donahue, school personnel, students, police officers and citizens around a table to discuss issues and problems. At the Peace Summit, the students displayed their Tibetan 'Prayer Flags for Peace', a communal art project inspired by the peace gardens of honored guest Maya Soetoro (President Obama's sister and associate of Global Majority) who helped facilitate the Peace Summit talks.

Building on the success of the Peace Summit, SCS was joined by a Salinas citizen, Terry Uchida, who had been a part of the Peace Summit and wanted to volunteer her expertise in the arts of quilting and sewing. She suggested that the students join together to create a school wide project: a Peace Quilt. The project was designed to unite students in a joint project which would cut across gang, social and cultural barriers. Every Monday morning, usually with cookies or brownies, and always with smiles and kind words – "the quilt lady", as she referred to herself, worked with each social studies class, homeroom by homeroom. She explained the significance of quilts in American history: some would tell stories, others might serve as memorials, and some were even made as secretive maps for the Underground Railroad in the mid-19th century. These communal efforts took months of work and reflected the colorful and geometric culture, tribulations and joys of human spirit.

The assignment was simple; everyone got blank copy paper and colored pencils and markers, and was asked to draw a response to the prompts: What does peace look like to you; what does peace mean to you; what makes you feel peaceful…?

The work went slowly at first. As students completed the first sketches, Terry took them home, scanned each original, and printed each onto 6 x 6 inch cloth squares. It was a time consuming process but they came out beautifully. As the students saw the finished squares, the fire started spreading! Everyone diligently worked on their personal representation of peace. Next they began to learn the basics of sewing which included the running stitch, attaching each square to a backing with a two inch boarder. Many hands began to move in a unified direction.

Just into the fourth week of the project, the hand of

irony slapped down as gang violence claimed the life of a 14-year-old boy, who had been at the school that morning eating the brownies Terry Uchida had bought in to share. Sorrow and shock shook the school but gradually gave way to resolute persistence to complete the project, now with even greater emotional ties. This student's block lies in the center of the quilt, just under the A, reminding everyone of the fragility of life and the poignancy of fate, a fate that can only be rewritten by the collective will of our youth to find tolerance, understanding and solidarity.

Project based work allows students to proceed with educational success in ways not found in traditional schools. To watch students work with their hands on projects that allows creativity to flow builds a sense of individual accomplishment, and when joined with others, leads to communal success. This force creates the momentum needed for academic achievement and cooperation needed for success in the classroom. The peace is in the making, as students from various gang affiliations sit in the same room quietly working together sewing boarders with a running stitch, or sewing on little appliqué pieces or embroidery threads to adorn their pictures. Student, teachers and classroom assistants worked side by side for weeks, as Terry inspired and engendered both personal respect and a sense of duty. The pride of the students was evident through their smiles as the little blocks of the giant mosaic slowly came together.

Although the work is done, the peace message of the Peace Quilt lives on. It is being displayed throughout the city, communicating the pride of the students and raising funds for SCS's fine arts program reminding all involved, a Samoan proverb: "O le ala i le pule le tautua," - The way to authority is through service.

Materials for the project were donated by local crafters and commu-nity members. The quilt top was pieced and quilted by machine by local volunteers Terry Uchida and Terry Aaroe. Their dream for the quilt is that it becomes a traveling piece of art, spreading the message of peace throughout our community. With the help of local artist Trish Sullivan of Artistas Unidos, the quilt has begun its journey. It is currently on display at the Cherry Bean Gourmet Coffeehouse in Old Town Salinas, as part of the First Friday Art Walk.

For more information on the Peace Quilt project, or starting a project like it, contact Terry Uchida at thatquiltlady@gmail.com. For more information about the Salinas Community School, contact Chris Devers at cdevers@monterey.k12.ca or visit http://thepeace-quilt.com/ and http://www.carmelmagazine.com/archive/10wi/quilt.shtml.

Business Leadership Academy at the Historic Federal Building

By Chris Kleinert
San Joaquin County Office of Education

The **one.** Business Leadership Academy is a community school that serves approximately 60 at-risk youth in **San Joaquin County**. The school site is located in the historic Federal Building in downtown Stockton that was built in 1931. The building's 62,000 square feet once occupied government organizations such as Social Security, the Food and Drug Administration, Probation, United States Postal Office and many other entities until it became government surplus property. The San Joaquin County Office of Education acquired the property in February of 2008 and works closely with the U.S. Department of Education regarding the educational uses of the building.

The school opened this year with 3 full-time teachers and a goal of 60 students. The recruitment process for students is an on-going process that began in the spring of 2009. Students must complete an application, write a short essay, and attend an interview before they are accepted. This process familiarizes the students with expectations, site culture, dress code, and curriculum relevant to the site. The school operates on an independent study schedule.

Business Leadership Academy students welcoming dignitaries to their open house held March 8, 2010.

Business Leadership Academy Site Schedule:

Monday	8– 11 am and 12 pm - 3 pm
Tuesday	8– 11 am and 12 pm - 3 pm
Wednesday	Tutoring and make-up assignments
Thursday	8– 11 am and 12 pm - 3 pm
Friday	Career Panels, Physical Education, and Tutoring

Lobby of the Federal Building

The uniqueness of the Business Leadership Academy centers on the concept of bringing local businesses into the building as "Business Partners". These partners must be willing to provide non-paid internship opportunities to students that attend the school. In return, the San Joaquin County Office of Education covers the liability and workers compensation for all student interns. Once approved, all business partners must complete a "Memorandum of Understanding" with SJCOE.

> "monthly career panels are assembled that focus on various career fields"

In addition to the Business Partners, monthly career panels are assembled that focus on various career fields from law enforcement to health occupations. The career panels typically include a brief biography of the presenter along with challenges and requisite skills needed to enter their specific field of employment. Additionally, a "mixer" with our students along with a "question and answer" session follows the formal presentations.

Regional Occupational Centers and Programs

The Regional Occupational Centers and Programs (ROCP) is another partner that benefits our students and is embedded throughout our program. The Culinary Arts program at the Yosemite Club in downtown Stockton provides an engaging variety of culinary hands-on experiences in a restaurant environment. This program is not exclusively for students attending the Business Leadership Academy but due to the proximity of the two sites many students from the Academy are also enrolled in the Culinary Arts program. The course concentrates in four major areas:

♦ Food Preparation
♦ Table Service
♦ Food & Beverage Management
♦ Additional instruction in sanitation, food chemistry, nutrition and personnel management round out the specialized Culinary Arts curriculum.

San Joaquin County Deputy superintendent, Mick Founts, and BLA student addressing community members.

The real reward in these partnerships is the growth of students both academically and socially. These opportunities provide self confidence, encourage teamwork, and are representative of the concept of **one.** philosophy. Another benefit has been the decrease in behavioral issues at the Leadership Academy. The dress code is strict and enforced daily. All students are required to wear clothing that is appropriate for a professional work environment. Suits are often worn by both genders at the site. Additional partnerships and opportunities for our students are currently in the process of being finalized.

Business Leadership Academy instructor, Gabriel Perez, BLA student, and community leader during recent open house.

Vistas Program

The City of Stockton has been an invaluable resource to our program and has welcomed our students and staff. We are in the beginning stages of the "VISTAS" program with the City of Stockton and this opportunity will provide the city with student interns within the various city departments. We are excited about this opportunity for our students as we move forward with innovative partnerships at the Business Leadership Academy.

one. FIT:

A physical education program for court and community schools
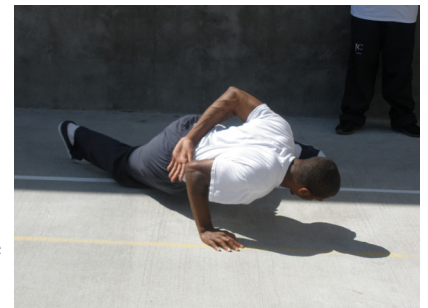
by Wendy Frink
San Joaquin County Office of Education

A recent study by Aberg, et al. with the Salk Institute on fitness entitled, "Cardiovascular Fitness is Associated With Cognition In Young Adulthood"[1], found that teens who are physically fit are more likely to achieve future success at college and work. Teen fitness was also linked to a higher IQ. Fit teens were also more likely to get a university degree later in life, and they landed better jobs - with higher pay or management responsibilities - up to 36 years later.

As court, community and alternative school educators, finding and implementing a quality physical education program has always been a challenge. Three teachers (Brandy Thurman, Megan Ankeney and Loonie Cox) with fitness and coaching backgrounds, a school nurse, and an administrator with the San Joaquin County Office of Education's **one.**Program were invited to observe a Speed and Power Development Camp conducted by the Speed, Strength, Training (SST) program in Rocklin, California. The SST program provides high-quality educational materials for physical education teachers, coaches and athletic trainers. The group consulted with several of the physical education teachers and coaches using the program. They reported that nearly all of the students were compelled to participate in the program because they found almost immediate positive results from their training.

The SJCOE staff who attended the training felt this would be a way to provide a meaningful physical education program to students. CrossFit's, (an internet resource) philosophy includes constantly varied, high-intensity, functional movement that requires minimal equipment. That philosophy met the deficiencies identified in the Program physical education curriculum. Utilizing resources such as CrossFit.com combined with the curriculum purchased from SST, the three teachers began developing a program that would not require a large quantity of expensive weight equipment and could easily be adapted to a version appropriate for the court school classrooms in the **one.**Program. The teachers wrote their custom version and called it **one.**FIT. The program has been piloted in the three teachers' schools and has expanded to include a number of additional classrooms including the commitment unit in the court school. Probation detention administration and staff have agreed to work with education staff to devote an area of the facility gymnasium to one.FIT and make the program available to most of the court school youth.

one.FIT student does a one armed push-up

one.FIT will be demonstrated at the upcoming JC-CASAC state conference in San Diego, May 2010 and the initial curriculum will be made available to session participants. The abstract for the conference brochure states, "Tired of not having a quality physical education program in your court/community school? Here is your opportunity to implement a fitness program that is user friendly, energetic and will keep students of all fitness levels sweating. The **one.**FIT program was written by alternative education teachers and has been alternative education student tested and approved. The workouts vary between circuit training, repetition, and challenge days. **It's a great way to introduce a lifestyle of healthy living!"**

[1] http://www.pnas.org/content/early/2009/11/25/0905307106.abstract

CALL FOR PAPERS

The Journal of Juvenile Court, Community and Alternative School Administrators of California

We welcome original articles, research papers and student success stories related to the:

- purposes
- goals
- programs
- practices
- instruction and
- management

of juvenile court, community and alternative schools.

Criteria:
* Combines both research-based management and instructional theory with field practice;
* Is written with court school administrators in mind as the audience;
* Is written in clear, straight forward prose;
* Acronyms are spelled out the first time they are used;
* Is result, not proposal orientated.

Format:

* Recognizes other educators' work cited through either bibliography or footnote referencing
* Uses American Psychological Association publication guidelines
* Articles are four to twelve pages in length, double-spaced
* "Student Success" and "Innovative Program" contributions are one to three pages in length
* Includes a short biographical sketch of 50 words or less about the author
* Displays data, if any, in tables or figures
* Includes photos or original student artwork when appropriate

Do's:
* Use the active voice (e.g., results showed, the study found, students report);
* Use the third person when possible;
* If first person is used, relate to the reader's experience;
* Give credit: use footnotes and reference list;
* If it is previously printed, include permission to reprint or source so we can obtain permission.

Dont's:
* Use the passive voice (e.g., It was found, It's been reported)
* Use 100 words when 20 will do

Papers to be considered for the Spring 2011 issue should be submitted by
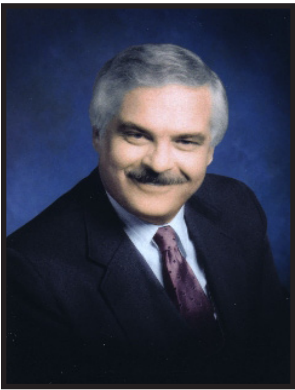
March 19, 2011

Please contact:
Deni Baughn, Editor
Orange County Department of Education
11095 Knott Ave., Suite L
Cypress, CA 90630

Phone: (619) 733-2334
E-mail: deni7@sbcglobal.net

John Peshkoff Award

Congratulations to the 2010 award recipients

John Peshkoff (1935-2006) was one of the founding fathers of JCCASAC (then known as Juvenile Court School Administrators of California or JCSAC). John served as the JCCASAC president from 1977-78 and again from 1990-91. He advocated for legislation and practices which support quality educational services for students in alternative education programs. He also served as a mentor, friend, and cheerleader to his peers and colleagues in the field.

The John Peshkoff Award is presented annually for memorable vision, service, leadership and commitment to *JCCASAC* students and programs.

Dolores Redwine
JCCASAC President
1998-99

Dolores Redwine was born and raised in Eastern Kentucky and graduated from Fairview High School in Ashland, Kentucky. In 1966, Dolores won the talent scholarship award at the Miss Kentucky Pageant and went on to receive degrees from Morehead State University and University of Kentucky. She was employed by the Fairview School System from 1969-1981. During these years she was a teacher, curriculum supervisor, elementary and high school principal. Dolores was the only woman in Kentucky in a high school principal position at that time. She was recognized by the Department of Education as Outstanding High School Principal and had the opportunity to represent the Kentucky Department of Education as Federal Liaison to Washington, D.C.

Beginning in 1984, Dolores was hired by the Juvenile Court and Community School (JCCS)

Program of the San Diego County Office of Education where she remained employed until her retirement in 2003. She coordinated a variety of student programs and was administrator for the home and community schools programs including establishing the North County Regional JCCS office. During this time with JCCS, she was very involved on the state level and was elected president of the Juvenile Court, Community and Alternative School Administrators of California in 1998. A variety of honors followed her career for her dedication to youth, education and community. In December 2009, the Fairview School District honored Dolores by inducting her into their Community's Outstanding People "Hall of Fame" wall.

Since 2006, Dolores has been traveling abroad and going cross country in her RV with her three doggies plus showing her National Grand Champion Miniature Show Horses. Her family includes two sisters, Sue Christian and Claudette Campbell, who reside in the Tampa Bay area of Florida where Dolores intends to move in the near future.

Larry Springer
JCCASAC President
1994-95

Larry Springer has served as an educator for more than 36 years; 30 as an administrator with the Los Angeles County Office of Education (LACOE), including 12 (1994-2006) as Director, Division of Juvenile Court and Community Schools (JCCS). His tenure as Director saw the explosion of program models of educational excellence recognized through the huge success of students, staff and partners alike, in the largest correctional education program in the country at the time.

His career highlights are complete with outstanding accomplishments at every level. As an exemplary teacher, he starred in the nationally televised documentary, "Blackboard Jumble." As an Assistant Principal he assisted LACOE in bringing court schools to state-licensed children's institutions housing hard-to-place juvenile offenders. While serving as a High School Principal, he provided the leadership in developing a model program in California combining Comprehensive academics, state-of-the-art vocational/technical training/job placement, California Interscholastic Federation (CIF) athletic competition, and nationally acclaimed visual and performing arts products for older juveniles needing to emancipate.

As a regional director, he assisted in bringing accreditation to court and community school programs and pioneered the accreditation process for individual schools within LACOE (most often resulting in the maximum term offered by the Western Association of Schools and Colleges [WASC]). Mr. Springer is also the prime architect of "Schools with Purpose," a pre-cursor to education models increasingly adopted by Los Angeles County school districts designed to reverse the downward spiral of students at-risk of failure in school, at home, and within the community. His expertise and consultation are called upon nationally by educators, justice system officials, legislators, and communities interested in effective and innovative approaches to delinquent youth issues such as: intolerance, violence, gangs, accelerated learning and employment.

Mr. Springer holds a Bachelor of Arts degree from California State University Long Beach (CSULB); a Master of Science degree from the University of Southern California (USC) in Education; and has completed considerable work toward a doctoral degree in Education Administration, also at USC. He most proudly served as a member of the Executive Board, and Executive Board President of the Juvenile Court, Community & Alternative School Administrators of California from 1994-1995 (the premiere professional organization for all juvenile correctional education administrative practitioners in California), spanning 28 years. He has received many awards and accolades for his service to young people, the education community, and the community at large. He has been listed multiple times among Who's Who in the fields of education and community service.

Mr. Springer's storied educational career serving challenging students has always included the vision of Success-Centered Literacy/Living and high achievement for all students and their families, supported by integrated services and programs in collaboration with the "village" (others willing to share the responsibility). His program legacy leaves the notion that, "If it's not yet good enough for our biological children, grandchildren, nephews and nieces; it's not yet good enough for these children!"

Congratulations
to the County Office Alternative Education

Teachers of the Year

Lisa Alcalá is Sacramento County Office of Education's Teacher of the Year 2010. A resident of Roseville, Ms. Alcalá has been a teacher for 15 years, the last five years as a SCOE Community Schools teacher at Elinor Lincoln Hickey Jr./Sr. High School. She recently accepted a new assignment as a SCOE Academic Intervention Teacher. In her new role, she is working closely with teachers and students alike to help accelerate growth in learning and implement instruction models that reinforce student learning. She also recently accepted a temporary assignment as Acting Principal of her school. Ms. Alcalá received her B.A. in Physical Education/Exercise Physiology from California State University, Chico, and her teaching credential from National University. She earned her CLAD (Crosscultural, Language and Academic Development) certification from the University of San Diego. In addition to her work in the classroom, Ms. Alcalá has served as Teacher in Charge and as a trainer of teachers. She has also served on the Science and Math Textbook Adoption Committee and the Model Court and Community School Committee, as well as a teacher participant of the Sacramento County Juvenile Drug Court.

Lisa Alcala
Sacramento County
Office of Education

Norm Cosme
San Bernardino County
Sup. of Schools

In March of 1997, shortly after retiring from the United States Marine Corps, **Norm Cosme** started teaching as a substitute teacher with the San Bernardino County Superintendent of Schools, at Central Juvenile Hall. Soon after, Mr. Cosme was hired as the teacher for our Regional Youth Education Facility. Almost immediately, Norm started the transformation of his classroom into an educational "program" grounded in excellence, respect, responsibility and achievement. The success of the transformation was a result of Mr. Cosme's willingness to adapt to his environment.

Mr. Cosme took the lead with developing a GED program for our JCS students and now facilitates the program. He also worked collaboratively with one of our local junior colleges to create an online program so students can earn college credits while court detained. Norm's "can do" attitude made him an obvious choice for being a lead teacher. As a lead teacher Norm has worked with our Steering Committee, ELL Committee, WASC Committee, Curriculum Committee, Multi-Disciplinary Team, and numerous other committees. Mr. Cosme's commitment to our profession and loyalty to his students and colleagues transcends the expected and creates the example for others to follow. As Mr. Cosme would say, "it is my privilege to do so". Well, it is our privilege to have him care for our students!

In 1995, Lori Blume began her educational career with the Orange County Department of Education as a substitute teacher in alternative education. She was later hired as an instructional assistant during which time she worked in both classroom and contract learning environments. While employed as an instructional assistant, Lori decided to go back to school to earn her teaching credential. In 1999, she was hired as a middle school teacher at the Buena Park Learning Center. Two years later she was given the opportunity to work with parolees in the Adult Correction Education program at both the Los Angeles and Covina parole offices. She is an advocate for students and dedicated to providing quality educational services to all youth. Lori has been married for 41 years and has 3 grown children, 5 grandchildren, and 3 dogs who are more work than her children ever were!

Lori Blume
Orange County DOE

Amy Sinnott is a highly talented lead ELA teacher with the Santa Clara County Office of Education. She believes   in high expectations, earned esteem, and success. Amy is a hard working, responsible teacher who exhibits an excellent work ethic and is enthusiastic and passionate about her teaching.

Amy Sinnott
Santa Clara County
Office of Education

Amy eagerly gets involved in the work of the Alternative Education Department and is a conscientious, thorough and dedicated individual who views learning as an active and personal process. Amy is acknowledged by her peers for the leadership in establishing a professional learning community at her site and for her contributions in leading the ELA committee in curriculum development and implementation. Amy's dedication to professionalism, energy, intelligence and skills make her an easy choice for Santa Clara County's Teacher of the Year.

Laruen Jo Bishop, PhD is Alameda County Office's Teacher of the Year. Lauren completed her PhD in Biological Science at Purdue then worked as a post-doctoral research associate at the Biochemistry Department at UC Berkeley. She uses her advanced scientific knowledge of the curriculum to teach innovative and unique science lessons to the students in the Juvenile Hall. She has published a curriculum, *"Science and Nutrition Links-Steps for Integration"*, Grade 8, Glorious Guacamole and The DNA Defender Diner lessons and supporting materials, California Healthy Kids Resource Center, 2006. She has also authored or coauthored numerous other articles in scientific journals. She provides lessons in a humorous manner, "Humor has a daily role in my class because education has hurt and that basic perception must be altered. The gift of education can not be delivered if the door is not open," states Lauren. Understanding that most of the students lack the academic English required to be successful in a traditional science curriculum, Lauren utilizes a variety of strategies and hands-on-activities/experiments which lead her students to acquisition of the knowledge and concepts previously unattainable.

Lauren Jo Bishop, PhD
Alameda County
Office of Education

Melanie Karaffa Tolan is the 2009 Juvenile Court and Community School TOY for San Diego County Office of Education and has also been recognized as a 2010 California Teacher of the Year! Melanie began her teaching career with SDCOE/JCCS at the Rancho Del Campo High School for juvenile offenders in the fall of 1995.

Melanie Karaffa Tolan
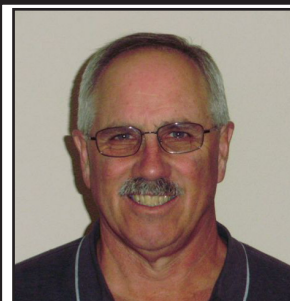**San Diego County**
Office of Education

Melanie credits her growth as an educator to the nine years she spent teaching at the Toussaint Academy, a school for homeless youth operated the SDCOE/JCCS and Saint Vincent DePaul in San Diego. "We had students of different colors, ethnicities, and sexual orientations." The engaging school culture established at Toussaint emphasized a "climate of acceptance that is not always present in traditional schools. "   In 2006, Melanie took her teaching skills to the Sarah Anthony School in San Diego's Juvenile Detention Facility. Working in a challenging unit, Melanie collaborated with a special education teacher and developed an honor roll system that maintains high expectations for all students. Melanie is an active participant on numerous JCCS committees. She is proud of her work focusing on equity in education. "I have been a member of the Equity In Action committee since its inception. Having the opportunity to attend trainings and be a leader for our region in this area has been an eye-opening experience for me that has enhanced my personal awareness and brought many new teaching techniques geared to our diverse student population."

Mike Hansen is Lake County Office of Education's Teacher of the Year. With over 30 years of experience at various alternative education settings, Mike has been teaching at Renaissance Court School in the Juvenile Detention Facility for the past 11. He has been an instructional leader and assisted in the implementation of Character Based Literature (CBL). Group instruction has

Mike Hansen
Lake County
Office of Education

been incorporated into the daily schedule to deliver this dynamic curriculum. Group instruction has also been utilized to deliver CAHSEE preparation, vocational education, and other educational activities. He encourages students to perform to the best of their ability and believes any student can thrive in the classroom environment if they are motivated.

37

Thinking Maps!

Carl Stice and Michelle Sakamoto-Kammeraad
Kern County Superintendent of Schools

Teachers in alternative and continuation schools struggle with many challenges that make teaching and learning difficult. Students come to us, throughout the year, often with poor history of attendance, fragmented academic skills, and frequently without knowledge of how to organize and use what they learn. At-risk students can and do learn, they just have to be taught with effective strategies. Whether it is with lethargic body language or candid verbal challenges, our students clearly communicate their need for instructional strategies that transcend traditional approaches to teaching. We know we cannot change the Curriculum (State Standards), but we can change the methods we use. Beginning the fall of 2007, the Kern County Court and Community Schools have been utilizing Thinking Maps to address these challenges. Recognizing the need for a consistent instructional tool that can be used across disciplines with students who move frequently between schools and programs, our program administrators determined that Thinking Maps would be the perfect fit for Alternative Education.

WHAT ARE THINKING MAPS?
In the 1980's, Dr. David Hyerle developed Thinking Maps based on the overwhelming evidence that visual patterns are powerful learning tools. Each of the eight Thinking Maps is based on one of the eight basic cognitive processes that human beings use to solve problems and assimilate new information: defining in context (brainstorming), describing qualities, comparing and contrasting, classifying new information, identifying part-to-whole relationships, sequencing events, establishing cause and effect, and seeing analogies. With consistent use of the Maps across all instructional settings, students and teachers begin to speak a common language that is reinforced by the Maps. The visual pattern of Thinking Maps tied to the thinking processes is what creates meaning. According to

Caine and Caine (1994):
> The overwhelming need of learners is for meaningfulness . . . We do not come to understand a subject or master a skill by sticking bits of information to each other. Understanding a subject results from perceiving relationships. The brain is designed as a pattern detector. Our function as educators is to provide students with the sorts of experiences that enable them to perceive "the patterns that connect."

The purpose of Thinking Maps is to create a "common visual language in a learning community for transferring thinking processes, integrating learning, and for continuously assessing progress" (Innovative Learning Group, 1995). Did you know that the brain registers up to 36,000 images a day through the eyes? Thinking Maps appeal strongly to visual learners, which would describe not only our students, but most of us as well.

Researchers estimate that between 80% and 90% of what we learn about the world comes to us through our sense of sight (Hyerle, 1996). Brain research conducted in the 1960's by Dr. Albert Upton concluded that human beings are highly visual creatures that establish visual patterns during learning (Innovative Learning Group, 1995). The brain chooses to pay attention to certain information that has emotion or meaning, and this is when the brain "clicks on" to consciously store information. When information becomes connected to other information, it is more easily stored and retrieved. Chunking information that is meaningful and connected is more likely to be

remembered later (Hyerle, 1996). (For more information on the brain research underlying Thinking Maps, visit www.thinkingmaps.org and click on Official Literature.)

WHY THINKING MAPS?

Thinking Maps are flexible and multi-faceted: they can be used for assessing prior knowledge, for presenting new concepts during direct instruction, for reviewing, or for assessing both formally and informally. Thinking Maps can be created by the teacher with the whole class contributing ideas, in small groups, or by individual students. They can be used in lengthier group projects and to build thematic units. They are a great visual tool to be shared during student presentations. They can be combined for multiple types of thinking and problem solving tasks. They can be simple or complex, depending on the learning task, and as visually creative as teachers and students want to make them. Teachers also find that Thinking Maps interlock with and enhance other instructional strategies.

Every textbook now seems to have a plethora of graphic organizers – a testament to the importance of visual aids for learning. Many of us have used them in our teaching. So what makes Thinking Maps different from random graphic organizers? The answer is contained in the word "random." Think of how many different types of graphic organizers you have seen or used: T-charts, concept webs, cluster diagrams, story maps, word clusters - there are hundreds of them. The problem with random graphic organizers is that while they are great for isolated tasks, there are simply too many types and variations to be of any real value beyond the isolated task. How is a student supposed to know which one to use? Because graphic organizers are random and do not connect consistently to a specific thinking task, students do not learn to own them,

Chunking information that is meaningful and connected is more likely to be remembered later.

and therefore, they are not integrated into the learning. Resource teacher Stephanie Shelton stated, "I know when students really get the value of Thinking Maps is when they begin to use them on their own, without me instructing them to." Just like any other tool, students must first learn to use them, but then use them to learn. It is the repeated connection of the Map with the thinking skill that begins to literally "map" learning for the student. Students also begin to quickly understand the type of thinking required for a task and are able to see what their thinking "looks" like.

FIRST YEAR: INITIAL TRAINING
Alternative Education Director Janice Barricklow was the first in our program to hear about Thinking Maps and she sent a small team – two resource teachers and an administrator – to a Training of Trainers in San Diego. Immediately, the value for our challenging at-risk student population was recognized. The Maps can be used in classroom or independent study settings, across all disciplines, and when implemented consistently, are excellent for students moving between our programs and schools (e.g., Court to Community, one Community School campus to another, etc.). They are also tools that, once learned, students can take with them after they leave our program and continue to use at the traditional high schools or in college, trade school, or when learning a new job. In fact, the Maps have proven to be good tools for staff and administrator meetings, and for delivering professional development as well. Some staff members even find themselves using Thinking Maps to organize content in the professional development trainings or university classes they attend.

Another advantage in these tough budget times is that there is no program or curriculum to purchase. Training, which includes a complete training binder and Power Point presentation, and the cost of a resource binder for each teacher trained are the only expenses of Thinking Maps. Once training is completed, participants have all the resources necessary to train their colleagues and to implement Thinking Maps in their own school or district. There is also a free Thinking

Maps website with training updates at www.thinking-maps.org.

Training Kern County's large and geographically separated Alternative Education staff was a big undertaking. Initial training of teachers in Thinking Maps takes approximately six hours, which we found was best done in at least two training sessions. Administration worked hard to make instructional staff available, and the core team of trainers trained the entire Kern County Court and Community School instructional staff in 2007-2008, with the exception of one school that was trained in 2008-2009. Of course, it would take more than just an initial training to get such an instructional initiative off the ground in a program as large and diverse as ours. We realized that the full value of Thinking Maps would require consistency in all disciplines and at all school sites, and this would require follow-up and support for professional development.

SECOND AND THIRD YEARS: FOLLOW-UP SUPPORT AND CONTINUED PROFESSIONAL DEVELOPMENT

We knew we were not going to see the true value of Thinking Maps for students if the Maps were only used in one or two classrooms or schools – we needed them to become an integral part of what students experienced in classrooms and independent study settings throughout our program of eight Community School and five Court School campuses throughout Kern County. The training team brainstormed ways that we could provide training to new teachers who start every spring, as well as ongoing support to those who were originally trained. In February 2008, the Thinking Maps Leadership Team (TMLT), comprised of teachers, curriculum specialists, and two administrators, began meeting monthly to focus on implementation and coaching/support. This team has now expanded to include "site liaisons" from most schools sites who partner with principals to set goals, foster excitement about Thinking Maps, and model their use. Now in its third year, the TMLT continues to explore new ways to train, equip, and encourage teachers, instructional

aides and students in the use of Thinking Maps. The Kern County Office continues its support of Thinking Maps as a primary instructional strategy in our programs.

During 2008-2009, the TMLT provided a monthly training bulletin for all instructional staff which reviewed each of the Maps, with examples tied to the Sequenced Pattern of Instruction and each subject. In 2009-2010, the focus of the Training Bulletin has been on fostering deeper understanding and more complex uses of the Maps, highlighting student work, and providing staff acknowledgements. (To view past training bulletins, go to www.kcclc.org and click on the Thinking Maps tab on left.) The TMLT is also developing a new online blog forum that will be accessible to all instructional staff to post Map ideas in their subject areas, student success stories, lesson ideas, questions, and training information. Currently being piloted at one Community School site, expanding this new forum will be a focus for the TMLT in 2010-2011.
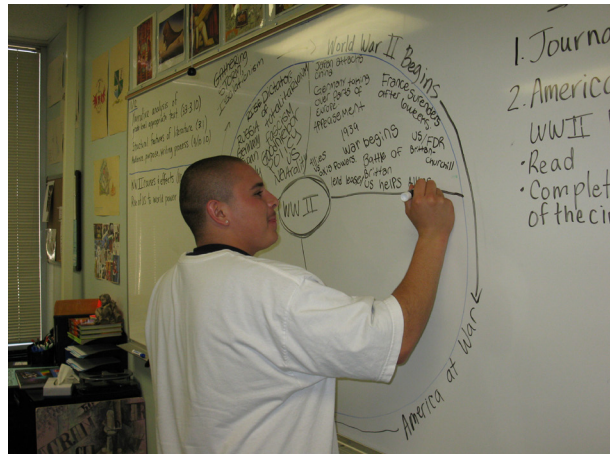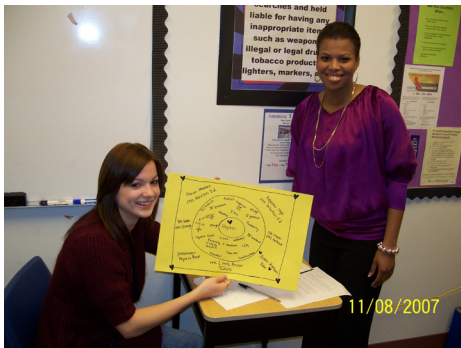
WHAT DO OUR TEACHERS AND STUDENTS SAY ABOUT THINKING MAPS?

Teachers and students alike have had positive things to say about Thinking Maps. Over the past two years, teachers in both classroom and independent study settings have incorporated Thinking Maps into all phases of instructions and continually report successes. Perhaps one of our Community School students put it best when he said, "Thinking Maps make the learning stick."

Community School teacher Lido Wells sees students who are interested, engaged, and able to respond to high expectations and complex academic tasks. This is also true for students reading several years below grade level and believes that he has fewer behavior problems as a result. He touts them as being "exceptionally effective with special populations" such as English learners and special education students. One of his former students wrote in a letter to Mr. Wells that he misses Thinking Maps, "but I try to incorporate

[them] in my classes as much as I can…they really help me out."

Community School teacher Nick Romo believes his elementary students are better writers as a result of learning to use Thinking Maps as part of the writing process. Students brainstorm and organize their thoughts using the Maps and then find the transition from Maps to sentences to be pretty easy. Students are less intimidated by writing tasks and assessments when they incorporate Thinking Maps.

Independent study teachers primarily use the Maps to assess what their students have learned since their last appointment. Teacher Brandi Sherman likes Thinking Maps because they are student-centered and focused on what was learned rather than what was taught. She designed a tool widely used in independent study called, "What have you learned?" which requires student to summarize the main points of their assignments using the Thinking Map that best fits the task. Robin Napier uses the "What have you learned?" tool and other Map applications to initiate conversations about what students have learned and sees their value in reinforcing concepts. Independent study teacher Matt Purdy recently posted on the TM blog that he finds that his students' work is more dynamic when they have used Thinking Maps as part of the process.

Debra Plank is a job developer for Alternative Education and uses the Maps for training and orientation of students in the jobs curriculum. Like our independent study teachers, she finds that the Maps foster communication with students around their learning.

The key to success in implementing Thinking Maps is to foster and highlight the creative and positive energy of teachers who use them. The Kern County Office of Education media relations department will soon run a story on its website on the use of Thinking Maps in Alternative

Education. Classroom footage was taken, and student and teacher interviews were conducted to report on the value that Thinking Maps has added to our programs. This story will be available by June 2010 on the County Office website (www.kcsos.org). Administrators are now adding Thinking Maps as a component of what they look for during classroom visits and during yearly evaluations. Thinking Maps have added a valuable new instructional layer to our program that teachers and students alike will benefit from in the years to come.

About the authors:

Carl Stice is principal of Bridges Career Development Academy and Redwood High School for the Kern County Superintendent of Schools (KCSOS) in Bakersfield.

Michelle Sakamoto-Kammeraad is the English Learner Resource Specialist for Court and Community Schools operated by the KCSOS.

Bibliography

Caine, R.N., and G. Caine. (1994) Making Connections: Teaching and the Human Brain. Alexandria, VA: Association for Supervision and Curriculum Development.

Hyerle, D. (1996) Visual Tools for Constructing Knowledge. Alexandria, VA: Association for Supervision and Curriculum Development.

Innovative Learning Group. (1995). Thinking Maps: Tools for Learning. Cary, NC: Thinking Maps, Incorporated.

Fresh Producers Program Provides Students with Career Training

by Tim Herrera
Gerber Community School
Sacramento County Office of Education

SCOE Gerber Community School student Fernando Marmolejo smiles as he politely greets potential customers inside the David P. Meaney Education Center, the main offices of the Sacramento County Office of Education (SCOE). He passes out flyers, talks about the fresh produce he has to sell, and thanks people for their time. The high school junior is learning new skills that he believes will help him later in life.

Fernando is part of a team of students from Gerber Road Community School taking part in a program called Fresh Producers. It is designed to help teenagers learn what it's like to operate a business, from marketing to customer service to delivery. The program also helps students save for and prepare for college.

"I'm actually getting sales experience and experience talking to people," said Gerber student Fernando Marmolejo. "This is a great opportunity to get some experience to put on my resume."

"It's been a very good experience learning how to work in sales and it's something that been very positive and productive for me," said student Keshon Stewart.

Gerber Road Community School is operated by SCOE and provides students an opportunity to continue their education and experience significant positive personal change in their lives. Gerber students benefit from involvement in the LINKS program, which consists of a career technical education model aimed at helping high-risk students succeed. Participation in the Fresh Producers program is a newly added group project for the 2009-2010 school year.

"This is helping me learn business skills at a young age," said Gerber student Alyssa Lewis.

Fresh Producers is a not-for-profit enterprise that organizes fresh produce deliveries to a variety of distribution sites. The produce is locally grown and environmentally friendly to the greatest degree possible. The company develops marketing materials and supports the training and management of volunteers at the sites to conduct sales and deliveries. The program engages students ages 7-17 in eating better and developing skills for success by offering them the opportunity to serve as volunteer sales reps for fresh produce with Fresh Producers.

"This is a tremendous, motivational opportunity for our students to learn many, many valuable skills," said David W. Gordon, Sacramento County Superintendent of Schools. "In addition to learning value of teamwork and the solid basics for operating a business, our students also are learning about the importance of healthy eating and living a healthy lifestyle."

"Fresh Producers as an organization has been heading toward the front lines of change in the areas of students' eating habits, workforce development and building scholarship equity. Working with SCOE has taken the program to a whole other level, as we work with continuation school students and participants in the Sacramento Community Based Coalition," said Rabbi David Wechsler-Azen, Fresh Producers CEO and Founding Director.

Older students participating in the Fresh Producers program can move into management positions and earn points from sales, service hours in community gardens and farmers' markets, as well as making deliveries to the elderly and disabled.

Program operators state that net revenues will be deposited into a Fresh Producers Trust Fund for all participants. Other manufacturers and retail outlets can be invited to tithe a percentage of revenues from sales of produce and other healthful products to the Trust, which provides scholarship funds for further education and career training.

The Fresh Producers Web site provides information about the program, as well as how to order fresh fruit, and how to become an affiliate or a sponsor. For more information contact Tim Herrera, Director, Sacramento County Office of Education.

Five Principles of Correctional Education*

by Thom Gehring

This is a report on work in progress. It is work in which we are all involved, wittingly or unwittingly, helpfully or obstructively. It is the work of bringing in a new order. . .and of developing into a better kind of [person.]. . .The question before us. . .is whether we can do this, and how we can do this, given the circumstances in which we have to work. (Quest, 1971, p. 17).

Correctional and alternative educators are working to "bring. . .in a new order. . .and .. . .develop. . .a better kind of" person. Can we deemphasize traditional authoritarianism to pursue this emerging trend of our field, with its emphasis on the power of culture(s) to habilitate? This question is still unresolved, but that in itself gives reason to hope. Contrary to the traditional "Ready! fire! . . .aim!" approach, we can be more rational: "Ready! aim! . . .fire!." Every aspect of correctional education should be considered anew before we launch major initiatives of this Culture Period in our field. The legacy of Cold War/authoritarian poison is still fresh in our thinking, though we are gradually identifying that wee need to seek an antidote.

Correctional and alternative education service organizations are in a transitional period. Education systems traditionally address administrator-identified needs, but the new professionalization has led to teacher-identified needs, as well, based on student learning. Traditional decision-makers often emphasize literacy and marketable skills, but classroom teachers emphasize student attitudes and personal development. There are fewer funds for education now, and disbursement patterns are changing. Many states previously adopted education reform legislation which is sometimes difficult to reconcile with recent budget cuts. Funding to implement special education for disabled offenders lags behind system requirements. There is no unifying philosophy of corrections, and many local public school systems face profound crises.

Despite important progress in correctional schools and systems, the traditional agenda of correctional education leadership lacks clarity. With some exceptions, states have been slow to implement the correctional school district structure. The U.S. Education Department's Corrections Program is not staffed or funded at a level consistent with its workload. The Correctional Education Association and several statewide professional associations have been forced to juggle priorities in the face of resource constraints. The few college and university-based correctional and alternative teacher education programs have yet to identify common needs or suggest a common curriculum.

Correctional and alternative educators are frequently afflicted with a professional identity problem that has been described as "the sojourner's outlook." We tend to act as though we are just passing through the institutions, without bothering to learn anything about our own field of education. Instead of studying correctional and alternative education, we build on our training in related fields: special, adult, vocational, elementary or secondary education, guidance, educational administration, psychology, criminal justice, or trades such as electronics or auto repair. Yet the correctional education field has a history, a literature that helps solve problems, and basic

principles that can help guide action. In times of transition, that literature can provide clarity and support. This essay presents five basic, rational principles from that literature and an historical context for each.

Principle 1: Identify Your Priority

Correctional and alternative educators should be especially careful to avoid compromising long range objectives for short range benefit. We should have professional integrity and not be tempted by opportunism. Although this principle is simple and universal, it is extremely relevant for those who provide educational services in coercive institutions and alternative settings.

The North American reformatory movement began in 1870 at an historic Cincinnati conference. Its purpose was to maximize educational opportunities at penal institutions for young adults—to transform prisons into schools. Cincinnati conference participants wrote a manifesto that outlined aspects of this transformation. One of its basic tenets was about the educational priority and its relationship to other institutional programs . Correctional education is of "primary importance," they wrote, and "should be carried to the utmost extent consistent with the other purposes of such institutions."

Education is a vital force in the reformation of fallen men and women. Its tendency is to quicken the intellect, inspire self-respect, excite to higher aims, and afford a healthful substitute for low and vicious amusements. Education is, therefore, a matter of primary importance in prisons, and should be carried to the utmost extent consistent with the other purposes of such institutions. (Wines, 1871, p. 542).
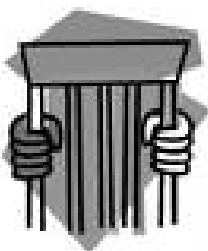
Despite this early idealism, modern correctional educators agree that institutional schools no longer receive "primary" attention among corrections' priorities. Many speculate about why the idealism of Cincinnati dissipated by the turn of the 20th century. Why did the reformatory movement fail to transform prisons into schools, and how did that failure impact correctional education programs? Some historians attributed the failure to "jailing psychosis."

The most important explanation for the failure of the reformatory [movement] is that it was blocked at the outset by the ever present jailing psychosis with the frenzied preoccupation of counting and double-checking inmates. No rehabilitative program, however excellent in theory, can ever be a success so long as. . .administrators are judged to be efficient or incompetent almost exclusively by their success in preventing escapes. (Barnes and Teeters, 1959, p. 428).

One research team found this psychosis relevant to the work of modern correctional educators.

A small number of persons are doing yeoman work in an alien environment. Corrections is designed for custody and control. Education's purpose is freedom, growth, and self-actualization. The correctional educator must, at the minimum, maintain an island of sanity in a storm of psychosis. (Reagen and Stoughton, 1976, p. 28).

That is one way we can define a correctional school: "an island of sanity in a storm of psychosis."

Security should be a concern for all institutional employees, and it may be the only proper priority for security staff. Institutional managers are irresponsible if they do not prioritize safety and security. But in schools student learning must be the priority. If learning is not the priority it is only a spin-off by-product, an accident. In his 1980 book, Conscience and Convenience, Rothman asked, "When is a school not a school?" The answer, of course, is that schools

> Education's purpose is freedom, growth, and self-actualization. The correctional educator must, at the minimum, maintain an island of sanity in a storm of psychosis. Reagen and Stoughton, 1976, p. 28.

are not really schools when they are in institutions because institutional schools frequently do not prioritize student learning.

This is why the "good old boy or girl" problem is an important issue in correctional and alternative education. The central characteristic of good old boys or girls is that they identify with their boss instead of with their work, and do only what they think the boss wants them to do. Often they are not good, or old. In correctional and alternative education good old boys and girls are educators who do not prioritize student learning. Instead, they prioritize ADA, security, personal advancement, or some other unlikely agenda. To be effective, however, schools must be places where student learning is the priority. One major professionalization task, therefore, is to minimize good old boy and girl infiltration of correctional and alternative education. As in 1870 so it is today: educators can emphasize learning and be institutional "team players" in every sense of the term.

In 1939 Englehardt wrote of the process by which every institutional function is twisted to fit the "security only" mold.

In time of peace the prison is, of all institutions, the most representative of war conditions. . . [S]ociety has thought of itself as being engaged in perpetual warfare, the enemy being the violators of its legal, social, and economic codes. . .[and] war suggests hatred, hostility, ruthlessness, and aggression. (APA, 1939, pp. 25-26).

If Englehardt was correct, the implications are profound. By not prioritizing student learning, good old boy or girl correctional and alternative educators further the aims of "hatred, hostility, ruthlessness, and aggression," instead of supporting "freedom, growth, and self-actualization." Although stated in the extreme to make a point, these divergent outcomes emphasize the importance of "Principle 1: Identify Your Priority."

Principle 2: The Criminal Plumber Dilemma

Vernon Fox wrote "If one teaches a criminal to be a plumber, then the result must be a criminal plumber" (Roberts, 1971, p. 129). MacCormick used different words to describe the same dilemma.

The mere tools of education are no guarantee of character. A man may carry a kit of burglar's tools and a doctor's degree at the same time. . . .If a man is to remain a criminal, it is perhaps better for society that he remain as ignorant. . .as possible. (MacCormick, 1931, pp. 1-3).

Educators have always been treated as strangers in corrections, even when employed directly by the corrections agency (Reagen and Stoughton, 1976; Bell, 1979). Within this strained and difficult context, some institutional superintendents express anti-education views. For example, when a group of community fund raisers wanted to establish a "three Rs" school for young adults at New York State's Auburn Prison in 1824, warden Elam Lynds refused because he feared "the increased danger to Society of the educated convict." (Wallack, Kendall, and Briggs,1939, p. 17). We may think modern superintendents would not take such an extreme position on this issue, but almost the same words were used by an Australian warden just a few years ago.

Correctional and alternative educators should always be concerned about the problem of better educated criminals. We often assume that education will correct criminal behavior, but this assumption may be unfounded. We provide a distinct disservice if our efforts merely produce "criminal plumbers" or criminals with job skills.

Stephen Duguid suggested that all correctional education may be divided into two separate world views, representing the incremental and developmental models. This is a useful summary because it adequately portrays two approaches to instruction and learning. The incremental model is based on behavioral psychology and is attractive to those who seek to systematize discipline or classroom management. In alternative, adult, and special education, the incremental model is known as the diagnostic-prescriptive method. In corrections it is known as the medical model, but the procedures are always the same. An authority figure "diagnoses" specific student skill deficits and writes "prescrip-

46

tions" to "cure" or remediate them with activities that develop knowledge and skills, often on an individualized basis. Attention is focused on the specific deficits, instead of on the whole student. The clinical, diagnostic-prescriptive method can accelerate student learning gains in impersonal, prescribed content, such as punctuation, the division of fractions, or welding skills.

Unfortunately, contact with the juvenile justice system or incarceration rarely results from impersonal skill deficits of this type. Instead, it usually results from very personal or interpersonal problems that have more to do with attitudes than with knowledge and skills, more to do with maturation and interpersonal relationships than with impersonal content and prescribed skills.

In the local public schools, teachers traditionally pursue student learning in three majors areas that are ranked by importance: knowledge, skills, and attitudes. In correctional and alternative education, however, these priorities should be reversed: attitudes, skills, and knowledge. Unlike local school teachers, correctional and alternative teachers cannot afford the luxury of emphasizing learning content unattached to affective development. The incremental model therefore exacerbates the criminal plumber dilemma and produces educated criminals. That is why social education plays a unique role in correctional and alternative education curricula. In social education social and cultural processes are more important than any specific learning content; and social education content can be very flexible.

People often use social education terms recklessly, and this can be relevant to the criminal plumber dilemma. Though we may describe students as "antisocial," nothing could be further from the truth. At risk and incarcerated students are rarely opposed to society as the term antisocial suggests. They do not plot to overthrow governments or burn cultural institutions upon release; they do not plan to murder community leaders and ravage civilization. Instead, at risk and incarcerated students are mostly "nonsocial" or alienated from mainstream social activities and programs. To become "social," they would have to realign their behavior, consistent with standards that the courts and law enforcement systems find acceptable. Correctional education researchers suggest that, far from being antisocial, incarcerates have "latent prosocial tendencies" (Roberts, 1973, p. 250). When they are ready to learn and given an opportunity to adopt more conventional, social behavior, our students frequently become very social. One reason they flock to vocational opportunities, various secondary and postsecondary education programs is that they are each perceived as gateways to acceptable, social behavior.

The Canadian correctional education paradigm was based on the developmental, as opposed to the incremental model. It was rooted in cognitive psychology but made use of behavioral procedures to further developmental goals. Behaviorists treat the mind as a "black box," but cognitivists focus on specific mental functions and design instructional strategies to match the way the human mind works. Unfortunately, that paradigm was phased out by the mid 1990's. Nevertheless, other nations have replicated aspects of Canadian practice. The Canadian paradigm had five elements: learning in the humanities, cognitive instruction, moral development, participatory decision-making, and a theory of the criminal personality. This developmental model of instruction was designed for application with at risk students in correctional and alternative settings. It emphasized student personal development according to internal criteria (attitudes, thinking skills, maturation) rather than external criteria (punctuation, division of fractions, welding skills,

---

Unfortunately, contact with the juvenile justice system or incarceration rarely results from impersonal skill deficits of this type. Instead, it usually results from very personal or interpersonal problems that have more to do with attitudes than with knowledge and skills, more to do with maturation and interpersonal relationships than with impersonal content and prescribed skills.

and so forth). Developmental models address the "criminal plumber dilemma" more directly than the incremental model.

There are benefits of both the incremental and developmental models, so correctional and alternative educators should draw from both. Teachers and principals should avoid using one model to the exclusion of the other. In adult education, the "readiness to learn" and "developmental task" theories are conceptual bridges between incremental and developmental-based classroom activities. For example, "orientation to the institution" classes are offered when new inmates arrive, and pre-release classes just prior to their departure, when they are most ready to learn relevant content. This readiness to learn concept should be applied meaningfully in day to day classroom activities. Likewise, "confluent education," which combines cognitive and affective learning, also serves as a useful conceptual bridge. These tools can help correctional and alternative educators who are interested in avoiding the criminal plumber dilemma, or the problem of producing better educated criminals.

Principle 3: MacCormick's Old Red Barn Theory

The "old red barn theory" can help guide correctional and alternative education personnel

selection. In his 1939 conference keynote address as president of the American Prison Association, Austin MacCormick said "I will guarantee to run a good prison in an old barn if you will give me the proper personnel." (APA, 1939, p. 14).

Correctional and alternative education personnel selection is closely related to equality of educational opportunity. Because educational opportunities "inside" or for students in contact with the juvenile justice system can rarely be as varied as those "outside," correctional and alternative educators work to

minimize the gap by offering quality programs tailored to meet identified student needs. Our students have access to only a few teachers, so it is important that the faculty be selected for their maturation and personal development as well as their knowledge and skills.

Correctional and alternative education decision-makers can err when they focus on teacher knowledge and skills to the exclusion of personal characteristics. Kendall refined MacCormick's old red barn theory in 1973: It is not what you teach, but who you are. We could get lost "in a maze of credits, diplomas, and credentials" (in Roberts, 1973, p. 95). A balance between skills and characteristics should be sought in each employee. If we want our students to develop and learn, we must provide grown up teachers, rather than simply hope that teachers will grow up later on the job.

Principle 4: Educators Should be in Charge of Educational Decisions

This idea is consistent with the effort to empower educators. In its central aspect, the correctional school district issue is about who will have authority over curriculum, the educational budget, and the hiring and firing of teachers and principals. Sometimes correctional and alternative educators who are employed by counties are unfamiliar with this issue. However, the bulk of correctional educators in the United States are employed by the states. It is important for everyone in the field to understand its underlying themes because county and state issues sometimes overlap.

There have been three stages of correctional education organizational development: the traditional or decentralized pattern, the correctional education bureau, and the correctional school district. In the traditional, decentralized pattern (1787 to the present) each institutional school is independent of the others in the jurisdiction. In this pattern the institutional superintendent hires the principal and sometimes even the teachers. The curriculum is usually a reflection

It emphasized student personal development according to internal criteria (attitudes, thinking skills, maturation) rather than external criteria (punctuation, division of fractions, welding skills, and so forth).

of the superintendent's philosophy of education. For example, one system had a school where films were not allowed, because the institutional administration was concerned about what might happen when the lights were turned out. If the superintendent believes that only big, tough men should be teachers, "to keep those inmates in line," the entire faculty may consist of marshal arts experts and military men. If he or she believes that these students need to find God, only missionary zealots may be hired. While each of these views may have inherent advantages, qualified educators know the merits of a balanced approached. The traditional or decentralized pattern can be acceptable if the superintendent is a former teacher or is enlightened about educational matters. Unfortunately that is rarely the case—so non-educational, institutional priorities are frequently forced upon the school.

The correctional education bureau structure was implemented by Franklin Delano Roosevelt in the early 1930s when he was New York governor. It consists of some education supervisors in the statewide corrections office with authority to recommend policy in matters related to curriculum, school budgets, and education personnel matters. The bureau model is therefore a step toward putting educators in charge of educational decisions. However, each superintendent can still accept or reject the bureau's recommendation. For example, if the supervisors identify a need for statewide inservice in a topic, teachers may only attend the workshops if their superintendents agree.

The first modern correctional school district (CSD) was established in Texas in 1969. A CSD differs from a correctional education bureau in that the state department of education assigns to it all the rights, privileges, and duties of a local education agency (LEA—a school district). Use of the entire repertoire of (usually Federal) pass-through funds has been one key issue separating CSDs from bureaus. In the traditional and bureau models, the state department of education may assign some pass-through funds to correctional education indirectly through the LEAs in which institutional schools are located. This can make statewide correctional education system management very difficult. In a CSD, however, pass-through funds

are assigned directly to the statewide system.

One result of the CSD structure is that educators, as opposed to non-educator institutional administrators, have authority over educational decisions. The history of correctional education organizational development can therefore be seen along an evolutionary path. The general historic trend has been from minimum authority for educators over educational decisions, to maximum authority for educators over educational decisions. The traditional pattern represents the lowest level of educator authority over education; the bureau is an improvement; the correctional school district structure represents maximum educator authority over education. However, even a CSD can be conceived as only pseudo-independent, since its operations are so intimately intertwined with those of the agency that manages the institutions. In summary, however, any movement further along the decentralized-bureau-CSD path may be a step in the right direction.

The traditional pattern is ripe for abuse, usually in the form of misallocation of funds assigned for correctional education, or interference in classroom activities by non-education security personnel. The bureau structure does not necessarily correct these problems. Correctional school districts can end abuse through applicability of state education laws and regulations: (a) standards of instructional quality, including those related to teacher qualifications and the learning environment, (b) increased per student expenditures (pass-through Federal and sometimes state foundation funds), and (c) qualifications of administrators and supervisors. However, the CSD structure should not be viewed as a panacea that can solve all correctional education organization problems. It is designed to improve correctional education services (to help students learn), but like any other structure it can be sabotaged if immature personalities ascend to leadership roles or if turfdom struggles interfere.
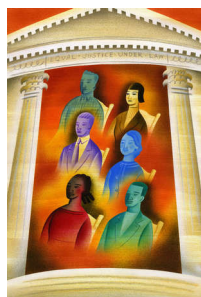
Correctional and alternative educators who are interested in improving correctional education should therefore keep two ideas in mind. First, any movement along the path noted above will probably be a change for the better. For ex-

ample, a change from the traditional model to a bureau is an improvement. Second, changes should be made in light of current capabilities and possible gains. If a correctional education bureau already has control over the curriculum, the education budget, and correctional education personnel matters, little may be gained by adopting the CSD structure. While the principle that "educators should be in charge of education decisions" can help guide correctional implementation, that principle can be applied in various ways at different times and places.

Principle 5: Trust

When given. . .responsibility for themselves, most people are highly goal-directed, ethical, creative, and productive. This has been demonstrated over and over in experimental programs with groups that were thought by many to be the least likely to take such responsibility: prisoners, mental patients, juvenile delinquents, and others with poor track records in life. (Gibb, 1978, p. 251).

What do you think would happen if a maximum security institution warden released all the convicts and told them to have a good day, but they must return to their cells before 7:00 that night? Alexander Maconochie did just that in 1840, and they all came back before 7:00. (Barry, 1958). What do you think would happen if an institutional superintendent told a population of juvenile delinquents to manage the institution democratically, except for the school because State law required compulsory attendance? William George did it in 1895 and they ran the institution so well that the procedure was maintained for decades and replicated elsewhere. (George, 1911).

What do you think would happen if a maximum security prison warden told the prisoners to elect representatives who would manage the entire prison democratically, including industries, housing, programs, and all disciplinary matters? Thomas Mott Osborne did that at three different prisons in the early years of the 20th century, including the infamous Sing

Sing. At each location, industrial production soared; and contraband, disciplinary infractions, and escapes diminished dramatically. (Tannenbaum, 1933). The convicts did what reformatory movement leaders had only attempted: they changed the three prisons into schools. At Sing Sing they established a new school building and program, and 90% of the inmates enrolled in formal courses. (Murton, 1976, p. 205)

These examples seem incredible but an extensive portion of the correctional and alternative education literature is directed to democratic management. Between 1810 and 2010 there were at least 26 democratic experiments in correctional education. (Gehring, 1986, updated). Only Howard Gill's (in Massachusetts during the 1930s; see Serrill, 1982, pp. 25-32) and Tom Murton's (in Arkansas during the 1960s; see Murton, 1976) were unsuccessful. This is especially interesting, since they were the only two that were based on the incremental model (see Principle 2 above).
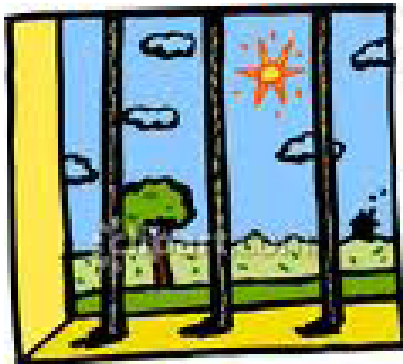
One dimension of the trust principle is that it need not extend to individual students. Two major correctional education heroes, Zebulon Brockway and Thomas Mott Osborne, refused to trust individual inmates. MacCormick wrote about Osborne's application of the trust principle to inmates as a group in his discussion of "the principle of inmate community organization" (democracy):

If the warden does no more than to permit the prisoners to elect a committee to take charge of a Fourth of July celebration, he has at least recognized the principle that they may be trusted as a group with responsibility for some of their own affairs. He may go farther and may permit the election of a. . .committee which is allowed to take up with him and his deputy matters affecting the interest of the whole inmate population and the welfare of the institution. . .Such committees are only the beginning of a full-fledged community organization, but they recognize the principle of group responsibility so long as the committees are chosen by vote of the inmates and are not appointed by the warden. (MacCormick, 1931, pp. 210-211).

The trust principle was at the center of Maconochie's program and indicative of his genius. He was the warden who released all the convicts and told them

> We have to learn more about trust. It would be incorrect for correctional and alternative educators to be naive and gullible, establishing programs based entirely upon trust, since so little is currently known about it.

to return to their cells by 7:00. Maconochie gave us the core structures of modern corrections: classification (the basis of all programming), progressive housing, the indeterminate sentence, and parole. If you consider these elements, you will notice several attributes. First, they award increased responsibility and privileges to deserving students who demonstrate personal development. Second, they expose inmates to greater levels of temptation by offering choices between "doing right" (success) and "doing wrong" (failure). Finally, they provide opportunities for inmates to succeed, or even to fail, without putting the system in jeopardy. If inmates decide to do wrong they face diminished responsibility and fewer privileges but the program is not thrown into chaos. When they are properly applied, classification, progressive housing, the indeterminate sentence, and parole are structures that derive maximum benefit from the trust principle. We have to learn more about trust. It would be incorrect for correctional and alternative educators to be naive and gullible, establishing programs based entirely upon trust, since so little is currently known about it. Nevertheless, trust is an important concept that holds promise for future program improvement.

Conclusion

The five principles discussed above may be valuable in guiding action in correctional and alternative education. These five principles demonstrate that correctional education has a history, and a literature that can help solve problems. The principles are about (a) identifying your priority, (b) the "criminal plumber dilemma," or the danger of producing educated criminals, (c) MacCormick's old red barn theory of personnel selection, (d) putting educators in charge of educational decisions, and (e) trust. MacCormick wrote about the relationship between theory and practice in correction-

al education: "In all fields of education, theory is in advance of practice" (1931, p. xii). Correctional and alternative educators are at an important juncture. If we cannot learn from our experience, from the history and theory of our profession, we may be condemned to perpetually "reinvent the wheel" whenever we face a "new" problem Instead, we should inform our decisions with knowledge about principles that have been successful in other places and times.

"Sojourners" tend to pay little attention to theory, thereby denying themselves access to the correctional and alternative education literature. This lack of access inhibits transformations and makes us vulnerable in a rapidly transforming world. Correctional and alternative education personnel assignments are inherently difficult, but professional alienation exacerbates work related problems. Professionalization can answer many of those problems by expanding correctional and alternative educators' awareness of relevant history, literature, and basic principles.

*Note: This address was presented twice in 1986—at the conference that marked the establishment of the Florida Correctional Education School Authority, and at the Federal Correctional Institution in Butner, North Carolina. The resultant essay appeared in the December, 1988 edition of the Journal of Correctional Education, and was updated for this Journal edition.

About this author:
Thom Gehring, PhD. is Director of the Center for the Study of Correctional Education and professor in the Educational Psychology and Counseling Department at California State University, San Bernardino. Thom can be reached at tgehring@csusb.edu.

References

(APA) American Prison Association. (1939). Proceedings of the sixty-ninth annual congress of the American Prison Association. New York: APA.

Barnes, H.E., and Teeters, N. (1959). New horizons in criminology. Englewood Cliffs, New Jersey: Prentice-Hall.

Barry, J. (1958). Alexander Maconochie of Norfolk Island: A study of a pioneer in penal reform. Melbourne, Australia: Oxford University Press.

Bell, R., et al. (1979). National evaluation program phase I report: Correctional education programs for inmates. Washington, D.C.: U.S. Department of Justice.

Braithwaite, J. (1980). Prisons, education, and work: Toward a national employment strategy for prisoners. Queensland, Australia: University of Queensland Press.

Brockway, Z. (1969—reprint of the 1912 edition). Fifty years of prison service: An autobiography. Montclair, New Jersey: Patterson Smith.

Eggleston, C., and Gehring, T. (June, 1986). Correctional education paradigms in the United States and Canada. Journal of Correctional Education, 86-92.

Gehring, T. (May, 19, 1986). Memo to Dianne Carter, Stephen Duguid, Carolyn Eggleston, and Bill Muth, about the democracy concept. Richmond: Department of Correctional Education (unpublished).

George, W. (1911). The Junior Republic: Its history and ideals. New York: D. Appleton.

Gibb, J. (1978). Trust: A new view of personal and organizational development. Los Angeles: Astron.

MacCormick, A. (1931). The education of adult prisoners. New York: The National Society of Penal Information.

Murton, T. (1976). The dilemma of prison reform. New York: Holt, Rinehart and Winston.

Quest, L. (1971). The politics of hope. Virginia Beach: A.R.E. Press.

Reagen, M., and Stoughton, D. (eds.) (1976). School behind bars: A descriptive overview of correctional education in the American prison system. Metuchen, New Jersey: The Scarecrow Press.

Roberts, A. (1973). Readings in prison education. Springfield, Illinois: Charles C. Thomas.

Roberts, A. (1971). Sourcebook on prison education: Past, present, and future. Springfield: Charles C. Thomas.

Rothman, D. (1980). Conscience and convenience: The asylum and its alternatives in progressive America. Boston: Little, Brown and Company.

Serrill, M. (August, 1982). Norfolk: A retrospective. Corrections Today, 25-32.

Tannenbaum, F. (1933). Osborne of Sing Sing. Chapel Hill: University of North Carolina Press.

Wallack, W., Kendall, G., and Briggs, H. (1939). Education within prison walls. New York: Bureau of Publications, Teachers College Press, Columbia University.

Wines, E.C. (1871). Transactions of the national congress on penitentiary and reformatory discipline. Albany: Argus.

Knowledge will forever govern ignorance; and a people who mean to be their own governors must arm themselves with the power which knowledge gives.

-James Madison-

CALL FOR PAPERS

The Journal of Juvenile Court, Community and Alternative School Administrators of California

We welcome original articles, research papers and student success stories related to the:

- purposes
- goals
- programs
- practices
- instruction and
- management

of juvenile court, community and alternative schools.

Criteria:
* Combines both research-based management and instructional theory with field practice;
* Is written with court school administrators in mind as the audience;
* Is written in clear, straight forward prose;
* Acronyms are spelled out the first time they are used;
* Is result, not proposal orientated.

Format:

* Recognizes other educators' work cited through either bibliography or footnote referencing
* Uses American Psychological Association publication guidelines
* Articles are four to twelve pages in length, double-spaced
* "Student Success" and "Innovative Program" contributions are one to three pages in length
* Includes a short biographical sketch of 50 words or less about the author
* Displays data, if any, in tables or figures
* Includes photos or original student artwork when appropriate

Do's:
* Use the active voice (e.g., results showed, the study found, students report);
* Use the third person when possible;
* If first person is used, relate to the reader's experience;
* Give credit: use footnotes and reference list;
* If it is previously printed, include permission to reprint or source so we can obtain permission.

Dont's:
* Use the passive voice (e.g., It was found, It's been reported)
* Use 100 words when 20 will do

Papers to be considered for the Spring 2011 issue should be submitted by

March 19, 2011

Please contact:
Deni Baughn, Editor
Orange County Department of Education
11095 Knott Ave., Suite L
Cypress, CA 90630

Phone: (619) 733-2334
E-mail: deni7@sbcglobal.net

Stanislaus Military Academy Continues to Grow

by Cynthia Fenech
Stanislaus County Office of Education

Not all students flourish in a traditional school setting. The Stanislaus County Office of Education (SCOE) opened the Stanislaus Military Academy (SMA) to provide additional opportunities for students to succeed. The program, which opened in the fall of 2009 with just 17 students, continues to grow and now serves nearly 80.

Open to any student enrolled in a SCOE alternative education program or referred by their district/school of residence, the goal of the Academy is to train cadets for successful living. "We use military-type discipline to help cadets learn to respect authority, develop an ability to follow rules, practice safety first, and demonstrate appropriate behavior toward staff and other cadets," said Principal Alberto Velarde. The program provides a comprehensive education in a military environment and features academic studies, physical conditioning, strict military discipline, character training and extra-curricular activities.

The cadets undergo training, where the emphasis is on drill and ceremony, leadership and team-building, successful living, discipline, character development and first aide.

According to Fred Bigler, Director of Community Support Services at SCOE, 80% of young people (ages 18-24) today that lose their jobs, lose them because of inappropriate behavior (lack of respect for authority, having a poor attitude, not using work time appropriately, etc.), and an inability to get along with co-workers. "One of the most needed skills by young workers today is the development of soft skills," said Bigler. "We instill the importance of appropriate behaviors and work ethics with our cadets. Anyone can be taught 'how' to do a job. It's having the right attitude and appropriate behavioral skills that matter the most," he said.

"The Stanislaus Military Academy is all about providing additional opportunities and options for students to succeed," said Stanislaus County Superintendent of Schools Tom Changnon. "We are excited about the enthusiasm of the students in the Academy. They know the end result of this Academy will help prepare them for a brighter future."

In a box: Who Does SMA Serve? The Academy is open to any student enrolled in a SCOE Alternative Education Program.

Students can also be referred to the Academy by their district/school of residence. Students attend school daily from 7:30 - 3:00. The students, who enter SMA as recruits, undertake a week-long training at the Livingston Boy Scouts Center. Students who successfully complete the training then become cadets. The SMA is housed at John B. Allard School (350 N. Kilroy Street in Turlock).

Student Quote:
"SMA is equipping me with the tools I need to utilize in everyday life – tools such as being willing and able to bring everything to the table for an employer." SMA student Jonathan Gentry

> Never underestimate the power of a few committed people to change the world. Indeed, it is the only thing that ever has.
>
> -Margaret Mead-

STANISLAUS MILITARY ACADEMY 2009-2010
"Where Great Futures Begin"

Academic Rigor and its Role in Juvenile Court and Community Schools

by Michael D. Borgaard
Sacramento County Office of Education

What is the role of academic rigor in the performance of students in Juvenile Court and Community Schools (JCCS)? Mission statements of JCCS schools often focus on providing each student a chance at success - personally, academically, vocationally, and socially – so that they might become contributing, successful members of society. Juvenile Court and Community Schools are unique educational settings, representing the last chance many students have to change their lives before becoming further excluded from the traditional school system or further involved in the criminal justice system.

In the Juvenile Court and Community Schools there has long been a debate concerning the balance of academic rigor and the development of positive behaviors and social skills. Frequently, probation status and its role in the performance of students is at the center of the discussion. There is often the conviction that, due to greater supervision and leverage in areas of behavior and attendance, students with formal probation status perform at a higher level, socially and academically, than those with informal status. The level of probation and how it affects students academic performance is the first topic of discussion.

The Research

Since students enrolled in the Juvenile Court and Community Schools are commonly on formal or informal probation, the aspect of Probation Supervision and its role in performance of students in Juvenile Court and Community Schools was the focus of this study. Specifically, two questions were asked:

1.   Is there a difference in the academic and social performance of students due to their probation status?

2.   If so, what are the implications for schools that serve this population of students?

Collection of data was achieved through a variety of means. The data consisted of comparisons of California Standards Test (CST) scores, California High School Exit Exam (CAHSEE) scores, rate of disciplinary referrals, and surveys using a Classroom Management Level Plan over a one year period. This data could be accurately accessed, and were available to the writer of this study as an administrator at the time in the Shasta County Court and Community Schools. There was also a review of student attendance. This data was derived from the scores of students who attended the Shasta County Office of Education Court and Community Schools for at least one semester during a span of three school years. Data was analyzed to determine whether students on formal or informal probation status achieve higher test scores. Data that measured student attendance, rates of disciplinary referrals, and the number of students who achieved Level 5 in the Classroom Management Level Plan in a comparison of both groups of students was measured during the evaluation period.

Dependent and Independent Variables were identified. The experimental group, which served in this study as the independent variable, were those who are on 602 (formal probation) status. These were students that received all of the support afforded those on formal probation. The control group, which served in this study as the dependent variable, were students on 654 (informal probation) status, and who did not receive the same probationary support as the experimental group.

The Results of the Research

In the English Language Arts, Math, and History sections of the California Standards Test, there was no statistically significant difference in performance of students in the experimental group and control group. Likewise, in the California High School Exit Exam Scores, there was not a statistically significant difference in performance of students in either group. In Attendance Rates, Disciplinary Referrals, and the Classroom Management Level Plan, there was a statistically significant difference among students in the experimental group and the control group. In Attendance Rates data, students in the experimental group had overall higher attendance rates than those on informal probation. Data that summarizes Disciplinary Referrals found that students in the control group had a higher incidence of what may be termed chronic behavior problems while at school. In the Classroom Management Level Plan data, students in the experimental group demonstrated a higher rate of Level Five (exemplary) behavior than students on informal probation.

California High School Exit Exam (CAHSEE).

In the California High School Exit Exam Scores, there was not a statistically significant difference in performance of students in the experimental group and the control group.

Attendance Rate Data
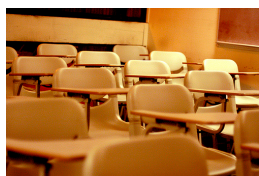
In the survey of attendance, there was a statistically significant difference in attendance of students in the experimental group and the control group.

In all ranges less than 91-100% attendance (0-50%, 51-60%, 61-70%, 71-80% and 81-90%), students in the control group had a higher rate of attendance. By contrast, in the 91-100% range, students in the experimental group had a much greater rate of attendance. 52.38% of students on formal probation attended 91-100% of school days, whereas 21.88% of students on informal probation attended 91-100% of school days. 83.55% of students on formal probation had an attendance rate of 70% or better, whereas 63.02% of students on informal probation had an attendance rate of 70% or better. The data suggest a significantly greater rate of attendance for students who were in the experimental group.

Disciplinary Referrals

In the survey of disciplinary referrals, there was a statistically significant difference in the occurrence of referrals of students in the experimental group and the control group. 42.62% of students on formal probation received no disciplinary referrals, whereas 47.89% of students on informal probation received no disciplinary referrals. For those students who received between 11-20 disciplinary referrals, 6.36% were on formal probation, while 7.55% were on informal probation. Finally, for those students who received 20 or more disciplinary referrals, there was a significant difference, with only 1.5% of students on formal probation receiving 20 or more referrals, while 3.02% of students on informal probation receiving 20 or more referrals. To break down the numbers even further, 92.15% of students on formal probation received 10 or less disciplinary referrals, while 89.43% of students on informal probation received 10 or less disciplinary referrals. For those students who received 11 or more disciplinary referrals, 7.86% of students were on formal probation while 10.57% were on informal probation.

Classroom Management Level Plan Survey

In the Classroom Management Level Plan survey, there was a statistically significant difference in the achievement of Level Five (displaying exemplary classroom behavior) status of referrals of students in the experimental group and the control group. 46.34% of students on Level Five status were on formal probation, whereas 39.80% of students on Level Five status were on informal probation.

Summary of the Research

As previously noted, there is often the conviction that students with formal probation status perform at a higher level, socially and academically, than those with informal status. In interviews with teachers concerning this study, teachers were unified in their belief that students on formal probation (experimental group) were more successful in school than those on informal probation (control group). The data supported their views in the areas of attendance and behavior issues. However, many also believed that behavior, attendance, and academic performance were interrelated. The data did not support that aspect of their opinion.

Rather, there was a statistically significant difference in the social performance of students due to their probation status, but there was not a statistically significant difference in the academic performance of these two groups of students. The belief that students on formal probation were more successful in school than those on informal probation was proven only partially true.

What are the implications for schools that serve this population of students? The results of the study provide a powerful basis for further discussion. Implications and Recommendations

Probation status was shown to play a significant role in the social performance of the students in this study, but not a significant role in the academic performance of the same group of students. There has been significant research available concerning educating students identified as at-risk that is centered on academic rigor.

Greg Druian and Jocelyn Butler (1987) reviewed the research concerning at-risk students, and identified the key characteristics of effective schools. These can be organized into three key points. The first is that of leadership. The role of the leadership team is to focus the entire school on learning. The priorities are established; every action is consistent with the goals set forth. The second point focuses on climate. All staff and students share the expectation that all students can learn. Students come to school with the expectation that they are safe and that they will learn. The third and final point, underscores classroom instruction and management. Effective teachers use a variety of instructional methods and techniques. Activities are tied to clear instructional objectives. There is frequent monitoring and evaluation of student progress toward these objectives.

Druian and Butler (1987) found commonalities among the research. The primary characteristic of successful programs for at-risk youth seems to be a strong, even intense, level of commitment on the part of the instructional staff. A clear belief that students will succeed permeates the campus. Strong leadership is another contributing factor. Peer teaching and cooperative learning are two approaches that seem to work particularly well with at-risk students. Finally, successful programs are characterized as having fair,

> Students come to school with the expectation that they are safe and that they will learn.

though strict, programs of discipline that clarify offenses and consequences administered in a consistent manner. All support staff, such as Probation Staff, are integral in this scenario.

Ronald Edmonds (1979) has asserted that "all children are eminently educable and that the behavior of the school is critical in determining the quality of that education" (Druian & Butler, 1987, p. 8). Edmonds found the following characteristics to be commonly held in effective schools.

1. Strong administrative leadership;
2. A climate of expectations in which "no children are permitted to fall below minimum but efficacious levels of achievement;
3. An orderly, but not rigid, atmosphere;
4. An attitude that student learning takes precedence over all other school activities; and
5. Frequent monitoring of pupil progress in relationship to instructional objectives.

Examples from traditional school sites are helpful as well. Roberto Zarate, (1997) principal of a high poverty school in Texas, writes of a changed focus in his school from a model of remediation to one of academic excellence. He writes that the first step was to change expectations for everyone in the school culture, especially the students. The overall school experience, states Zarate, should be summed up in the word *quality*. He admonishes that we must cease making excuses for the students, and focus instead on quality in the school. This should be reflected in teaching strategies, expectations, and resources. It is essential that the school have a high expectation of student performance, both behaviorally and academically. The research clearly indicates that high poverty and high academic and behavioral performance are not mutually exclusive. When there is a commitment to high quality throughout the school organization, measurable changes emerge in student performance.

Zarate (1997) also notes that increasing expectations for student learning is another important ingredient necessary for school improvement. Blaming the students' home situations or socioeconomic status is common among teachers, administrators, and school boards of low-performing schools. There is a general conviction that low performance goes hand-

in-hand with challenging home situations and/or low socioeconomic status. In the high performing schools that serve a low socioeconomic clientele, students are given challenging curricula, and are expected to succeed. Not only that, but each child is regarded as an asset.

A term that proves helpful in considering the education of at-risk students has been termed by Margaret C. Wang (Wang, Haertel, & Walberg, 1998), "Educational resilience describes how children, whose lifestyle, cultural and economic background are marginalized, rise above these circumstances through education. Research points to the fact that teachers can foster educational resiliency by using some specific, identified strategies" (p. 1). Teachers' caring attitudes and high expectations can have a positive impact on students. Teachers promoting resilience frequently display their caring by showing interest and concern for students, expressing respect, and holding their students to a higher level of expectation. Further, teachers' assumption about their students' capabilities affect how they conduct their classes. Believing that all children can learn and contribute to society holds them to higher academic and citizenship standards. Instead of assuming disruptive students cannot learn, teachers must learn to develop different and varied strategies for reaching them (p. 13).

However, high expectations and positive attitudes alone are not enough to promote resilience. Powerful, research-based instructional practices that facilitate learning for students at risk of school failure must be combined with caring and belief in the students. Effective classroom teachers function more as facilitators of learning than transmitters of knowledge (Wang et al., 1998). Facilitating student learning gives the learner a greater autonomy and encourages students to take responsibility for their personal learning. In learner-centered classrooms, teachers observe individuals and groups as they interact, intervening to assist students by modeling appropriate behaviors and problem-solving strategies. Teachers ask higher order questions and identify resources. Students learn to direct their own learning, and are increasingly responsible, organizing their time and demonstrating what

they have learned. In effective classrooms, asserts Wang, teachers connect students' existing knowledge and interests to new subject matter, providing resources and guidance.

At-risk students must be taught strategies for learning. Setting specific learning goals, underlining key information, mapping out content to be learned, organizing new material by conceptual categories, and sharing strategies for knowing when to ask for assistance are necessary. The at-risk student does not inherently bring this ability to the classroom (nor does the non at-risk student, for that matter). The development of learning strategies and help-seeking behaviors result in students becoming more independent in their learning. This rich, learner-centered curriculum forms the essential foundation of educational resilience (Wang et al., 1998). In the learner-centered classroom, the curriculum is more often advanced than remedial, and is inter-disciplinary. Meaningful content must interconnect with real-world issues, introducing as many perspectives as possible. The higher level thinking skills of problem solving, decision making, and application of knowledge do not advance with emphasis on drill and practice, worksheet oriented curriculum that so often typifies the educational experience of the at-risk student.

Wang et al. (1998) concludes by saying that a set of activities and strategies are not enough to create educational resilience in students. Teachers must adopt a vision of students as people who make choices, acquire knowledge, and develop skills for achieving their unique potential in life. Ultimately, this vision is empowered by high expectations, implementing research-based educational practices, and a rigorous curriculum.

Newmann and Wehlage (1995) also advocate the use of "authentic pedagogy," which includes higher order thinking, deep knowledge, substantive conversation, and connections that go beyond the classroom. In this same vein, Knapp et al. (1992) and his study, Academic Challenge for the Children of Poverty, dispel the idea that students from poverty are

Teachers promoting resilience frequently display their caring by showing interest and concern for students, expressing respect, and holding their students to a higher level of expectation.

best taught "the basics," and instead find that higher-level learning works best with this population of students. Examples of this type of instruction includes emphasizing meaning and understanding, embedding skills in the context of other academic disciplines, and helping students to make the connections to experiences outside of school. In this study, higher-level learning was proven to work well with both high poverty as well as higher socioeconomic levels. Conversely, the "basics" approach was not helpful to either group.

It is also essential to recall the experience of the Brazosport, Texas School District, which experienced impressive academic growth over an 8-year period. The district used data analysis to focus on improvement and close this achievement gap, and within 5 years, moved from having half of their schools identified as low-performing to achieving "exemplary" status. The data-driven instructional process used by the Brazosport School District features eight steps. It begins with disaggregation of test scores, with data being analyzed over the summer and given to teachers at the beginning of the school year. Next, there is a development of instructional timelines, with time allocations based on the needs of subgroups of students and the importance of the objectives. This is followed by delivery of instructional focus. The district gives each teacher an instructional focus sheet with objectives, target areas, instructional dates, and assessment dates--then follows with assessment. Eighty percent of the students must master an objective before the teacher can move on--tutorials are then offered. Students who fail an assessment attend small tutorial groups that re-teach the content area. Another feature is enrichment. During tutorial time, students who mastered the material attend enrichment classes. At the secondary level, students must master basics before taking electives. Then maintenance is emphasized. Supplementary materials for students help them retain what they have learned. Finally, monitoring is implemented. Principals visit classes daily during the instructional focus time to monitor progress (Lewis, 2001).

Current research puts to rest the idea that at-risk students are best taught "the basics". Instead, focusing on higher level learning using a rigorous curriculum proves most beneficial students. Juvenile Court and Community Schools have long focused on student behavior as a cornerstone of their educational program. This study demonstrates that, while the behavioral aspect remains a foundationally essential component to student success, it cannot be relied upon to increase student achievement. Bold educational goals and high expectations, supported by rigorous classroom teaching, are the keys to high student achievement in the Juvenile Court and Community School setting.

> Bold educational goals and high expectations, supported by rigorous classroom teaching, are the keys to high student achievement in the Juvenile Court and Community School setting.

REFERENCES

Druian, G., & Butler, J. (1987, November). Effective schooling practices and at-risk youth: What the research shows. School improvement research series (SIRS). Portland, OR: Northwest Regional Educational Laboratory.

Edmonds, R. (1979). Effective schools for the urban poor. Educational Leadership, 37(1), 15-27.

Knapp, M., Shields, P. M., & Turnbull, B. J. (1992). Academic challenge for the children of poverty. Study of academic instruction for disadvantage students. Summary report. (ERIC Accession No. ED353355)

Lewis, A. (2001). Add it up: Using research to improve education for low-income and minority students. Washington, DC: Poverty and Race Research Action Council.

Newman, F., & Wehlage, G. (1995). Successful school restructuring: A report to the public and educators. (ERIC Accession No. ED387925)

U. S. Department of Education. (1999). Title 1: Supporting academic excellence on high poverty schools through Title 1. Retrieved October 3, 2004, from http://www.edgov/office /OESE/ESEA/themes/cc-title-i.htm.

Wang, M. C., Haertel, G. D., & Walberg, H. J. (1998). Educational resilience. Office of Educational Research and Improvement of the U.S. Department of Education. Retrieved October 3, 2004, from http://www.templeedu/LSS/pub98-11.htm

Zarate, R. (1997). Principal of national blue ribbon school says high poverty school can excel. Intercultural Development Research Association Newsletter, Vol. XXIV, No. 6, June-July 1997 (ERIC Accession No. 410083)

About the author:

Michael D. Borgaard, Ed.D., is currently a court school principal with the Sacramento County Office of Education. Dr. Borgaard has been a classroom teacher, assistant principal, principal, and Director of Alternative Education with the Shasta County Office of Education. He has served as a faculty member at Simpson University in Redding, California, and continues as an adjunct instructor with Simpson, as well as an adjunct instructor with Brandman (Chapman) University. Dr. Borgaard was named the ASPIRE Professor of the Year at Simpson University in 2002.

The Juvenile, Court, Community, and Alternative Schools Administrators of California

SCHOLARSHIP APPLICATION

ABOUT THE JCCASAC SCHOLARSHIP:

Student must be a graduate/GED recipient during the current school year; nominee must be enrolled in higher education or training program prior to release of the scholarship funds; student must attach a one page letter regarding future plans and how the scholarship funds will be used; student agrees to complete follow-up surveys.

Scholarships are $500 and are awarded 4 times a year: March, May, July and October. Continuing student may re-apply.

NOTIFICATION:

Proof of enrollment must be received within 2 years of notification; once proof on enrollment is received, the scholarship check will be mailed to the recipient.

PLEASE FAX PROOF OF ENROLLMENT AND COMPLETED APPLICATION TO:

Telka Walser, JCCASAC Stanislaus County Office of Education
fax to: (209) 238-6796 or for questions call: (209) 238-6716

STUDENT DATA

Name: _____   **Please PRINT in ink or TYPE**

Permanent address _____   City/State/Zip: _____

Telephone Number: _____   Date of Birth: _____

Parent/Guardian: _____   Telephone Number: _____

SCHOOL DATA

Juvenile Court/Community School Attended: _____ Date of Graduation: _____

Name of Program Administrator: _____ Telephone Number: _____

School Address: _____ City/State/Zip: _____

Name of College/Trade School Attending: _____

Telephone Number: _____ Address/City/State/Zip: _____

Date of Enrollment: _____ Number of Enrolled Credits: 3   6   9   12   15   18
                                                                          (Circle One)

School Program Administrator _____ Date _____

JCCASAC Scholarship Committee Rep.: _____ Date _____

WWW.JCCASAC.ORG

Congratulations to the 2009 - 2010 JCCASAC Scholarship Recipients

Yancarlo Martinez
San Bernardino County

Jacari Elkins
Sacramento County

Randy Rea
San Bernardino County

Travell White
San Joaquin County

Chakeysia Willard
San Joaquin County

Julian Hernandez
San Bernardino County

Fernando Alejandres
San Bernardino County

Sean Valiquette
San Joaquin County

Erinn Santos-Lawas
San Joaquin County

Jose L. Figueroa
San Bernardino County