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J^{THE} OURNAL

OF JUVENILE COURT, COMMUNITY, AND ALTERNATIVE
SCHOOL ADMINISTRATORS OF CALIFORNIA

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Intelligence
plus
character—
that is the
goal
of true
education.

-Martin Luther King, Jr.

- Assessing for Learning: A Formative Assessment Professional Development Program for Court & Community Schools
- Keeping Compassion Alive: Getting to Know Your Students
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Serving as a sub-committee to the
Student Programs and Services Steering
Committee



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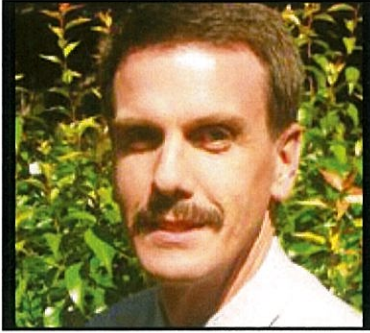


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Message from the Chair

It has been a real privilege to serve as your 2013-2014 JCCASAC Chair. Our programs have seen many changes through the years and once again we are at the threshold of significant change. With new common core standards and new funding legislation being introduced, how we deliver instruction to best meet the needs of our students and how fiscal allocations for new and exciting programs will be accomplished are our newest challenges.

As we face the challenges, we must not lose sight of the ultimate goal, providing the best possible service to our students. Every day, we are called upon to educate and empower those students who have not been traditionally successful, face numerous challenges, and who would not have opportunity to succeed were it not for men and women such as yourselves.

Those of us who have been in the profession for some time have the responsibility to assure that we mentor and prepare the next echelon so that they may continue to champion and advocate for our students. Those who are newer or just embarking on the journey of alternative education, have the task of taking up the charge and making our programs even better and stronger.

The mediums we use such as the JCCASAC Journal become a vital tool to raise awareness, to advocate for and educate others regarding our programs and best practices. I was exposed to an article the other day entitled "Juvenile Justice Schools Do More Harm Than Good," a report that was published by a Southern Education Foundation. I took heart in knowing that for every negative article each and every one of our programs can point to a multitude of youth that have been changed, saved, or given another opportunity at life and dreams. We must never lose heart or faith and continue to promote and

further the impact we have on a population that much of society would rather ignore.

I personally have always taken pride in what alternative education programs do, the population we serve, and the impact change has on our clientele. I have never been associated with more dedicated or passionate educators than those in the alternative programs world. Again, thank you for all you do and allowing me the true privilege of serving this past year.

Gary Vincent
Director II; Alternative
Programs
Monterey County Office of
Education





Monalisa Vitela
Imperial County
Office of Education

Message from the Chair-Elect

On behalf of the Juvenile Court, Community, and Alternative School Administrators of California- Executive Board, I would like to welcome you to the 45th Annual State Conference! I am passionate about the theme this year, *Paving the Way... College, Career, or Job Ready*. Alternative Education students have unique needs and goals and it is our responsibility to pave the way for each and every one of them. During the next three days, we will highlight and celebrate the diversity and potential of Alternative Education students, as well as showcase outstanding programs and best practices being used throughout California. We are committed to uniquely design programs for individual student needs.

Our keynote speakers will share their personal stories of resiliency, hard work, and success. Consuelo Kickbusch, our opening keynote speaker on Wednesday, will influence you on how to be an effective leader and shape youth

in becoming tomorrow's champions. On Thursday, Manny Scott will "change the quality of your lives forever" by sharing his life struggle and how one person had the power to motivate him to return to school after dropping out at age 14. Michael Santos' keynote on Friday will focus on his vision to change institutions in an effort to support our youth to transition into the labor market.

Please take time to visit our vendor tables! Pick up a lunch on Wednesday and attend the vendor lunch presentations. In the evening, we will hold the President's Reception in appreciation of Gary Vincent's year of service as the JCCASAC Chair. Thursday's general session luncheon will feature: the 2014 Peshkoff Memorial Award recipient, Mary Lou Vachet (OCDE); JCCASAC's Teacher of the Year, Ogden Kiesel (KCOE); and an introduction of the JCCASAC 2014-2015 Board Members.

JCCASAC provides a unique opportunity for California JCCS to close the student achievement gap by providing high quality

educational services . We offer our members a variety of opportunities to share best practices and learn from each other. General Membership meetings are held twice a year, once in the North and once in the South. In addition, a mini-conference is also held every year. In the fall, the mini-conference will be held at the Bakersfield Marriott Convention Center (<http://www.marriott.com/hotels/travel/bflmc-bakersfield-marriott-at-the-convention-center/>). It is beneficial to stay actively engaged in our meetings and conferences so you may share your outstanding programs or learn from others.

I hope you enjoy the conference, make impacting connections with other JCCS colleagues, and return to your counties refreshed and energized so you can continue to Pave the Way...



**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 education 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 training 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 that 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



ASSESSING FOR LEARNING: A FORMATIVE ASSESSMENT PROFESSIONAL DEVELOPMENT PROGRAM FOR COURT & COMMUNITY SCHOOLS

Wendell J. Callahan, Ph.D. & Shannon Coulter, Ph.D.
San Diego County Office of Education

For too long in the field of educational assessment, formative methods have lived in the shadow of the more ubiquitous and high-stakes summative methods. While the implementation of Common Core State Standards (CCSS) and the advent of Smarter, Balanced Assessments have elevated our awareness of formative methods, the all-powerful summative notions of computer adaptive testing and performance tasks continually eclipses the potential of formative assessment.

It does so without much reason or understanding of history. Standardized testing is a modern concept in the United States; in fact, standardized testing is less than 100 years old, dating back to World War I as a way of evaluating soldiers (Kaplan & Saccuzzo, 2008). The vast majority of students across the United States and the world have attended school, graduated, and become effective citizens in society *without ever taking a standardized test*. In truth, for hundreds if not thousands of years, teachers taught and students learned without standardized tests, without formalized summative ways of knowing what students know and what they are able to do.

Formative assessment, on the other hand, has always been part of teaching and learning. That is to say, good teachers have always had an understanding of what students knew, had expectations for what they needed to know, and knew ways to close the gap between the two. Unfortunately, for the past 30 years or so, education has afforded certain privileges to summative ways of understanding what students know and demoted formative assessment to the sidelines.

The question this issue raises is how do we restore the balance? For many educators in our court and community schools, standardized, summative assessments are not perceived as valid so it is an easy place to begin. These perceptions are often accurate

because students come in and out of court schools frequently, sometimes spending only a few weeks at a time with a particular teacher. Student achievement may reflect situations where students have had numerous teachers during a school year, have been in and out of school, and others. For these reasons, formative assessment seems a more valid, feasible, and useful means of understanding what students know and are able to do.

Many educators, no matter where they teach, have varied and often inaccurate understandings of the word formative. Some teachers refer to formative assessments as *quizzes*, *benchmarks*, or *common assessments*. Others might refer to them as interim assessments. Much of the confusion over the definition of formative is partly the fault of educators, researchers, and assessment companies who use the term too loosely.

Nearly fifty years ago, Michael Scriven (1967) used the term *formative* to refer to a curriculum evaluation that school leaders used to make better curriculum adoption decisions. Bloom (1968) explained formative assessment as short quiz-like assessments teachers used to guide their decisions about student learning. Fast forward 30 years, and educators today use the term formative less globally and instead focus more on the actions that make an assessment formative or summative.

Black and Wiliam (1998) advanced the definition of formative by referring to *the way an assessment functions*, particularly as a process by which teachers and students use feedback to modify both teaching and learning activities. As recently as 12 years ago, Popham (2002) offered other definitions, which identify the importance of evidence and outcomes when it comes to an assessment functioning formatively.

Table 1. Formative Assessment Training Cycle

School Year	Number of Workshops Sessions	Formative Assessment Strategy (focus of training)
2013-14	3	Eliciting Evidence of Learning
2014-15	3	Feedback for Learning
2015-16	3	Learner Intentions and Learner Activation

THE WORKSHOP DESIGN

As we began planning our professional learning about formative assessment for JCCS teachers, we realized we needed to:

- a) Ground the concept of formative assessment in a powerful common experience all teachers would share
- b) Clearly define the word formative
- c) Provide a better rationale for why formative assessment is as valid a way of knowing what students know as using a standardized more summative assessment and clearly illustrate how formative assessment fits into a balanced assessment system
- d) Provide professional learning facilitated by content area experts in English-language arts and mathematics focused on a specific formative assessment process
- e) Provide time for guided practice and collaboration to create specific formative assessments
- f) Provide teachers with an opportunity to share the assessment they created
- g) Define leadership intentions concerning the transfer of professional learning into teaching practice

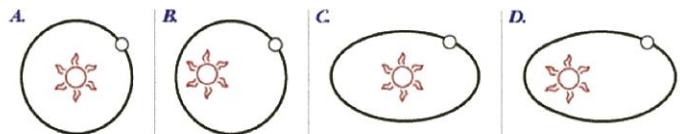
These components translated into a full-day workshop that we offered to JCCS teachers in San Diego County three times during the 2013-14 school year. This training cycle will be repeated for the next two school years. Our goal is to provide this experience each year, for three years, to all San Diego County JCCS teachers (n=160). Each training year will emphasize a specific aspect or strategy in formative assessment as outlined in Table 1.

THE FORMATIVE EXPERIENCE

Many adults need powerful experiences to change their beliefs and behaviors. We set out to give our teachers an experience that would ground the formative assessment workshop in that experience. Our experience involved several questions related to misconceptions most adults have about astronomy, a tool called an IFAT (which we will explain later), and a debrief where teachers identified the major steps in their formative learning process. Below is a series of springboard questions we asked.

Our first step involved adapting a short astronomy quiz. Below are a few of the questions:

1. Which one of the following four diagrams most accurately depicts the shape of the Earth’s orbit around the sun?



2. Which of the following responses most closely explains why it is hotter in New York in June than it is in December?

- a. The Sun gives off more heat energy in June.
- b. Earth is closer to the Sun in June.
- c. The Northern Hemisphere is closer to the Sun in June.
- d. The Sun is higher in the sky and provides more hours of daylight in June.
- e. Earth is in a direct line with other planets in the solar system in June.

3. Sometimes the Moon looks like this...



... and sometimes the Moon looks like this...



What causes the Moon to change its appearance in this way?

- a. The Moon crosses a direct plane with Earth's orbit.
- b. The Moon produces its own light and only parts of that light are visible at any time.
- c. As the Moon orbits the Earth, Earth's shadow covers the Moon.
- d. Clouds block part of the Moon from our view.
- e. As the Moon orbits Earth, we see different views of the Moon's sunlit side.

These questions represented common misconceptions adults have with regard to astronomy. We gave teachers a few minutes to answer the three questions on their own. Then we had each table complete the IFAT form (Epstein & Epstein, 2014). The IFAT (see Figure 1) gives teachers an opportunity to answer the questions collaboratively. As you can see in the IFAT, each question has several options similar to what a multiple choice answer sheet might have. The only difference is that the answers are covered. The group must select its best answer then scratch off the box under the letter. If the scratch off reveals a star, then the group answered correctly and is awarded 4 points. If wrong, they get a second opportunity for two points, and a third opportunity for 1 point. The power of the IFAT as a formative tool is that it *elicits evidence of learning and provides instant feedback to the user*, which allows the student (and teacher) to modify what they are doing based on the results. Once teachers answered the questions, they debriefed the experience by considering its formative nature.

THE DEFINITION OF FORMATIVE ASSESSMENT

While the definition of formative assessment has evolved over the past 50 years, teachers exited the IFAT experience with a powerful understanding of what it means when an assessment functions formatively. First, they understood that formative assessment is not a test. The *process* may involve a test or any number of tools that *gather evidence of learning*, such as good classroom questioning. Second, teachers understood that the decisions they made, along with the decisions their students make, to adjust learning is *evidence-based*. For example, when teachers answered correctly, there was no

need to adjust what they did or knew. However, when no star appeared, teachers had to make adjustments and reconsider what they understood. Often, we, as the "instructors" in the professional development, provided additional background knowledge so teachers had other information on which to base future decisions. This was our instructional adjustment. Third, teachers received *immediate feedback* from the IFAT tool. This feedback allowed them to gauge where they were in relation to the learning goal (i.e., understanding astronomy concepts). Once they gauged where they were as learners, they took steps to close the gap between their understanding and where they were expected to be as learners. Finally, they *adjusted* their learning based on the feedback they received from the form. Many teachers reconsidered their answers and analyzed their previous choices once they knew answers were incorrect.

Essentially, teachers exited this activity recognizing that an assessment functions formatively when:

- a) There is a process in place to gather evidence of learning,
- b) Someone or something provides timely feedback to the learner, and
- c) The learner and/or teacher makes adjustments or additional decisions based on the results of that evidence.

It also became clear that a formative assessment is not a one-time benchmark test, anecdotal feedback, or a situation where the learner receives a "grade"

Figure 1. IFAT Form

IMMEDIATE FEEDBACK ASSESSMENT TECHNIQUE (IF AT®)

Name _____ Test # _____

Subject _____ Total _____

SCRATCH OFF COVERING TO EXPOSE ANSWER

	A	B	C	D	Score
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
7.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

on his/her performance and is not expected to do anything based on the result. Other common remarks were that formative assessment is not quick like scoring a five question quiz, and that it places greater demand on one's content knowledge in order to move the learner forward. Both are valid criticism of formative assessment (i.e., time consuming and content knowledge heavy) and both issues must be addressed as we move through the workshop sequence.

THE RATIONALE FOR FORMATIVE ASSESSMENT

Since the first step in our workshop involved grounding teachers' understanding of the definition of formative

assessment in a common experience, we were now ready to move into the rationale for formative assessment by using Dylan Wiliams' (2011) and John Hattie's (2008) research conclusions on formative assessment and feedback.

One of Wiliams' (2011) conclusions states that formative assessment is associated with large gains in classroom learning. In previous research, Wiliams conducted a meta-analysis of the effects of formative assessment on student achievement. Table 2 provides a list of five of the studies.

An effect size is a metric researchers use to determine the magnitude of difference between interventions. In this case, we see effect sizes ranging from .25 to .79, with the average being .58. Effect sizes refer to the difference between interventions in terms of standard deviations. Based on Table 2, formative assessment improves classroom learning on average by more than half a standard deviation, which accounts for large differences (9-15 percentiles) between students whose teachers use a formative assessment process compared to students whose teachers do not use the process. This research finding has many implications for JCCS teachers because of the transitory nature of their student population. The day-to-day or minute-to-minute formative cycle is as valid if not more valid compared to a summative cycle using end-of-course standardized assessments because a formative assessment cycle has a larger effect on learning than a summative one (Hattie, 2008). Despite this finding,

however, it is important to maintain the notion of balance. Therefore, formative assessment is not better than summative assessment nor is summative less valid than formative. Essentially, teachers must gather many sources of evidence and use all these sources according to their intended purposes. These concepts are foundational to a balanced assessment system.

In addition to the research on the effects of formative assessment, we also shared research about feedback conducted by John Hattie (2008). While the formative process always involves feedback, according to Hattie, some types of feedback are better than other types, and not all feedback is good.

Table 2. Formative assessment meta-analytic outcomes

Research Source	Characteristic	Studies	Effect Size
Kulik and Kulik (1991)	Formative assessment feedback	89	.43
Black & William (1998)	Teacher embedded formative assessment	250	.7
Hattie & Temperly (2007)	Effectively communicating student learning	1287	.73
Fuchs & Fuchs (1986)	Feedback	21	.79
Kingston & Nash (2009)	Formative assessment	13	.25

As demonstrated by Hattie's research, represented in Figure 2, when students get feedback on whether they have the right or wrong answer, it may have a negative effect on achievement. Putting this research finding into the context of our workshop, students must know three things with regard to feedback. First, a student must know where s/he is in relation to the learning

expectation. Second, s/he must know what the expectation is. And third, the student must be able to close the gap between the two. Having knowledge of one or two of these areas is not enough to move learning forward. Therefore, when students only know their answer is wrong (which is often the case in classroom activities and on assessments) it may have a detrimental impact on achievement. The greatest advantage is in knowing all three parts.

The second bar (yellow) in Figure 2 shows that when students know where they are as learners and know what the correct answer is, there is a positive affect on achievement, as much as 8.5%. When students know the correct answer/solution and understand why (third bar), achievement improves another 11%. When teachers use formal protocols like rubrics that allow students to put their performance into perspective and simultaneously identify ways in which to improve their performance, the effects on achievement are greatest at 32%.

Once teachers complete this part of the workshop, they have a rich understanding of why formative assessment should be part of their everyday practice. They understand what formative assessment truly is,

and they know the impact a formative process and feedback have on student achievement. They are well equipped with the “what” and the “why” prior to stepping into the “how.”

LEARNING, PRACTICING, SHARING

To facilitate our teachers stepping into the “how,” or the practice of formative assessment, we included content-area specific training on questioning techniques. This component of the workshop focused on Common Core State Standards (CCSS) aligned questioning methods for eliciting evidence of learning in English-language arts and mathematics. Tasks focused on middle school and high school grade levels. Content area experts in ELA and mathematics facilitated this aspect of the workshop using didactic methods guided by embedded formative assessment and complemented by small group collaborative learning.

Teacher professional learning was reinforced by an extended (i.e., 2 – 3 hours) guided practice session where teachers worked in grade level or school building groups to develop their own sets of CCSS-aligned questions for either ELA or mathematics lessons. Our subject area and assessment experts worked directly with teachers during this session to provide feedback concerning question development and guidance as needed. Teachers were provided the following guidelines to develop their questions:

- *What is the purpose of the question in the lesson?*
- *What are your questions (list) to gather evidence of learning?*
- *How will you analyze the responses to the questions?*
- *What tool will you use to gather the evidence from your questions?*
- *What would you look for in the students’ responses as evidence of learning?*

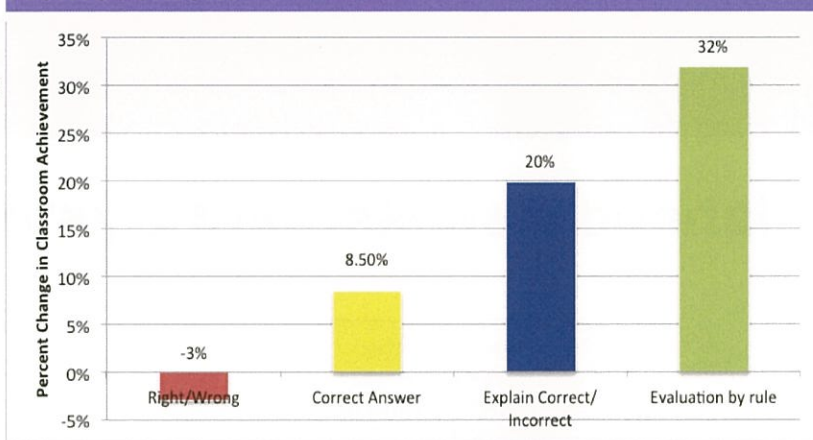
Teachers shared their questions using Google Docs. This method allowed for further sharing of teacher-generated questions throughout our schools and was the first step in developing a substantial online, on-demand “bank” of high quality questions useful for

eliciting evidence of ELA and mathematics learning. **ARTICULATING EXPECTATIONS FOR PRACTICE**
One common pitfall of professional development is the lack of impact on professional practice. To address this issue, we explicitly communicated the expectation for teachers that professional learning is expected to be implemented in classroom practice. The specifics of how and what aspects of the professional learning are implemented is negotiated between the teacher and their principal through their coaching process. Additionally, formative assessment strategies will be reinforced in teacher-led professional learning communities and during collaboration time.

OUTCOMES & NEXT STEPS

At the time of publication, 90 teachers, two school psychologists and eight principals have participated in this professional learning. Our own formative evaluation of this training has been the analysis of the quality of the questions generated by our teacher participants. As we have examined these questions, we have made adjustments to our workshop, such as the extended time for guided practice in question development. We are also developing summative evaluations of this workshop to include classroom observational protocols assessing the use and effectiveness of formative assessment strategies in teaching practice.

Figure 2. Feedback Effects on Classroom Achievement



Looking forward, we are also in the process of designing guided practice activities for teachers in the areas of feedback techniques, alignment of learning intentions, and activation of students as resources for learning. Along with eliciting evidence of learning, these strategies are outlined by Wiliam (2011) as embedded formative assessment methods. Wiliam describes these methods as embedded insofar as they occur at the time of or proximal to learning and are therefore, embedded in the teaching and learning process.

We also see this work as a logical companion to the implementation of Common Core State Standards (CCSS) and certainly a key component in a balanced assessment system. Indeed, Figure 3 illustrates the relationship between formative assessment practices,

interim assessments and summative assessments in the Smarter Balanced Assessment System (Image retrieved from www.smarterbalanced.org). As we field test and implement Smarter Balanced summative and interim assessments it will be critical to prepare teachers to embed formative assessment practices into their daily teaching. Ultimately, embedded formative assessment practices allow the strategic adjustment of instruction in order to facilitate student learning at deeper knowledge levels by activating the cognitively demanding processes necessary to realize the learning outcomes called for by the Common Core State Standards.

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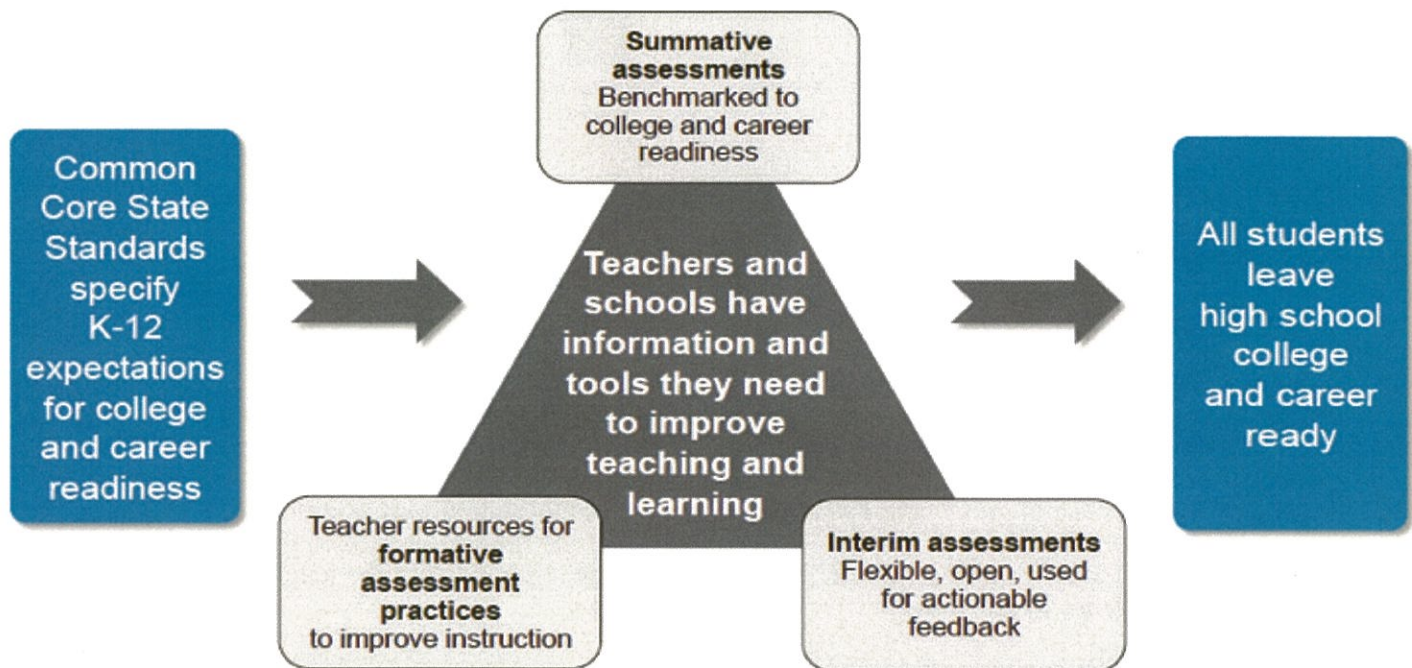
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Figure 3. Formative assessment is part of a balanced assessment system

A Balanced Assessment System



DESTINATION GRADUATION: COME BACK KIDS PROGRAM TARGETS HIGH SCHOOL DROPOUTS

By Cynthia Fenech, Communications Coordinator
Stanislaus County Office of Education

Former dropouts are getting a second chance to earn a high school diploma thanks to an innovative new program implemented by the Stanislaus County Office of Education (SCOPE). Called Come Back Kids (CBK), the program reaches out to 16-24 year-olds who are ready to work toward a high school diploma. "We were expecting 25 students to start this year, but the program has been extremely popular and we currently have over 140 students enrolled," said Tom Changnon, Stanislaus County Superintendent of Schools.



friends than doing my school work," said 24-year-old Yvette Sanchez. "Now I've got a three-year-old son, I'm on welfare, and I can't find a job because no one wants to hire someone without a diploma. I want more for myself and my son." Sanchez is now on track to graduate in May. "I'm so thankful for this program," she said. "This is my last chance to get a diploma, and I'm determined to make it happen."

Come Back Kids launched this year in connection with SCOPE's new Destination Graduation initiative. The goal of the multi-year initiative is to increase the percentage of students in Stanislaus County who graduate with a high school diploma. "We're providing opportunities for students who realize that they made a mistake and are looking for a second chance to get a high school diploma," said Scott Kuykendall, Division Director of Career, Charter, and Alternative Education at SCOPE. "The majority of students enrolled are 18-19 years old. It seems that it takes a year or two before they realize that they made a bad choice and that they can't get the job they want or enlist in the military without a diploma."

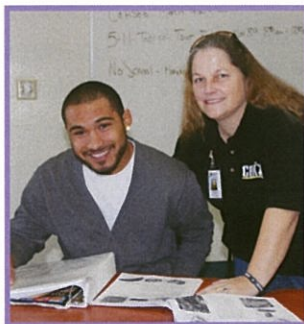
This is my last chance to get a diploma, and I'm determined to make it happen.

- Student, Yvette Sanchez

Nineteen-year-old Darnay Hairston said the CBK program came at just the right time for him. "I didn't get my diploma because I got distracted when my mom became ill and I stopped going to class," he said. "That was a mistake; I ended up nine classes short of receiving my diploma."

Hairston worked hard and received his diploma this past fall. "CBK provided a great opportunity for me," he said. The teachers were patient and respectful and I got to work at my own pace. I'm now looking forward to college and to a bright future."

Students participating in the program are thankful for the opportunity. "I dropped out of school when I was about 15 because I was unmotivated and more interested in socializing with my



The teachers were patient and respectful and I got to work at my own pace. I'm now looking forward to college and to a bright future.

- Student, Darnay Hairston with his teacher, Lori Figueroa

Teacher Lori Figueroa said she's inspired by how motivated the students are to succeed. "Every student's story is different, but they all have the same goal - to graduate and get their high school diploma. It's refreshing to work with such motivated young adults. Their excitement is contagious and makes every day at work so uplifting and enjoyable.

CBK is making a real difference in lives and contributing to the successful futures of former dropouts."

For more information about Come Back Kids, call (209)238-1511.

FOSTERED, SANTA CRUZ COUNTY:
IN THE TIME OF LCFF, A PROMISING PRACTICE IN THE PURSUIT
OF EDUCATIONAL SUCCESS FOR STUDENTS IN FOSTER CARE

By Michael Paynter
Santa Cruz County Office of Education

THE SAD TRUTH

A recent report from WestEd, entitled “The Invisible Achievement Gap, Part 1: Education Outcomes of Students in Foster Care in California’s Public Schools” relayed familiar but striking and unfortunate realities about today’s foster youth and the school success challenges they face. Six key findings included (Barrat & Berliner 2013):

1. Students in foster care constituted an at-risk subgroup that was distinct from low-SES [socio-economic status] students.
2. Students in foster care were more likely than other students to change schools during the school year.
3. Students in foster care were more likely than the general population of students to be enrolled in the lowest-performing schools.
4. Students in foster care had the lowest participation rate in California’s statewide testing program.
5. Statewide testing showed an achievement gap between students in foster care and other at-risk student groups.
6. High school students in foster care had the highest dropout rate and lowest graduation rate.

These are not unfamiliar findings. Just over a decade ago, similar statistics were noted as inspiration for the creation of the California Foster Youth Education Task Force, as well as the landmark Assembly Bill, AB 490, authored by Darrell Steinberg (Child & Policy Institute of California 2007). At that time, it showed that:

- 75% of foster students in California function below their grade level.
- 83% are held back by grade three.

- 46% become high school dropouts, compared with 16% of non-foster youth.
- Fewer than 10% of foster youth enroll in college.
- 43% of California’s foster youth are moved 3 or more times and 11% are moved 5 or more times.

Two years after leaving foster care:

- 51% are unemployed.
- 62% have not maintained a job for at least one year.
- Approximately 40% of former foster youth receive public assistance.
- Approximately 25% experience homelessness.
- 1 in 5 former foster youth will be incarcerated.

Many of these numbers and trajectories make sense if we stop and reflect on the constellation of events and experiences that foster youth often endure. By definition, they are foster youth because some form of abuse, neglect or tragedy has occurred in their life. This trauma alone is often enough to add significant stress and altered coping mechanisms to their daily life, perhaps creating less functional, negatively oriented beliefs about themselves and the world at large.

Add to this initial layer of increased fragility, substantial shifts in living and educational settings, often multiple times over, and the cards begin to feel stacked against them. The final blow often comes in the shape of well-intended, but overwhelmed and disconnected government systems and agencies tasked with being the substitute for a healthy family structure. This not only includes the court and child

welfare, but also CASA (Court Appointed Special Advocates), County Mental Health, Probation, and the schools, among others. Here, subject to each entity's rules and laws, foster youth are unintentionally hindered. Common examples include: loss of partial academic credits, the transfer of their cases to new workers based on changing agency work flows, forced changes in home placements within 7 days, loss of mental health service providers who may not be able to cross county lines, incorrectly assigned classes due to lack of accurate transcripts, and substantial delays in school assessments or tests, as special education and Student Study Team (SST) clocks reset at each Local Educational Agency (LEA).

It is no wonder that on any given day, a foster youth may have trouble staying engaged in a classroom setting. This engagement and eventual success, however, is crucial to their long-term stability and achievement. Another recent study from Australia looked at factors affecting children's long-term health and well-being. "Findings revealed that each unit of school engagement was independently associated with a 10% higher odds (OR 1.10 95% CI 1.01, 1.21) of achieving a post-compulsory school education. Higher school engagement was also independently associated with achieving higher status occupations 20 years later (OR 1.11 95% CI 1.03, 1.20)" (Abbott-Chapman, et al. 2014).

Similar to the Australia study, The Search Institute looked at 40 developmental assets that can enhance and predict future achievement in educational settings (and elsewhere for that matter). That research shows the importance of building, keeping intact, or teaching these skills, especially to this most vulnerable and often asset-poor foster youth population. They conclude in a 2003 brief, "It is notable that experiencing particular assets can double or triple the odds of students having higher GPAs over time" (Scales, et al. 2003).

School engagement and developmental assets represent examples of critical foundation pieces often missing in the foster youth's educational experience.

All hope is not lost, however, as much has been done during the past decade on the legislative, administrative and advocacy fronts to attend to this tragedy. Most recently this has included the counting of foster youth in the LCFF (Local Control Funding Formula) as a recognized sub-population, and a launching of efforts such as FosterEd by the National Center for Youth Law, both of which will be explored next.

A FERTILE GARDEN BED FOR FOSTERED

For the last three decades California has been slowly building an infrastructure to serve an ever-widening representation of foster youth in the education world. Referenced as Core, County Wide, or Juvenile Detention Grants from the California Department of Education (CDE), these mandates outlined myriad roles, responsibilities and services to be pursued under Educational Codes 42920-42925. Those familiar with the Foster Youth Services (FYS) Program will know these to include a county-wide FYS coordinator and efforts related to tutoring, counseling, mentoring and more. "The Budget Act of 2006 expanded the statewide services, originally only targeting foster youth living in LCIs, to include foster youth residing in Foster Homes, Foster Family Agencies, Court Specified Placements, and Juvenile Detention (JD) Facilities" (Delgado 2012).

Prior to this broadened role of the FYS program, Assembly Bill (AB) 490 went into effect. Modeled after the federal McKinney-Vento Act, which was formed to assist homeless youth in their educational needs, AB490 required coordination and services, and additionally included clear legal language about the rights and actions local school districts were to abide by in the enrollment, transportation and transferring of students in foster care. Thus the current iteration of the FYS Program was born. For the past seven years, counties have improved their internal inter-agency/LEA collaborations in the pursuit of carrying out the mission envisioned by an array of legislation following and strengthening AB 490. For example, AB 167 and AB 216 allowed for graduation under state requirements rather than the local LEA's; AB 1933 clarified school of origin

definitions; AB 709 exempted foster youth from having to prove immunization requirements prior to school enrollment; and AB 12 allowed foster youth to stay in the child welfare system up to age 21 and to receive much needed support as they transitioned to adulthood.

Most recently within the FYS Program there has been a bold attempt to shake up the educational funding model that has been in place for more than 40 years. Reconstituted and renamed, a previously failed Weighted Student Pupil Formula, championed by California Governor Jerry Brown, was introduced last year as the Local Control Funding Formula (LCFF). This time around, on the heels of strong voter approval of the Governor and modifications made to reduce the financial pain of the funding transformation, LCFF became law. Some surprising and hard fought changes to the foster youth education milieu were codified and enacted as well. The FYS program was one of the few categorical funding streams to remain intact under LCFF, and foster youth were added as both a subgroup for special attention as well as API (Academic Performance Index) score reporting.

Currently, the most prominent activity under the LCFF is around the LCAP (Local Control Accountability Plan). Across the state more than a thousand of these required documents outlining how the new priorities and dollars will be allocated and enacted are being drafted by administrators, reviewed by stakeholders, and vetted by school boards, in advance of the first ever submission and approval process. In this context of novel opportunity, the California Foster Youth Education Task Force (CFYETF) created model LCAP plans for both districts and County Offices of Education (COEs) to address the long standing educational disparities of students in foster care (cfyETF.org 2014). If successfully adopted in a significant manner, this would represent the further evolution of the FYS program and the many years of closer integration work between schools, COEs, county agencies and advocates.

ONE OF THE BEST MODELS YET

Part and parcel of the dynamic and rich educational improvements for students in foster care during the

last decade is FosterEd, an initiative of the National Center for Youth Law (NCYL). After a successful implementation of the FosterEd model in Indiana, California's version was born in 2011. Led by Jesse Hahnel, NCYL's FosterEd Director, it originates from a couple of simple findings NCYL used as guiding principles:

1) Research studies have consistently found parental involvement to be strongly correlated to educational success. Controlling for factors such as socioeconomic status, parent education level and race, studies repeatedly find that students with "actively engaged parents" have:

- Higher GPAs
- Higher test scores
- More class credits earned
- More classes passed
- Better attendance
- Improved behavior at home and school
- Better social skills and adaptation to school

2) These studies have found the following parental characteristics mostly closely linked to educational success:

- Expectations and aspirations
- Discussion of school and education at home
- Facilitation of learning at home
- Communication with school staff
- Basic understanding of the education system
- Capacity and confidence to advocate on behalf of the child
(youthlaw.org 2013)

Santa Cruz County was chosen as the pilot project site in California for a number of reasons; one being the close and collaborative working relationships of the key partners in child welfare, dependency court, CASA and the Foster Youth Services Program at the Santa Cruz County Office of Education. Using these interagency linkages and understanding the importance of those characteristics generated by "parental involvement" or "actively engaged parents," FosterEd in Santa Cruz set out to remedy

the aforementioned shortfalls of the “system as parent” by creating a structure and a process to support both the individual student’s immediate needs and the need for each foster youth to have an “educational champion.” This process has five broad components:

IDENTIFYING THE ADULT OR ADULTS WHO WILL SERVE AS THE CHILD'S EDUCATIONAL CHAMPION

Whenever possible, educational champions will:

- Have a pre-existing relationship with the child
- Continue to serve as the child's educational champion when the child leaves foster care
- Be willing to learn how to better support the child's educational success

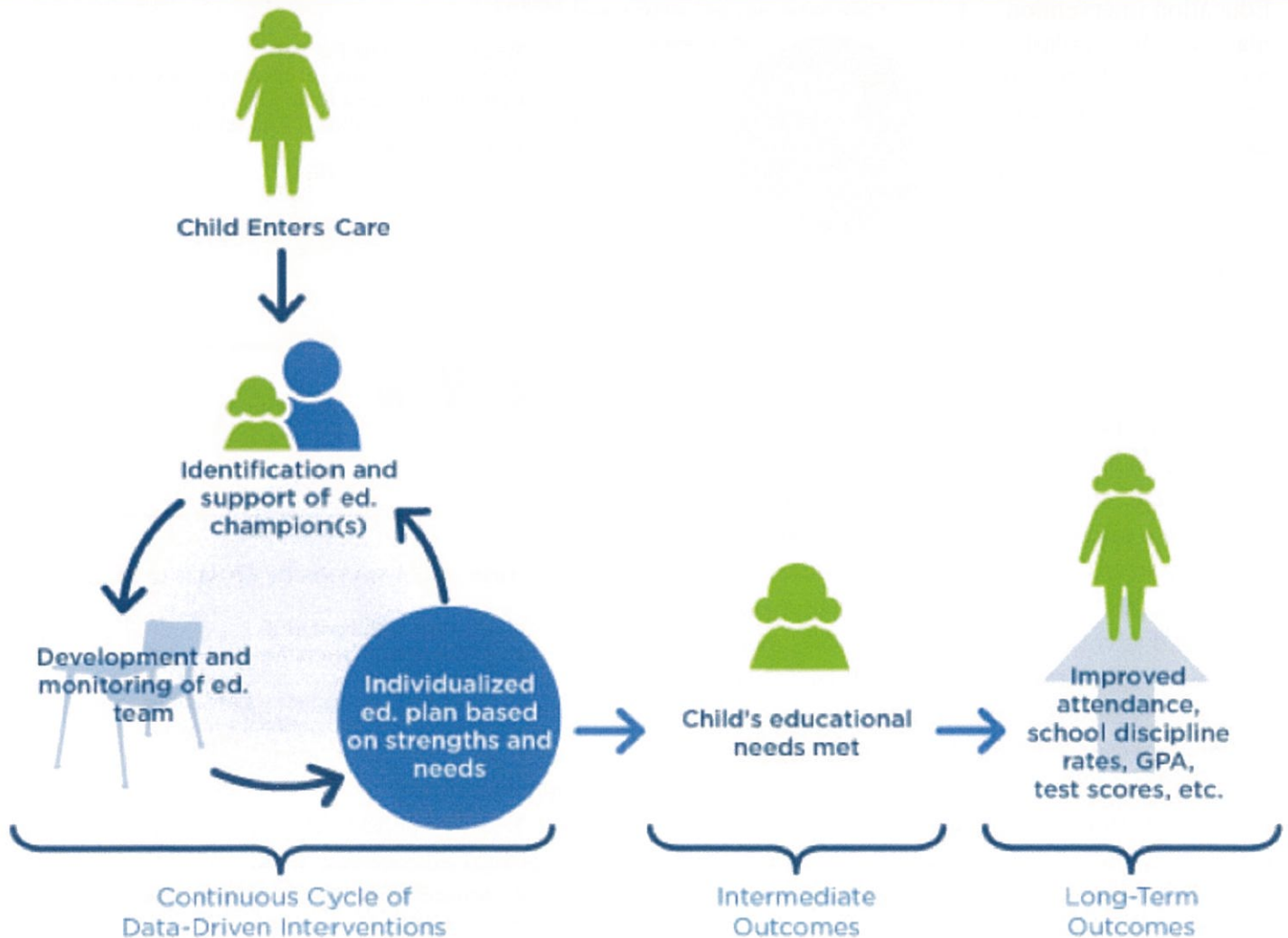
Educational champions are most often parents or relatives, but will sometimes be foster parents, CASAs or other responsible adults involved in the child's life.

IDENTIFYING THE EDUCATIONAL STRENGTHS AND NEEDS OF THE CHILD AND EDUCATIONAL CHAMPION.

This is accomplished by:

- Careful consideration of education data such as attendance, GPA, test scores, and other school records
- Conversations with stakeholders such as parents, social workers and teachers
- Specially designed surveys administered to the educational champions.

FosterEd Process and Support Structure



DEVELOPING EDUCATION INTERVENTION PLANS

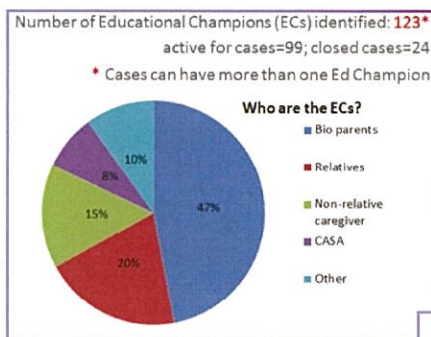
Based on identified strengths and needs, education intervention plans will be developed to ensure the child receives appropriate educational services and the educational champion receives appropriate training and technical assistance. These plans will be developed, monitored and updated with input from a diverse range of agencies, organizations and stakeholders, including the foster children themselves, if age appropriate.

PROVIDING NEEDED EDUCATIONAL SUPPORTS AND SERVICES

A diverse range of Santa Cruz County agencies and community organizations will implement the education intervention plans, ensuring children in foster care and their educational champions receive the educational supports and services they need.

CONTINUOUSLY MONITORING DATA TO UPDATE AND IMPROVE THE EDUCATION INTERVENTION PLAN

Education intervention plans will be regularly monitored and updated based on new education data, new survey data or newly identified strengths and needs.



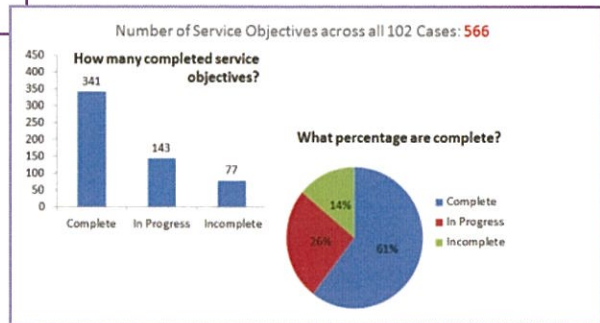
Drilling even further down into the day-to-day details of the program in Santa Cruz County, we find a volunteer recruitment and training process for “educational support volunteers” used to assist educational champions who need help in improving skill levels around one of the core parental engagement strategies. We discover an online case management and team communication tool, known as Goalbook, allowing for the easy and continuous dialogue of a student’s most important adults and advocates about current events and previously set educational goals. We notice an increasingly seamless relationship between child welfare and the COE/NCYL liaisons stationed in the county child welfare agency’s offices, which mirrors the close working arrangements and tasks crossover between the juvenile court and CASA. Finally, we appreciate the coherent and coordinated interactions of all the players tasked with substituting for, and/or

re-learning about, the parenting processes that ensure academic success.

Anecdotal, qualitative and quantitative evaluation results of the FosterEd model are promising. In the individual liaison’s experience reports, we are seeing much needed remediation and advocacy, both in the worlds of previously unskilled educational champions, as well as the student’s newly uncovered and urgent school-based difficulties. From the external evaluation process, administered by RTI International, preliminary data collection and analysis show a variety of educational champions being identified, large numbers of educational goals being completed and overall positive feedback for the program from participants. From a preview of RTI’s FosterEd: Santa Cruz County, Year 1 Evaluation Report we see these figures in detail:

COLLECTION AND ANALYSIS OF QUANTITATIVE DATA:

- Weekly calls with FosterEd
- Administrative data on cases (e.g. how many served)
- Case planning data from Foster Focus
- Surveys of Educational Champions
- Volunteer data
- Foster Focus usage data



COLLECTION AND ANALYSIS OF QUALITATIVE DATA:

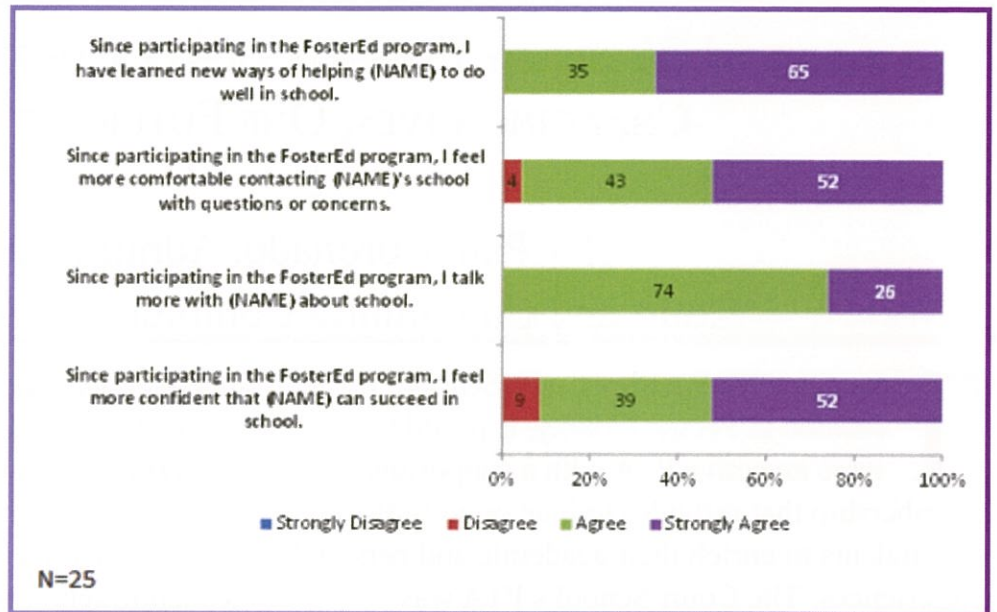
- Weekly calls with FosterEd
- Observations of Community
- Leadership Meetings
- Interviews with Community Leadership Team
- Focus group with Educational Liaisons

YEAR 2 METHODS:

In year two, FosterEd will expand to include surveys/ focus groups that include social workers, school staff, and other education team specialists and the inclusion of *Goalbook* data.

THE ROAD AHEAD

2014 and the decade ahead bode well for the perennial obstacles faced by California’s foster youth as they attempt to stay connected to school and positive educational outcomes. As programs such as FosterEd merge with the Foster Youth Services departments at the County Offices of Education, and both are incorporated into annually revised LCAPs, academic gaps will begin to close even further than they have over the last decade.



FosterEd has many promising elements designed to attend to historic and current deficiencies that students and their familial context bring to educators and school districts on a daily basis. It is proactive, continuous and linked in ways that enable lasting, as well as immediate, change to occur. I, along with so many colleagues throughout the state, am hopeful these will be the best years yet in the service of students who have the challenging experience of entering the foster care system.

ABOUT THE AUTHOR

Michael Paynter is a manager, teacher and licensed family therapist at the Santa Cruz County Office of Education. He is the FYS Coordinator, teaches psychology in Alternative Education as a CTE instructor, and helps manage programs dealing with gang prevention, student mental health, foster youth and Alternative Education.

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ALICE M. WORSLEY FRESNO COUNTY COURT SCHOOL PTA – CHANGING LIVES, ONE FUTURE AT A TIME

By Pam Coronado, Administrator
Court and Community/Community Day Schools

The Alice M. Worsley Court School, located in Fresno County, is proud to have an active PTA with a supporting membership that provides unique opportunities for students to enrich their academic and personal experiences. The Court School's PTA was founded in 1986 as a support organization for the students and instructional staff at the Fresno County Office of Education's Alice M. Worsley School, located at the Fresno County Juvenile Justice Campus. The PTA Executive Board includes members of the Court School staff, as well as representation from the community, Fresno Probation Department, Fresno Police Department and the Fresno County Sheriff's Office.

The PTA has received national, state and local recognition for providing programs and services above-and-beyond core programming. Some of the projects sponsored by the PTA include scholarships, cultural arts performances,

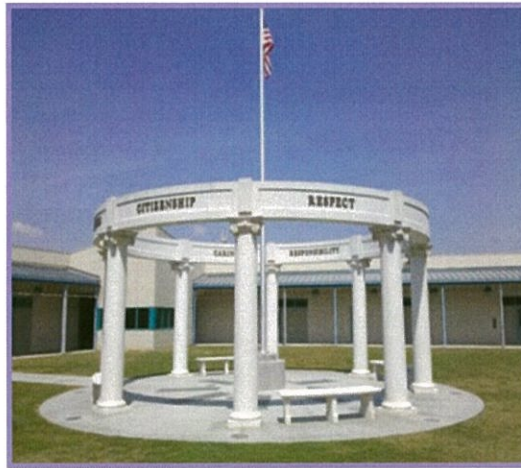
motivational guest speakers/authors, library development, field trips, proficiency exam fees and other identified needs for our youth. The PTA holds an annual

luncheon/live auction fundraiser each year, with proceeds going directly to fund these special program support activities.

The PTA Scholarship Program provides academic scholarships to students who have been enrolled in the Court Schools. Current and former students are encouraged to apply for an annually renewable PTA scholarship if they are planning to pursue higher education. One former student recently completed a Bachelor of Arts Degree in Networking Communications from a local private university and is currently working in the Construction

Engineering Department of a multinational telecommunications corporation. His success story is one example of how the Court School's PTA scholarship program supports students in pursuing their academic goals and realizing their potential once they leave the program.

The much-anticipated annual luncheon/live auction is held each year as the signature fundraising event for the Court School's PTA. For more than 27 years, this event has continued to enrich the entire school program. The

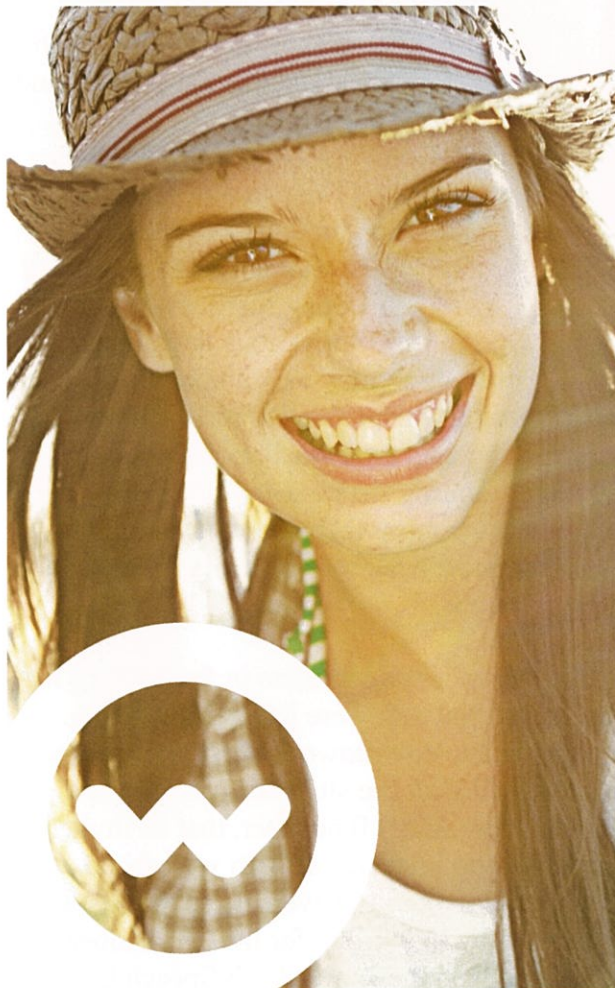


annual Spaghetti Luncheon includes a diversified group of local celebrity servers, as well as a live auction with a number of unique items to raise funds for this organization. This year's event is scheduled for Wednesday, May 7, 2014, 11:30 a.m. to 1 p.m. at the Fresno County Plaza Ballroom.

The national Character Counts! Week is celebrated each year during the third week of October. The Court School's PTA celebrates this special week in collaboration with the school site student leadership club, Friends of Rachel. Friends of Rachel is a derivative of Rachel's Challenge, a national non-profit organization whose mission is to: *Exist to inspire, equip and empower every person to create a permanent positive culture change in their school, business and community by starting a chain reaction of kindness and*

compassion. The goal of Friends of Rachel is to provide opportunities for students to demonstrate positive leadership skills, character traits and communication by participating in service projects that have a positive impact on others in the school and community. The PTA supports Friends of Rachel by sponsoring motivational guest speakers, student leadership activities and community service projects to inspire club members to create lasting change in the school and community.

The success of this PTA is credited to members of the community who have a vested interest in helping meet the needs of students attending the Court Schools. Yearly membership drives are held to invite staff and community members to join this unique organization and support the Alice M. Worsley Court School PTA in serving the needs of its students and changing lives – one future at a time.



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RIVERSIDE COUNTY COMMUNITY SCHOOL STUDENTS SOAR

By Diana Walsh-Reuss, Ph.D.

Riverside County Associate Superintendent of Schools

Through a unique partnership with Flabob Airport and the dedicated efforts of staff and students, Riverside County Office of Education's (RCOE) Arlington Regional Learning Center (ARLC) Community School students soared over the skies of Riverside and across the United States to Washington D.C. and New York.

Over the past two years, a Science, Technology, Engineering, and Math (STEM) partnership with the historic Flabob Airport has evolved into a three day institute focusing on aviation, science and mathematics through an academy approach. As a culminating event to the academy's instructional program, students fly in small 2-4 seat airplanes with licensed pilots and, in some cases, are given the controls at 1,500 feet in the skies over Riverside. The courage and commitment that students demonstrate in their attendance at Flabob's training, and the follow-through with the Saturday flight, fortify their personal growth and their ability to achieve while opening them to a world of new and exciting opportunities. RCOE teachers and support staff work to prepare students for the STEM Institute, and accompany them on-site for the hands-on learning component. Experienced pilots serve as guest instructors.

Sixteen Arlington RLC students also participated in the *SOARING ACROSS AMERICA* project with the goal of traveling from Southern California to Washington D.C and New York for a once in a lifetime opportunity to see our nation's capital, monuments, government buildings, museums, and

other cultural landmarks. Project students and ARLC staff, led by Principal Joelle Hood, were charged with a mammoth fundraising goal to cover expenses for the senior students' trip to the East coast. In order to be selected, students were required to maintain grade point average standards, pass the California High School Exit Exam, maintain attendance and

avoid any inappropriate behaviors that would result in suspensions. In addition students were held to high expectations in exemplifying a responsible and respectful attitude towards peers and their staff.

The preparation and fundraising process created myriad peripheral opportunities and opened numerous doors for

participating students as they were immersed in activities ranging from speaking to local community groups, to serving up a pancake breakfast, to holding silent auctions. During the course of the year, *SOARING* became more than a great experiential learning experience; it turned into an epic personal journey for students.

Students' experiences and success in fundraising for their consequent journey were just the beginning. The manager of the downtown Riverside Applebee's was so impressed with the students' performance at the Pancake Breakfast fundraiser, that he invited participants for job interviews. Two were hired. One student who had spoken to Riverside's Optimist Club was singled out by that group for the Cliff Robertson Award. He also won the Lion's Club Speech Contest. His teacher, Jess Walker, was recognized as Coach



of the Year. During a dinner and magic show at the County Office Conference Center, students served a delicious meal to over 150 guests. The dinner was prepared by Master Chef contestant Stacey Amagrande. During an Appreciation Reception and Silent Auction, students shared personal stories of their journeys to success made possible through RCOE. Students enjoyed interacting with auction guests and county office staff. Darrius Garrett, author of *Diary of a Freedom Writer* shared his story of how the adults in his life made a positive impression. A portion of the proceeds from the sale of his autographed book were donated to the project. The community also supported the trip through generous donations of duffel bags, tennis shoes, toiletries, and t-shirts. Before their departure, Darrius Garrett stopped by the school to drop off copies of his new book for each student to read on the plane, on the bus, and in the hotel. He also gave each student a journal to document their thoughts, feelings, and experiences.

Kids who had never flown before, who had never been far from their own neighborhood, were now traveling across the continent to one of the world's great cities as well as to the capital of our nation! During their trip, students saw national monuments, visited world-renowned museums, toured historical sites, and attended Broadway performances. They posed for photos with California Senator Takano, who arranged for a private tour of the Senate Chambers.

In order for donors, supporters, and parents of the students to stay connected with the traveling group, the entire experience and incredible sites were shared on a blog at www.soaringacrossamerica.blogspot.com.

SOARING ACROSS AMERICA created connections between students, RCOE staff, and members of the community that continued long after return from the trip. Through community and individual sponsors, our students had a trip of a lifetime

Principal Hood enthused, "It has been quite a challenge, but also such a blessing... to connect with community members... to create a sense of pride within our students about their school... to see these students stretch and grow." She further stated that

"the real prize wasn't the trip itself, but the journey that the students took over ten months to make this trip a reality. They set goals, worked hard, stretched themselves, and amazed themselves and those around them with their commitment, perseverance and resilience. They felt pride for doing something positive and productive, and becoming the best versions of themselves."

MEET THE SOARING STUDENTS



Meet Amber Robinson. Amber is 17 years old and a senior.

WHAT WAS THE MOST CHALLENGING PART OF BEING PART OF SOARING ACROSS AMERICA?

"Changing my old ways. It was hard being tempted to do things, but really trying to stay out of trouble."

WHAT WAS THE BEST PART ABOUT BEING PART OF SOARING ACROSS AMERICA?

"Realizing that being good is better than being bad because people have trust and confidence in you. When people look at you, they don't assume that you've done something wrong; they ask for your help and know that they can count on you."

WHAT ADVICE DO YOU HAVE FOR OTHER ARLINGTON STUDENTS?

"Change can come. You just have to try."



Meet Alfredo Ceja. Alfredo is 18 years old and is a senior.

WHAT WAS THE MOST CHALLENGING PART OF BEING PART OF SOARING ACROSS AMERICA?

"Behaving good. I've learned to be more respectful to everyone. When other students talk back to teachers, I tell them to 'chillax.' I've also been doing a lot more work in my classes."

WHAT WAS THE BEST PART ABOUT BEING PART OF SOARING ACROSS AMERICA?

“All of the fundraising experiences. I especially liked the ‘Magic Makes A Difference’ Dinner and Show because I loved the rush of bringing the food down from the kitchen and serving it. It also gave me catering experience that I think I can use in my future. I also liked speaking in front of everyone and sharing my story at the last event. I normally don’t like speaking in front of groups and that got me out of my comfort zone.”

WHAT ADVICE DO YOU HAVE FOR OTHER ARLINGTON STUDENTS?

“Good things can happen even if you’ve made bad choices in the past. You CAN choose to be better.”



Meet Daniel Ramos. Daniel is 18 years old and almost a graduate.

WHAT WAS THE MOST CHALLENGING PART OF BEING PART OF SOARING ACROSS AMERICA?

“The most challenging part was staying out of trouble. I feel like I’m surrounded by trouble, but I worked not to participate in it.”

WHAT WAS THE BEST PART ABOUT BEING PART OF SOARING ACROSS AMERICA?

“Being chosen out of many other students.”

WHAT ADVICE DO YOU HAVE FOR OTHER ARLINGTON STUDENTS?

“Don’t worry. If you work hard right now, doors will open and you will have opportunities.”



Meet Guillermo Martinez. Guillermo is 17 years old and is a senior.

WHAT WAS THE MOST CHALLENGING PART OF BEING PART OF SOARING ACROSS AMERICA?

“I think for me the most challenging thing with being part of this was being the 3 B’s... Be safe. Be respectful. Be responsible. It was one thing that really challenged me, but I succeeded and as you can see I’m here being blessed with this trip.”

WHAT WAS THE BEST PART ABOUT BEING PART OF SOARING ACROSS AMERICA?

“The best part was actually getting along with people that I never thought I would ever work with. I liked working with students and teachers and getting to know them better. I really liked being in the activities like speaking at the service clubs, working at the yard sales and Car Washes, and other events.”

WHAT ADVICE DO YOU HAVE FOR OTHER ARLINGTON STUDENTS?

“Being the change is not impossible. If you set your mind to what you want yourself to be, then it can be attained. Like I like to say, ‘What the mind can conceive, we can achieve.’”



Meet Bryan Walker. Bryan is 16 years old and is a junior.

WHAT WAS THE MOST CHALLENGING PART OF BEING PART OF SOARING ACROSS AMERICA?

“The fact that I got called to the office. I was nervous that I was in trouble, but it turned out that it was something amazing.”

WHAT WAS THE BEST PART ABOUT BEING PART OF SOARING ACROSS AMERICA?

“That I was chosen to be part of the trip. I was so happy. I remember talking about it at CAHSEE Boot Camp, saying how much I wanted to go... and then a spot came up and they asked me.”

WHAT ADVICE DO YOU HAVE FOR OTHER ARLINGTON STUDENTS?

“Be safe. Don’t get in trouble anymore. Continue on the right path. Do your work and go to class... don’t slack because doing the work is going to help you in the long run.”



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TAKING ACADEMIC RISKS: PROJECTS THAT INTEGRATE CAREER AND COLLEGE READINESS

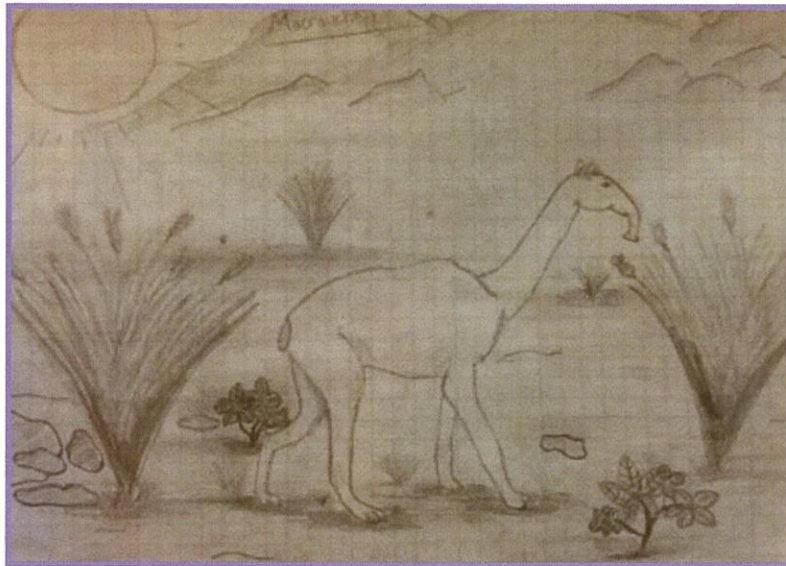
By Darrell Wildt
San Joaquin County Office of Education

Are the Common Core State Standards (CCSS) just the pendulum swinging back towards more holistic and project based learning? Are the CCSS going to be an overwhelming transition for some teachers--especially those that have grown professionally under the standards put forth under the No Child Left Behind Act? Will it be difficult to get some teachers to re-consider writing in the content area and their individual responsibility for improving academic and professional literacy and mathematical thinking even when they are not English Language or Math teachers? The answer to all of these questions is, "yes."

The real questions though are not those posed above. The answers to them do not propel an educator or program forward. The real questions should relate to how teachers will be prepared for CCSS. What professional development time and support will be made available? Will the professional time be a "sit and get" like the NCLB model or will it allow teachers hands-on learning, inquiry, and practice similar to what will be expected of students?

Teachers can be better prepared to think in a more CCSS mindset when it comes to lesson planning and integrated projects. I am a believer in setting challenging goals with high expectations, even though I may experience marginal failures. Regardless of the professional field or business, the mark of perfection is commonly missed. What matters most is the end quality, and quality is always

higher when expectations are elevated. Exposure, discussion, and professional planning time will help ease the pain of the transition to CCSS. In November 2010, I was fortunate enough to be exposed to the expectations of CCSS during my involvement with the University of California



Curriculum Integration (UCCI) Institutes. The UC system did not want to wait for the full rollout of CCSS in 2014. Instead, it sought to immediately embed the rigor of CCSS into all of the courses that would be created and approved through their institutes. This experience reinforced any previous notions I had that an engaging and relevant education is more than the "sit and get" norm established

by NCLB--and its corresponding testing formats. In 2012, I was given another opportunity to delve deeper into understanding the intent and goals of CCSS when I was selected by the California Department of Education to help with the aligning of Career Technical Education with academic content standards. During this time, I was able to see some of the specific and intentional connections that were being drawn between academic content and career technical education. In my assigned areas, I helped link the social studies standards (including economics) with CTE standards in health science and medical technology; hospitality, tourism, and recreation; and agricultural and natural science.

From these very enriching professional experiences I gained a better understanding of the goals of CCSS.

I also realized how teachers and administrators could view this new set of standards as a big hill to climb that would require a major paradigm shift in state assessments and classroom level teaching—especially in the shadow of NCLB.

Enter the need for students to develop and demonstrate a wider range of career and college related skills—such as professional communication, problem solving, and critical thinking. Project based learning is not a new concept in education, but a deep integration of academic content knowledge commonly proves to be a challenge when it comes to the time required for rigorous assignments. Additionally there are other concerns about the technical resources available to all students, and ascertaining relevant project ideas and resources for teachers and school programs that can also be accessible for a diverse range of students—considering skills and grade levels. This brings us to a project that started as an interesting idea at a reading conference in Asilomar.

In 2013, I attended a conference with my T-Bar Grant leader because we were gathering ideas, strategies, and resources to help with our team’s research on improving literacy rates in school programs that have

and lesson information with my co-teachers, and I proposed that we do something similar during the next school year.

My initial idea was to have students develop and create a fictional civilization that would include ancient artifacts and other traces of their society. As I had more time to reflect on my own lesson planning and classroom experience, I started thinking more about specific information related to ancient or past societies that students could actually research. I wanted the project to be broken into two distinct phases. The first phase would be the creating of fossils and artifacts. This would be a whole class, documented-project-presentation, where the class would conduct research about an actual civilization and then create articles, presentations, and artifacts explaining and exemplifying the civilization. The second phase would be done by another class; this other class would discover the fossils, conduct and document their own research, and finally present their findings. As a curriculum writer and mentor for our school program, I saw this as a culminating project for a unit based on major world religions where students might create a variety of different artifacts that would reflect a culture’s values and its collective

I HAVE SEEN SCORES OF TEACHERS INCREASE THEIR OWN PROFESSIONAL EXPECTATIONS WHEN THEY HAVE BEEN GIVEN ADEQUATE TIME TO PLAN AND COLLABORATE ON SUCH IDEAS, ESPECIALLY WHEN THEY ARE SUPPORTED BY THE ADMINISTRATORS AND A PROFESSIONAL LEARNING COMMUNITY.

high student transient rates. Though there were many pedagogical ideas that were helpful for our grant research, there was one specific breakout session that implanted the possibility of a very common core orientated class project and series of activities in my mind. The breakout session was based on a book written by Shirley Manis. Manis was an elementary school teacher in the 1970s when the remains of a prehistoric mastodon were discovered on her father’s property in Sequim, Washington. From that experience Manis took her already passionate drive for teaching and turned it into a hands-on project for her students. From her background in science and her experience and observations on her dad’s property during the mastodon excavation, she created multi-layered learning experiences for her elementary students. I immediately thought, “How can I do something similar with my students, especially students that are highly cynical about entire lessons that use only a textbook or pre-printed worksheets?” When I returned to my school site I shared the book

knowledge, such as religious artifacts, engraved writings, pottery, industrial tools, toys, art, or personal hygiene tools—such as a comb. It turned out, however, our school site was not planning to teach the unit on major world religions during the 2013-2014 school year. Our school site graphic communications teacher (who is also part of our curriculum writing team) suggested that we modify the project to complement our study of evolution in the 2013-2014 school year instead, and that we simplify it to be based on just one animal—similar to Shirley Manis’ experience with the mastodon. I quickly realized that the down scaling of the project to a single animal would be the perfect test run and preparation work for a more extensive ancient civilizations project. This modification idea is also another clear example of why professional collaboration is beneficial for both teachers and students.

Once we realized that we did not have to delay such an engaging project, I began re-mapping the

project to be based on the fossils of a prehistoric animal. Since there was already a running template in my mind with ideas inspired by Manis' book, *In A Scoop Of Dirt*, it was easy to lay out the series of assignments and student responsibilities that could be compiled into a cumulative project. During this process, the experiences of aligning CTE and academic standards and the UCCI Institute course writing called out to me. It became apparent how multiple career skills would relate to the archaeology project—such as working in teams, collaboration, individualized accountability, clear and effective communication, organization, setting short and long-term goals, problem solving, research strategies, creativity and innovation, using technology to improve productivity, and professional integrity. All of this would further be enhanced since my core class of students would be working on this project with the graphic communication teacher's core class.

After planning the outline and scaffolded activities, I decided to let my students have a say in the design of the project's finer details and the delegation of student responsibilities. The concept of a two-phase project was kept intact. The intent of having two phases was to keep the project from spider-webbing and consuming too much time from our core biology studies, and also to allow enough time to pass between the fossils being buried by one class and being discovered by another.

PHASE I

In early December 2013, after we had learned about the history of science, scientific methodologies, evolution, heredity and genetics, and a general overview of biomes, my core class spent one day planning out a five-day project for researching and creating fossils for the animal that the other class would excavate, examine, and research. Before my introduction of this project, I shared with students the upcoming expectations of the CCSS, and my experience of integrated course writing. I also discussed how such skills and knowledge are beneficial and relevant to their future college and career endeavors. My initial project idea and proposal to students included this basic outline:

Day 1: Gather research information about an animal--time period, images, diet, climate, and animal type.

Days 2-3: Assign student responsibilities and provide individual assignments and project duties

- A. Student Project Manager (one student)
- B. Animal fossil makers (3-6 students)
- C. Plant fossil makers (3-6 students)

- D. Animal sketch artists (2-4 students)
- E. Plant sketch artists (2-4 students)
- F. Animal article (1-2 students)
- G. Vegetation article (1-2 students)
- H. General climate and time period article (1-2 students)
- I. Compilation slide presentation of animal information and related articles (1-2 students)
- J. Google Site creator/manager (1 student)
- K. Archaeology project documentation slide presenter (1 student)
- I. Work cited page reviewer and compiler (Project Manager)

Days 4-5: Students complete and review all work

Based on the responsibilities assigned, students helped to determine the pace of the activities for the following five days, the level of quality that the whole class should expect in each individual product, the criteria of each assigned product, the animal and time period that would be researched, and how student work would be assessed and reviewed by the whole class. Once we had this plan in place, I posted the revised project requirements and expectations on our class' Google Site, so the students knew that we were really moving forward with this project. Using this outline, we held a whole-class discussion about the variety of skills that would be needed to complete this project at the level that we desired.

The first day of the project, research day, went very smoothly since the students knew the project's goal and purpose. We used classroom computers and Google Documents to put all of our research information and resources into so the entire class had access to it. At the end of the research period, students were assigned a specific product to create. The entire class nominated and then voted on the student that would be the Project Manager. Students voted on the Project Manager using a Google Form.



It was established by the whole class that the student Project Manager would also be responsible for filling any gaps in student work that developed during student work time. This student really would be a “manager,” required to facilitate team building while still meeting project expectations.

Days two and three were very efficient since students already knew their assigned roles, and both the Project Manager and I were free to facilitate the project’s progression during this time. I made sure that I had all necessary supplies ready for the students in order to prevent any lag-time. The main supplies that were needed during this time were:

1. Pencils
2. Printer/sketch paper
3. Printed information for the article writers
4. Printed images for the sketch artists
5. Air-dry clay
6. Newspaper/butcher paper for clay-working areas
7. Paper towels--for cleaning
8. Rulers
9. computers for the Google Site Creator, the Slide Presentation Creator, and the student documenting the entire process



Day four was designated by students to be the day for finishing the products, so they could review the status of student work during the last half of class. The students decided that this would be best for everyone to see the work and to provide feedback for edits or fixes that could be done on the fifth day. Though I made some initial hints toward peer review, the students really became the main advocates of it because they saw each individual’s work as representative of the whole class--especially since another class was going to be viewing this information in the future.

Day five went forward as planned with all sketches and clay models completed. By this time, about half of the writing samples were finished. The others required additional edits and revisions. The additional revisions would be completed prior to the actual excavation by the other class.

Following the creation of the fossils and information products, a student volunteer stayed after school to help bury the fossils. The burial of the fossils utilized a 3D grid created by a student during class time. During the burial of the fossils, we took detailed notes about the locations and any modified measurements. We also took many pictures of the fossils prior to burial and after they were placed in the holes.

Once the fossils were buried we drafted a letter to the other class, so they would be able to locate and discover the fossils in the spring. Instead of giving the other class straight-forward technical instructions, it was decided that my students would create a letter from a fictional archaeologist. The letter from this archeologist included information about the fossils that “fictionally” had already been discovered at this dig-site, the “mock” geographic location of the site, projected ideas of what the animal might be, the geological time period associated with the animal, and the coordinates that were laid out during previous “fictional” dig-sites. The purpose of the letter was to provide a narrower starting point for determining the type of animal that the fossils represented and to better hint at best areas for digging.

In order to create this letter, students were put into pairs, and each pair had to create two things; a rough draft letter from a fictional archaeologist and a mock “prior dig-sites and findings” map. The “fictional” previous fossils that were to be included in the letter narrative needed to be placed in a way



that would allow the other class to better complete and reconstruct the actual remains of the animal skeleton when it died. This reversal of thinking, or negative mapping was challenging for many students. I provided support by adding one class period for whole-class collaboration on both the letter from the “archaeologist” and the mock “prior dig-sites and findings” map.

During the day that was reserved for reviewing student letters and maps, the whole class worked together to compile, edit, and blend all student generated letters and maps into one. In order to compile the letters, student pairs had to review letters written by other pairs. From this peer-review students then proposed that certain portions of writings should be put into the final letter. Students used a shared Google Document to post these selected writings. The compilation of the map was completed by each small group providing dig-site coordinates from their own mock “prior dig-sites and findings” map. Any overlaps of poorly placed “prior dig-sites” were adjusted.

PHASE II

The Phase II class is now preparing to uncover the fossils that were created in Phase I. The goal is to use the letter and map to locate the site and to unearth the fossils. After the class has found the fossils, they will need to re-examine the letter so they can deduce the type of animal they believe it to be. Using the suggested animal types that were provided in the letter, students will have to compare the fossils they discovered with relevant internet or other resource images. After the class has identified the animal based on the fossils, they will create their own sketches, their own compilation of articles, their own Google Site to store and display their research, and their own Google Presentation that will attempt to summarize the same aspects of the animal that was originally created by the other class.

At the end of this project, both classes will share all of the materials that were created by the students so they can compare the accuracy of their conclusions with the information that was originally generated by the “fossil creating class.” Students will be comparing their conclusions in regards to the animal

type, its diet, the geological time period, and the actual bone types.

REFLECTIONS

Though this project is extensive, it is important to emphasize that it was not completed over an unbroken series of lessons. Instead the project was revisited at different times in order to allow for other topics to be explored for the sake of covering more standardized academic material without having an entire quarter or semester being consumed by one project.



This rigorous and relevant project was CCSS based. Successful projects such as the one described require significant professional development time and a supportive administration. I have seen scores of teachers increase their own professional expectations when they have been given adequate time to plan and collaborate on such ideas, especially when they are supported by the administrators and a professional learning community. My opinion of this is based on four different UCCI Institutes, my teacher consultant work with CSU Stanislaus’ Great Valley Writing Project, my year-long experience with the UC Merced and the Improving Student Analytical

Writing research grant, and my professional development mentor work with the San Joaquin Office of Education. In short, all teachers need more exposure to innovative ideas and examples, but more importantly, potentially motivated teachers need to know that they have a forum to share their classrooms samples while also receiving legitimate recognition from the school site administrators for their efforts.

Professional development that seeks to inspire innovation works best when big ideas are first identified and then followed by professional development sessions that are scaffolded in small portions to encourage teachers to draft, revise, and take academic risks, using small steps throughout the school year. Motivated and innovative teachers will go beyond the small requirements and will be eager to take greater steps towards the big vision. The end result in such development will be an overall increase in rigor and real world applications of career related skills and academic knowledge.

**JUNIOR AMBASSADOR LEADERSHIP PROGRAM:
TEACHERS IN SAN JOAQUIN COUNTY JOIN WITH MANTECA CITY COUNCIL MEMBERS
TO TAKE COMMUNITY PARTICIPATION INFLUENCES TO THE NEXT LEVEL**

By Linda Baker and Annie Ziesmer
San Joaquin County Office of Education

CEO of the Chamber of Commerce, Debby Moorhead, created the Junior Ambassador Leadership Program (J.A.L.P.) to expose high school students to the community in which they live. Moorhead hopes to show young people through a variety of monthly activities that anything is possible. J.A.L.P. activities include: team-building ropes course exercises, city council meetings, trips to the Fire and Police Departments, meetings with local and regional legislatures in Sacramento, and tours around the city to meet the movers and shakers who work within it.

J.A.L.P. did not always include alternative education students. In 2010, Ms. Moorhead happily accepted a request from Annie Ziesmer, teacher in the one.[®] Program to allow the youth from San Joaquin County Office of Education's Alt Ed Program to participate. The J.A.L.P. director soon made an announcement: "We have now involved the one.[®] Program which includes at-risk kids, and in doing the things that we do through this program we show them that you can be a doctor or a nurse or anything that you work to become." When asked to comment on the impact the at-risk youth made to her program Moorhead replied: "They are truly amazing young people, and in the end I am blessed to know them all. Who could ask for more?" Since then, the program has been dominated by students from the one.[®] Program. The teachers at one.[®] Ambition hope to bring J.A.L.P. to other sites and cities in the San Joaquin County.

The American Educational Research Journal states that high school community involvement is a predictor of adult voting and volunteering. Studies have extensively documented that civic involvement is declining and will continue to do so. In fact, only a fraction of adults participate in the democratic process and the government it creates. "There is a genuine concern about the fate of a society in

IN DOING THE THINGS THAT WE DO THROUGH THIS PROGRAM WE SHOW THEM THAT YOU CAN BE A DOCTOR OR A NURSE OR ANYTHING THAT YOU WORK TO BECOME.

--CEO CHAMBER OF COMMERCE,
DEBBY MOORHEAD

which political cynicism and [community] detachment reign" (Hart, Donnelly, Youniss, & Atkins, 2007). Therefore, schools that empower their communities to advance the civic involvement of their youth, at risk youth in particular, are investing in future increased community participation. This is why, according to Moorhead, J.A.L.P.'s purpose is: "To educate and inspire our youth

about the community in which they live—learning about and contributing to the needs of the business, education and family communities through Chamber volunteer activities."

According to its founder, "J.A.L.P. is a philosophy emphasizing the uniquely symbiotic nature of youth development and community development by situating the two practices in a common framework. J.A.L.P. combines the natural instincts and desires of young people...and creates new opportunities for [them] to serve their communities while developing their personal abilities." With this philosophy in mind, a special calendar of events is created a year in advance. Students commit to attend every event on time and with positive attitudes. Teacher Annie

Ziesmer, works diligently to keep everyone informed of the upcoming events.

The yearly J.A.L.P. calendar includes eight outstanding programs and events. Each is consistent with the “hands-on nation” approach many are envisioning for today’s education environments. This approach emphasizes teambuilding at the local ropes course so that students learn the fundamental lessons of teamwork and trust. This event also challenges individuals to push beyond their perceived limits and to work effectively with others, to think creatively about problems, and to have fun.

Today, teachers are being encouraged, if not expected, to implement programs that “replace the traditional industrial era design with those that simulate today’s team-oriented, collaborative, high performance workplace” (Haberman). J.A.L.P. does this by adding the ropes course to seven other meaningful and experiential events. An extensive tour of the local police station that includes a real-life canine attack dog demonstration was the second event on the calendar. As a member of the Junior Ambassador Leadership Program, at risk student Cooper Ferris made the comment: “Some of this made me think ‘Hey – I want to do that,’” while working his way through the department’s labyrinth-like structure. “It’s cool to get to see things like this from our point of view – we get to look at things that we wouldn’t normally get to see, and that’s really what makes this program a lot of fun.”

“It gives them a connection to the police department,” Manteca Police Lieutenant, Nick Obligation reports. “Getting to work with and talk with these kids shows them that as officers we’re approachable and that’s something that’s important.”

“After doing the ropes course last month and coming to the Police Department like this, I think I’m starting to learn some leadership skills. It makes me want to venture out and see what kind of careers are out there in law enforcement – and jobs that involve leadership skills,” said Ferris.

Debby Moorhead sees scenarios like the one that may draw Ferris into the world of law enforcement as one of the biggest benefits of J.A.L.P. “I think that it lets kids know that there are opportunities out there in careers like police and fire protection that they didn’t know were there before,” Moorhead said. “Through this program we’re trying to allow them to explore different areas and show them what’s out there and what each young person is capable of achieving.”

J.A.L.P.’s extracurricular involvement does not end at the Police Department. Civic exposure continues and students meet once a month throughout the year. They take an in depth tour of the local hospital where the group journeys through the Board Room, Emergency Room, Maternity Ward, Med Surg, even the X-Ray Department, which houses the CT Scanner and Mammogram Machine. Next up, commensurate with pursuing a strategy of experiential learning, the students attend a City Council Meeting where they observe actual civic government in play, reinforcing Steven Smith’s thoughts: “... Indeed, people learn about the politics of their civic systems by experiencing and observing the effects of the policies on their communities” (Smith, 1999).

The Leadership Program also reveals unlikely gems in the community and abroad. These include: The San Joaquin County Irrigation District, a social call to the local assisted living home, and a trip to Sacramento where students meet and greet political figures and

J.A.L.P. IS A PHILOSOPHY EMPHASIZING THE UNIQUELY SYMBIOTIC NATURE OF YOUTH DEVELOPMENT AND COMMUNITY DEVELOPMENT BY SITUATING THE TWO PRACTICES IN A COMMON FRAMEWORK.

are treated as special guests of honor. They receive awards and certificates and are enamored by the process. Some students have never been out of the city, let alone to Sacramento. This plethora of experiences confirms what author Sandra LeSourd says about student participation: “By becoming involved in various aspects of community life, facets where students would be unlikely to involve themselves otherwise, students gain new information to consider and new ways to think about things” (LeSourd, 1997).

Year after year, students report that spending a day at the Fire Department is a favorite event. The firefighters welcome students and present a variety of hands-on activities. Students suit-up in 40 lbs of Firefighter gear and crawl through a maze of obstacles in the dark to rescue a manequin while employing left-hand/right-hand movements for navigation. Then students get on their hands and knees and are challenged to get through a building holding the heavy fire hose. Upon completion of that task, students get to feel the immense water pressure exerted from the hose... that is not even turned on all the way! The local junkyard donates a pickup truck for the event so that firefighters can demonstrate how they use the “Jaws of Life” to rescue the victims of an auto accident. Afterwards, students get to help demolish the truck using a variety of tools. Additionally, they get a full tour of the fire department and the fire engine. Students learn about fire safety and how to properly use a fire extinguisher, including a hands-on opportunity to apply their new knowledge by correctly handling a fire extinguisher to put out their own fire. The Firefighters end the day by presenting lunch and certificates to each Junior Ambassador.

The inclusion of at-risk students into this community awareness/leadership program adds to its importance. Thanks to Debby Moorhead and her vision to “educate and inspire [all] our youth about the community in which they live,” the students most in need of community contribution, acceptance,

and education now have the opportunity to develop and grow personal abilities in a real-world context. Students come to realize through J.A.L.P., as John Donne puts it, that “No man is an island, entire of itself; every man is a piece of the continent, a part of the main.”

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It Takes a Bakery:

Changing a Teen's Life One Cupcake at a Time in San Luis Obispo



It Takes a Bakery is a business idea dreamt up by Kendra Williams. Over the last 9 years Williams has worked with at-risk teens in San Luis Obispo as a mental health therapist. Through this work she has seen how many of these teens lack opportunities for positive change and to learn new life skills. It Takes a Bakery is hoping to change that. Its purpose is to offer job skills and life-coach/mentoring to at-risk teens of San Luis Obispo County. The goal is to have these teens bake, decorate and sell American style sweet treats to local community members at various Farmers Market locations.

It Takes a Bakery (ITAB) is collaborating with

San Luis Obispo County Office of Education, Alternative Education, San Luis Community School to provide students the opportunity to gain initial job skills and build their resumes. Students interested in obtaining employment at It Takes a Bakery go through a rigorous employment process.

There are several qualifications necessary for students to gain first time employment at the bakery. To begin, they must maintain the 3 A's: academics, attendance and attitude. Furthermore, they complete a comprehensive application process, which includes: a several page application; an essay expressing why they are interested in being employed at the bakery; a resume; and a business card.



When qualified, they participate in an interview with the staffing agency. Once selected by the staffing agency, the teacher and Williams, they must complete the employee

safety course and then begin hands-on training.

Throughout the time the students are employed at the bakery they must maintain their academic progress, attendance and attitude at school.



Since its inception, It Takes a Bakery has provided baked goods for weddings, wine tasting events, graduations and various holiday events.

The future is looking sweet for our students!

Kendra Williams is an amazing teacher and working with everyone at the bakery is so much fun. I've learned so many great things about baking from scratch. I never baked from scratch before.

Kaili Masicampo
12th grade student at SLCS

I enjoy working with Kendra and ITAB because she makes it fun and you don't feel like you are working. I never knew how to bake until I worked there. I like learning how to bake from scratch. I now have a job at Carl's Jr. because I have food experience. I now want to work at the bakery when I have time.

Gladys Rodriguez
11th grade student at SLCS



HONORING JCCASAC'S PAST PRESIDENTS

1970-71
Don Purdy
Santa Clara

1971-72
Chuck Lee
San Diego

1972-73
Doug Booth
San Mateo

1973-74
Joe De Mello
Contra Costa

1974-75
Marshall Lomax
Los Angeles

1975-76
John Hull
Sacramento

1976-77
Rocco Nobile
San Diego

1977-78
John Peshkoff
Santa Clara

1978-79
Jerry Matney
Orange

1979-80
Miltie Couteur
Butte

1980-81
Marty Familletti
Riverside

1981-82
Joe De Mello
Contra Costa

1982-83
Roy Savage
Riverside

1983-84
Ken Kammuller
Marin

1984-85
Wayne Toscas
Santa Barbara

1985-86
Greg Almand
Contra Costa

1986-87
Hedy Kirsh
Orange

1987-88
Shirl Schmidt
Shasta

1988-89
Chuck Lee
San Diego

1989-90
William Burns
San Mateo

1990-91
John Peshkoff
Orange

1991-92
Orene Hopkins
Contra Costa

1992-93
John Stankovich
Kings

1993-94
Bob Michels
Santa Clara

1994-95
Larry Springer
Los Angeles

1995-96
Claudette Inge
Alameda

1996-97
Ken Taylor
Kern

1997-98
Mick Founts
San Joaquin

1998-99
Dolores Redwine
San Diego

1999-00
Vic Trucco
Sonoma

2000-01
Janet Addo
Los Angeles

2001-02
Michael Watkins
Santa Cruz

2002-03
Jeanne Hughes
Kern

2003-04
Jacqueline Flowers
San Joaquin

2004-05
Jeanne Dukes
San Luis Obispo

2005-06
Paula Mitchell
Santa Clara



2006-2007
Maruta Gardner
San Diego

2007-2008
Peter Kostas
Mendocino

2008-2009
Mary Lou Vachet
Orange

2009-2010
Mary Bell
Sacramento

2010-2011
Sean Morrill
San Diego

2011-2012
Janine Cuaresma
San Joaquin

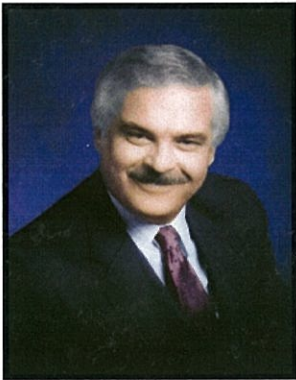
2012-2013
Deni Baughn
Orange

2013-2014
Gary Vincent
Monterey



John Peshkoff Award

Congratulations to the 2011 Award Recipient



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 in 1977-78 and again in 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.



Mary Lou Vachet
JCCASAC Board Member
1997 – 2010
JCCASAC President
2008-2009

Mary Lou Vachet began her service to children in 1974 teaching music using the 'Orff Schulwerk' method along with movement education to K-6th graders in Los Angeles. Her interest and work using music and movement as a therapeutic tool moved from working with autistic and other special needs students to juveniles in correctional institutions. She incorporated her special education training,

music therapy and criminal justice background and decided would focus her career on advocacy, education reform, and building programs and services for disenfranchised youth and adults.

In 1975, she began teaching at Central Juvenile Hall for the Los Angeles County Office of Education. Assigned to a variety of special needs units, her students were segregated from the general population until she began advocating

for their inclusion in mainstream activities. During this time she also became involved with a documentary called *Children of the Night*. This further reinforced her belief that unless the system began to work with these youth from a strength-based perspective, the community-at-large would only be funding a system to house children until they penetrated the adult criminal justice system. In 1978, she participated in the first Juvenile Court School Accreditation process through the Western Association of Schools and Colleges (WASC) process.

Through the mid-1980s, she worked concurrently as a Deputy Probation Officer, which gave her insight into the challenges associated with the custodial responsibilities carried by the Probation Department. As part of the team which opened the Special Treatment Program (STP) at Sylmar Juvenile Hall, she also worked to expand the first Assessment Center to assess the academic and career needs of adjudicated youth. In 1987, she was hired by the Orange County Department of Education (OCDE) and opened the first day reporting center for juveniles at the Youth Guidance Center. From there she began work on integrating special education services within a variety of juvenile court settings and managed the JCS Special Education Program for eight years while expanding options within community schools.

About this same time, she became involved in JCCSAC (now known as JCCASAC) and soon became the JCCSAC representative to SEACO (Special Education Administrators of County Offices). During the late 80's and into the 90's, as Community Schools legislation continued to evolve, Mary Lou established a number of school sites designed around the concept of "schools as center of community." In the early 1990's, her team was the first County Office of Education to receive a reward from the California Library Initiative establishing a library for the Community School. Prior to this, COE programs were not eligible to receive such rewards.

Like most educators, Mary Lou believes that quality education for children and youth comes from quality professional development and training for teachers and staff. With this in mind, she worked through JCCASAC, the Orange County Department of Education, the California Department of Education and California State University, San Bernardino, Center for the Study of Correctional Education, to establish a professional development academy for correctional teachers and staff of at-risk and incarcerated youth. It was named the Alternative and Correctional Education Academy (ACEA) and provided three strands of training through which a participant earned a certificate of completion and professional development credits through the University.

Mary Lou continued to serve on the JCCASAC Board and became President in 2009. Some of you may remember the conference she put together in Long Beach, Passport to Success, in May 2008. The connections she developed through JCCASAC with other county office administrators helped develop a network of support and insight into legislative trends and best practice programs Statewide.

She continued to develop programs while serving as an administrator with OCDE. One of these stand-out programs was developed through her partnership between OCDE and the California Youth Authority (CYA – now known as the Department of Juvenile Justice). Schools attached to Parole Offices throughout Southern California were created to serve youthful offenders, aged 16-25, returning from CYA/DJJ. These transitional programs helped students continue their education while they reconnected to their communities

and received support from their parole office. Building on her interest related to education in jails and prisons, she was asked by her county to respond to a request from California Department of Corrections and Rehabilitation to take on programs within several state prisons and parole offices that helped adult inmates transition from State institutions back into their communities. This led to the establishment of the Offender Employment Continuum and later the AB 900 Solano Project, that established a nationally recognized training program for 'lifers' as certified drug and alcohol counselors.

Taking all the skills and knowledge she learned from the prisons and parole office experiences, Mary Lou and an amazing team of correctional educators, in partnership with OC Probation, opened the Center for Opportunity Rehabilitation and Education (CORE). This program is unique for an adult day reporting center because it offers an accredited high school program, on site, operated by OCDE.

In 2005, 10 years of participation on a team of OCDE visionaries led to the opening of Harbor Learning Center. On 5 acres, with multiple modern buildings and its very own library, it was the first community school built, owned and operated by the OCDE. Continuing in the vein of being a forward thinker, after reading an article in the local newspaper about a program coming to town, she embarked on yet another quest. The Youth ChalleNGe Program was opening a program on the Joint Forces Training base in Los Alamitos. She couldn't resist making contact with the head of the National Youth ChalleNGe Programs in California, Brigadier General James Gabrielli. She believed that experts in correctional and alternative education were the ideal partners to make this program a reality. Known as Sunburst Youth Academy, the program continues to receive awards and recognition at the National level today.

Mary Lou's life has been dedicated to service, team work, and collaboration. She prides herself as a correctional educator, working to reclaim the lives of the disenfranchised. Whether she was working with children or adults, Mary Lou's energy and passion has always been given to building hopes and dreams for all Americans. For this and so much more, we are happy to recognize Mary Lou Vachet as the 2014 Peshkoff Award Recipient. Thank you for all you do.

Congratulations to the 4th JCCASAC Teacher of the Year



Ogden Kiesel
Kern CSS

Like many Bakersfield students, Ogden Kiesel's first experience with Kern County Superintendent of School's (KCSOS) Alternative Education program was as a 6th grader attending a week-long residential outdoor school, Camp KEEP. Years later, after graduating with a degree in Environmental Education and Writing from Prescott College, Arizona, he returned to the camp. This time, he was the one leading the hikes, science lessons, and songs around the campfire.

"I liked the idea of coming full circle to teach students from Bakersfield." Ogden served as a KEEP Cambria naturalist for three years before leaving to continue his education.

After completing his Masters of Education with emphasis on alternative practices, Ogden returned to KCSOS, and for the past ten years, has been a high school science teacher at CLC Tech Community School in Bakersfield.

Carlos Rojas, the director of Kern County Alternative Education spoke of Ogden's dedication to the students he serves:

Ogden is not only highly skilled in delivering instruction, but he is also able to increase student comprehension of the science standards because of his ability to build positive relationships with his students that cultivate a safe learning environment. Ogden happily accepts the many roles that come with being a teacher in an Alternative Education setting such as: counselor, mentor, and parental figure. His sincere concern for his students is evident in the time he takes to mentor and counsel his students beyond the classroom. He is a teacher that is fully invested in educating the whole child.

Ogden's students share similar accolades:

Mr. Kiesel is an extraordinary teacher who is energetic and knows how to get information to stick with students. He provides a lot of critical thinking challenges to get us involved with the subject. When he wants us to review something, he doesn't just lecture. Mr. Kiesel creates diagrams and pictures on the SMART Projector and has students come up and fill in the information. Mr. Kiesel treats each and every student with respect, no matter what that student does. His class is a great learning facility and a safe comfortable environment. He has a sense of humor, he knows how to treat students, loves to teach, and has fun, even with a boring subject.

Ogden believes that getting to know his students personally is the key to remaining compassionate even with a challenging population. "My ultimate goal is to inspire my students to become life-long learners."

In 2013 Ogden was selected as the state alternate by the Kern County Teacher of the Year committee. It was the first time a teacher from alternative education received such distinction. "Of course it is a great personal honor," Ogden said. "Yet, I'm most excited that this recognition will bring attention to Kern County Superintendent of School's Alternative Education program as a whole. We are a unique and outstanding school district with many exceptional educators and dedicated professionals who genuinely care about the students we serve."

Ogden also has extensive wilderness experience and brings relevant knowledge of the natural world into the classroom. He taught backcountry leadership and trail construction for the Northwest Youth Corps, often spending up to six weeks at a time in remote sections of Oregon and the Idaho Rockies. Ogden is a water enthusiast and has guided rafts professionally and recreationally on technical white-water in Alaska, Oregon, Utah, Arizona, and Colorado.

Currently, Ogden is training for his 4th open water swim from Alcatraz Island to Fisherman's Wharf and for a race that crosses the length of water under the Golden Gate Bridge.

Ogden and his wife Daina have a 9-month-old baby girl named Ella. "It is amazing to witness her developing personality; she is our greatest love," he said.



Congratulations to the **Nominees for JCCASAC** Teacher of the Year



Stacy Byrd
San Luis Obispo

Stacy has taught in the Community School Resource Center since October 2008. She maintains the IEP and 504 files for the school. She provides staff with “RSP at a Glance” documentation that identifies each student’s strengths and weaknesses in order to assist staff in meeting the academic, social and emotional needs of the students. She goes above and beyond in providing art instruction and supplies for the students and is always providing art or photographs for students to commemorate special events. Stacy consistently models high expectations for students. She is a trusted teacher and friend while insisting upon quality effort from each student.



Shelly Contreras
San Joaquin COE

Shelly has served at a variety of sites during her 16 year tenure at SJCOE. She has served as a mentor for many of the new teachers in the program. She provides outstanding leadership to the current site she serves, one.Choice. This site is a parenting site, and she brings in educational and community resources to enrich and empower the student parents in attendance. Her expertise and interest in reading and writing intervention has allowed many students to improve academically in both areas. Her work ethic, can do attitude, professional reflection, teaching abilities, and nurturing spirit are well respected in the program.



Denise Guerrero
Fresno COE

Denise has worked as a Resource Specialist for the Fresno COE since 1999. She is a huge support to the school, students, parents and other stake holders involved in the lives of the special education program. She has championed the infusion of PBIS into the school program to improve school climate. Her knowledge of legislation surrounding special education, group home, and foster youth make her an important resource for the school community. She maintains high expectations of her students and engages them in challenging curriculum and activities.



Sara Matthews
San Diego COE

Sara has worked at the San Diego COE for 8 years. She is considered a collegial and constructive instructional leader by her administration and peers. Sara provides a respectful and challenging classroom environment where students are comfortable stretching each other's thinking. She has taken a lead in supporting Common Core Standards implementation and embraced shifting the instructional load to her students. She is a great collaborator and innovator and infuses her lessons with technology. She strives to make her court school classroom as rigorous as a class at a comprehensive high school. She excels at challenging and pushing her students to realize their true potential.



Blanca Lopez-Frias
Imperial COE

Blanca has worked for the Imperial COE for 10 years. She serves the Special Education students who attend the program. Her calm and professional attitude is appreciated by students and staff alike. She builds a personal connection with her students and their families. She continues this after they graduate to assist in postsecondary pursuits in college and the military. Blanca nurtures her students' imaginations by believing in them and offering them opportunities to grow. She is teacher leader, serving on the School Site Council, WASC committee, and Leadership Team. She seeks out professional development opportunities to improve her skills and knowledge.



Susan Phillips
Orange CDE

Susan has taught for the OCDE for 23 years. She is a teacher leader who has made a difference in the lives of her students. She is dedicated to seeing her students improve academically and personally. She has established a high standards classroom where the focus is on subject matter and character. The atmosphere in her class reflects a balance of firmness and friendliness, coupled with strong classroom management skills. She is a resource to her peers as the English Learner Liaison and has served as a WASC focus group leader. She collaborates with all stakeholders to ensure the students' best interests are served.



Sarah Prescher
Santa Cruz COE

Sarah has worked for the Santa Cruz COE for 8 years. She serves students who come from one of the most challenging areas in the county. She demonstrates a solid mastery of her craft. She pushes students out of their academic comfort zone in a safe and caring environment. Sarah is flexible and a true team player. She is a teacher leader who has mentored other teachers around lesson delivery, curriculum design and classroom management. Sarah seeks out best practices and implements them in ways that best meet the needs of her students.



Julie Thompson
Ventura COE

Julie has served as a teacher with the Ventura County Office of Education since 2009, currently as a middle school teacher. She has served as both a court and a community school teacher during her tenure. Julie brings a proactive, professional, and positive presence to the campus. Her ability to foster a positive attitude through patience, wit, humility, and creativity combined with her mastery of classroom content and management has resulted in a dramatic turnaround for the middle school program. She creates lessons in an engaging manner and ensures that student interest and participation is high. Her passion and commitment to her students is reflected in the positive academic and social strides made campus-wide.



Carie Webb
Shasta COE

Carie has taught for the Shasta County Office of education for nearly 10 years. She is the epitome of a lifelong learner. She inspires her students to achieve their goals and dreams and implements a variety of activities, curricula and interactions to support them along the way. She participates in coaching programs, professional development, and grant opportunities to improve herself and the services provided to students. She maintains high expectations for her students and enthusiastically approaches her lessons with purpose and knowledge. She serves as a role model both in the classroom and in the local community.



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students, staff and programs have had in your
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J The CALL FOR PAPERS

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



Criteria:

- Combines research-based management 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, oriented.

Format:

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

Do's:

- Use the active voice (e.g., results showed, the study found, students report)
- Use the third person when possible; some use of first person is acceptable
- If first person is used, relate to reader's experience
- Give credit, use footnotes and reference list
- If it has been previously printed, include permission to reprint.

Don'ts:

- Use the passive voice excessively (e.g., It was found it's been reported)
- Use 100 words when 20 will do.

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

- *purposes*
- *goals*
- *programs*
- *practices*
- *instruction*
- *management*

of juvenile court, community, and alternative schools.

Papers to be considered for the Spring 2015 issue should be submitted by

February 15, 2015



Please Contact:

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INDIVIDUAL THERAPY FOR HIGH RISK STUDENTS IN TYPE II ALTERNATIVE EDUCATION PROGRAMS

LONITA CORDOVA, PH.D.
SAN JOAQUIN COUNTY OPERATED SCHOOLS AND PROGRAMS

Students expelled from their traditional education schools often attend alternative education programs. In addition to having academic or behavioral problems at school, these students tend to be victims of abuse, victimize others, and engage in risky behaviors. Among these students, there is a lack of research on the effectiveness of school-based intervention models that use an individual, therapeutic approach. To better understand how providing individual therapy in an alternative education program may improve prosocial behaviors among this population of interest, Aker's model of criminality and Bandura's social learning theory, which focus on how violence and antisocial behaviors are learned through interactions with caregivers and other socioenvironmental influences, were used as frameworks for this study. The results of this study showed a significant increase in school attendance, with measurements showing that teachers observed significant improvements in classroom behaviors. Positive social change can occur by implementing an evidence-based school intervention model that promotes individual therapy and self-regulatory processes by minimizing at-risk behaviors, decreasing impulsive and reactive behavior, nurturing healthy relationships, and promoting cyclical change that assists these students in making better choices throughout their lifetime.

Since 1998, there has been an increase in the number of alternative schools being created in order to prevent student dropouts. One of the functions of these schools is to pay attention to students' educational, social, and emotional needs (Reimer, Cash, & National Dropout Prevention Center, C. C., 2003). Students attend Type II alternative education programs when they are expelled from their general education schools due to violence, bringing a weapon to school, engaging in gang activity, or by having truancy issues (Quinn, Poirier, Faller, Gable, & Tonelson, 2006). These types of antisocial behaviors warrant an intervention that can give them the skills not only to return to their home school district, but also to develop self-regulatory practices that promote prosocial behaviors.

The responsibility for the mental health needs of students often falls on the education system, instead of the parent, guardian, or caregiver. Many times these students require care that teachers and administrators do not have the resources to provide.

By creating and implementing evidence-based support that addresses the academic and social emotional needs of this population, a solution is possible. This means adopting approaches that involve individual therapy by allowing students to receive mental health services at school, instead of expecting that they will follow through and seek out services at a local agency or health care facility (Reimer et al., 2003; Trussell, 2008).

Most general education sites do not offer individual therapy at school. Abbassi and Aslinia (2010) explained that most school-based intervention models, at general education or alternative education sites, offer group approaches to counseling that are effective, but are not facilitated individually or by licensed clinicians. Graves, Shelton, and Kaslow (2009) reported that individual therapy that is delivered by a licensed therapist is effective in minimizing severe emotional issues that may include violence, impulsivity, post traumatic stress disorder, and behaviors that are related to trauma or crisis,

and may be more effective in working with this volatile population. The purpose of this school-based inquiry was to evaluate a preventative educational intervention (PEI) mental health program within the San Joaquin County Office of Education (SJCOE).

With the growth in alternative programs, the challenge of defining what alternative education truly means has become more important. Quinn et al., (2006) described the categorization of alternative education settings within the last decade and explained:

In 1994, Raywid developed a three-level classification for categorizing the range of alternative programs available in the United States:

(a) Type I—schools that students choose to attend (e.g., magnet schools) that emphasize innovative programs and strategies; (b) Type II—schools also known as last chance schools that students are typically sent to as a last step before expulsion or detention; and (c) Type III—schools that are remedial and therapeutic in nature. (p. 12)

These classifications provide an understanding of the populations that are served by alternative education programs and show how Type II students are at a particularly high risk for long-term incarceration. For the purpose of this research study, data from Type II alternative education schools was examined.

Through the collaborative efforts of probation officers, parents, mental health clinicians, and teachers, students can be supported in making healthier life choices. Gaps exist, however, within the school based intervention models, with limited research addressing the effectiveness of individual mental health therapy, specifically in Type II alternative education.

The literature on this topic is limited in nature, based on the scope of the definition of alternative education. This is especially true for a more focused, Type II alternative education setting. In this study, I addressed the gap that exists in the literature

concerning evidence-based intervention models that incorporate individual therapy amongst these students who have been expelled from the school district and who are unsuccessful in the mainstream classroom. The United States Department of Education (USDE) reported that 64% of districts reported having a Type II alternative education school. This was a total of approximately 645,500 students, and 90% of those students were enrolled in Grades 9 through 12 (USDE, 2008, as cited in Carver & Lewis, 2010). Carver and Lewis (2010) showed that students are referred to a Type II alternative education setting for the following reasons:

- 61% for physical attacks or fights
- 57% for drug use other than tobacco
- 57% disruptive verbal behavior
- 57% continual academic failure
- 53% chronic truancy
- 51% the possession of a weapon other than a firearm
- 42% possessing or using a firearm. (p. 4)

Students in an alternative education program require evidence-based school mental health intervention practices in order to adopt prosocial behaviors necessary for healthy relationships and successful living (Quinn et al., 2006). Often they do not receive mental health supports until after they are involved with a community agency, through the juvenile justice system, foster care, or other court referral programs.

The development of antisocial behavior has been linked to feelings of frustration, failure, and alienation, which is displayed in negative behaviors and can be directly linked with depression, anxiety, and other mood disorders (Stein et al., 2003). More than 8% of adolescents in the United States experience major depressive symptoms and are at high risk of experiencing negative outcomes in regards to social withdrawal, poor academics, drug use, and low self-esteem (Prather & Golden, 2009). Although teachers are expected to educate students and prepare them for life, classrooms may not be the ideal place to receive mental health services since

educators are not trained or supervised to deliver evidence-based clinical interventions (Ruffolo & Fischer, 2009).

The problem remains that school-based intervention models exist, but are limited in the services they offer, and many of them are restricted to the practice of cognitive behavioral therapy, with minimal research in other evidence based therapies (Trussell, 2008). A group format allows the school clinicians to reach more students with clear, identifiable components that are known to be adaptable and implemented in different settings but may not require the level of intervention needed for students in a Type II alternative education setting (Ruffolo & Fischer, 2009).

Bandura's social learning theory and Aker's (1998) model of criminality focus on how behaviors are learned through interactions with caregivers. According to these theories, individuals are likely to emulate the sociocultural influences of their community, family unit, and other factors that culminate their life experiences based on situational learning and the ability to attach to others (Prather & Golden, 2009). Social learning theory is well known for the experiments done by Bandura and the Bobo Doll (1958), and revealed that children exposed to aggressive behaviors were more likely to mimic those behaviors in comparison to the nonaggressive controlled group (Bandura, 1958, as cited in Artino, 2007). The research question and hypotheses that I created stemmed from a review of existing literature in the areas of social learning theory, Akers model of criminality, and school-based intervention models.

Many students in alternative education programs exhibit at-risk behaviors reflective of their community and the caregivers who have influenced their lives (Trussell, 2008). Bandura's social learning theory and Aker's model of criminality provide a framework that addresses how students in alternative education may be influenced by their home environments, communities, and other external factors that affect their ability to learn while in school. Many students in alternative education experience high rates of

violence and crime in their communities and emulate these behaviors in the classroom and on school campuses. These behaviors manifest themselves by the students fighting, participating in gangs, and other anti-social behaviors that may lead to expulsion and incarceration.

The intervention of providing individual therapy to students in a Type II alternative education setting began when the San Joaquin County Office of Education's Comprehensive Health Program and the County Operated Schools and Programs partnered together to implement a school based intervention with the intention of addressing the needs of high risk students who had been expelled from the school district. This evidence based model provides students a therapeutic intervention that is rarely found, let alone researched, within alternative education settings, based on the ability to specifically target students who are still exhibiting anti-social behaviors within the alternative education classrooms.

The PEI program began during the second quarter of the 2010-2011 year and continued through the end of the 2011-2012 academic year. It was implemented to provide all high risk students within Type II alternative education settings with the ability to receive more intensive interventions at school. An online survey was created and emailed to teachers whose students were receiving services. Teachers were surveyed two times (in the first and fourth quarters of the 2011-2012 academic year) and were asked to rate student behaviors. In addition, quarterly attendance rates were pulled from the Promis database (an internet based system that houses students' academic and personal information) and noted for each student who received the individual therapy.

METHOD

PARTICIPANTS

The original sample size began at 139 with the females (n =74) outnumbering the males (n = 65). The participants in the study were ninth through twelfth grade students who had received individual therapy during the 2010-2011 and 2011-2012

academic school years, with a mean age of 16 for both males and females. The goal of this research was to determine the effects of the independent variable individual therapy on the dependent variables, school attendance, teacher-rated behaviors in the classroom, and gender differences.

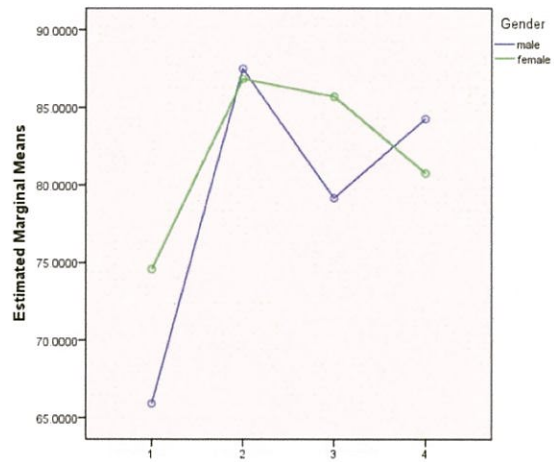
INSTRUMENTATION AND MATERIALS

Promis was a database developed by the San Joaquin County office of Education that was updated quarterly and included information on students who received individual mental health supports at school and showed the days of attendance for each individual student. In order to measure any changes in behavior for the students who were receiving therapy at school, all of the teachers received an email requiring them to fill out a survey to report the classroom behaviors of these students on a quarterly basis using Survey Monkey, which is a free, Internet-based software system.

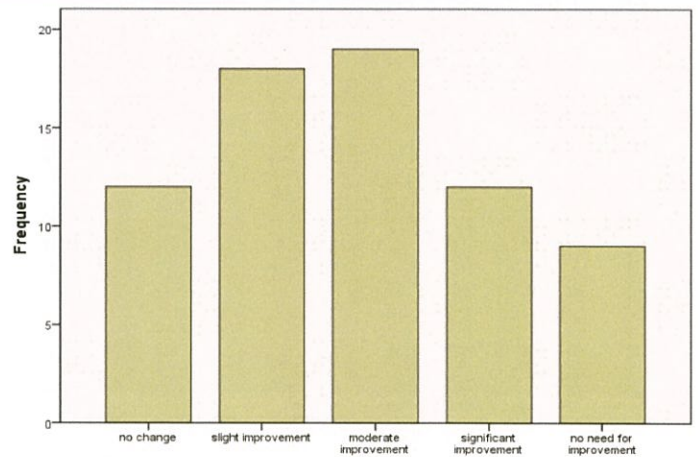
RESULTS

The findings confirmed that school-based intervention models are a key factor in providing social emotional supports to at-risk youth in a Type II alternative education setting, by providing them access to therapeutic services on the school campus (Ruffolo & Fischer, 2009; Stein et al., 2003). The results showed an increase in attendance, with more than 70% of teachers reporting a slight to significant observable change, and no definitive gender differences amongst students who received individual therapy in a Type II, alternative education setting.

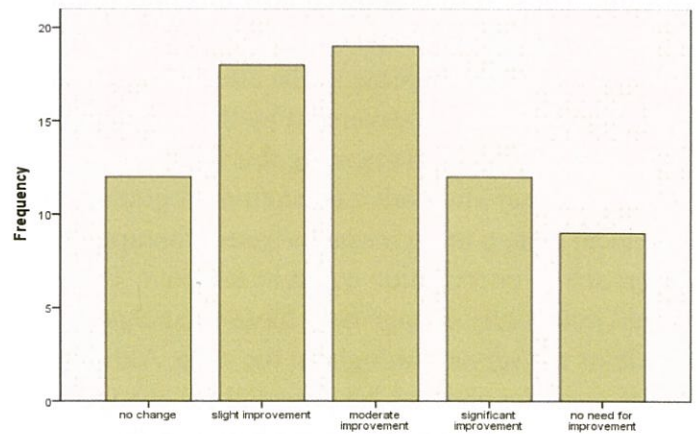
Attendance Based On Gender



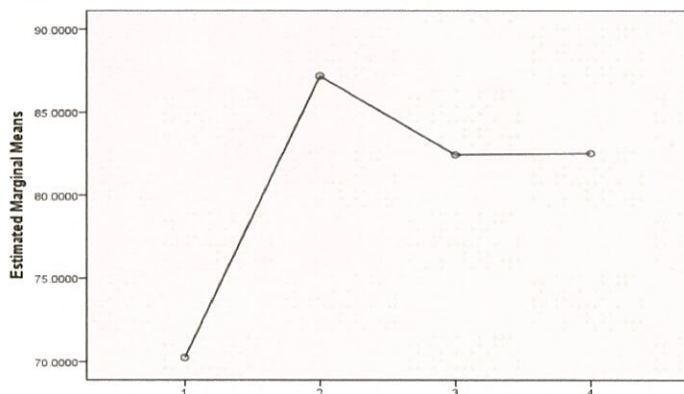
Teacher Ratings Quarter 1



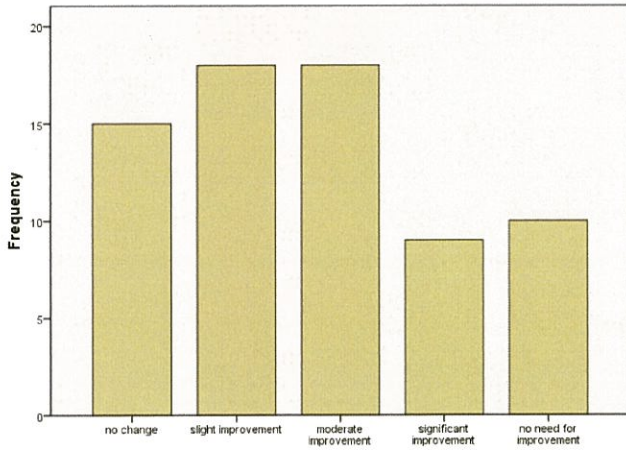
Teacher Ratings Quarter 2



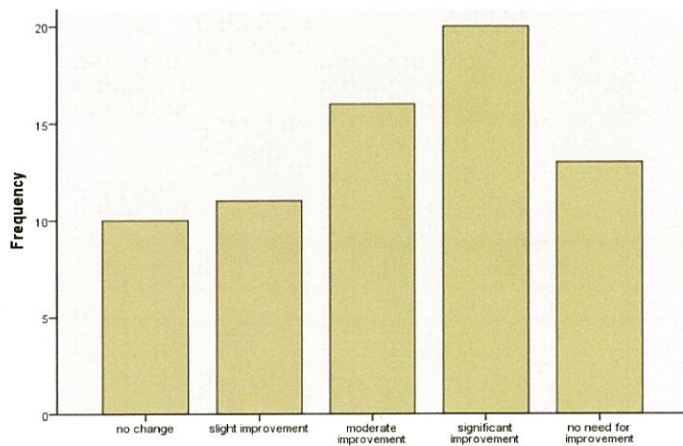
Attendance Output



Teacher Ratings Quarter 3



Teacher Ratings Quarter 4



DISCUSSION

Students who attended school more and completed work, adopted strategies and skills that nurtured tools for life. These results showed how this intervention improved the educational outcomes of the youth served due to the increase of the attendance measured and the observed improvement by the teachers who served them. By implementing this intervention model in other alternative education programs within the local area, a more research-based, therapeutic approach to intervention could be adopted. This could potentially change how these “last chance” students are served throughout the state. Although these statistics showed the potential for change, there was still room for improvement based on the lower

number of ratings of significant change and the need to further evaluate what variables influenced the teacher’s ratings, as well as the lack of completion of survey and student outcomes.

Basch (2011) credited an increase of attendance to students receiving therapeutic supports at school, especially those who suffer from extreme emotional disturbances, and have witnessed, or come from, violent communities. My interpretation of the data is that, based on the increase of school attendance between the first and second quarter, with a leveling out between the second and fourth quarters, more research needs to be done in acquiring information that may answer what variables influenced the spike in attendance during this time.

It is my opinion that some solutions may be found in analyzing why there was such a significant increase of attendance within the first quarter of therapy, and determining if implementing a time limit may be a more cost effective route to the preventative intervention model. It is my opinion that more qualitative data needs to be collected that can explain what variable influenced the increase during the first quarter of individual therapy. Although assumptions can be made, it would be powerful to hear from the students whether there were specific life events, relationships with their therapists, or skills attained within this first quarter that could justify an initial intervention of individual therapy and possibly transition into a group environment to sustain results through the remaining quarters.

Bandura’s social learning theory and Aker’s 1998 model of criminality predict that students who come from violent communities, generational poverty, have incarcerated parents, and experience abuse or neglect are at higher risk of repeating these behaviors based on socioenvironmental factors, confirming that these ideologies create a framework of best practices that support the need for school-based intervention models that adopt individual therapy as an effective strategy used in successful programs and should be adapted for use within a Type II alternative education setting (Flower et al., 2011; Prather & Golden, 2009).

These findings support previous research on this topic by justifying the need for relationships that empower students with the necessary life skills to transcend their current circumstances. By adopting practices that include skills that nurture positive mental health practices, students can increase their ability to adopt skills that promote success in an alternative or general education school setting.

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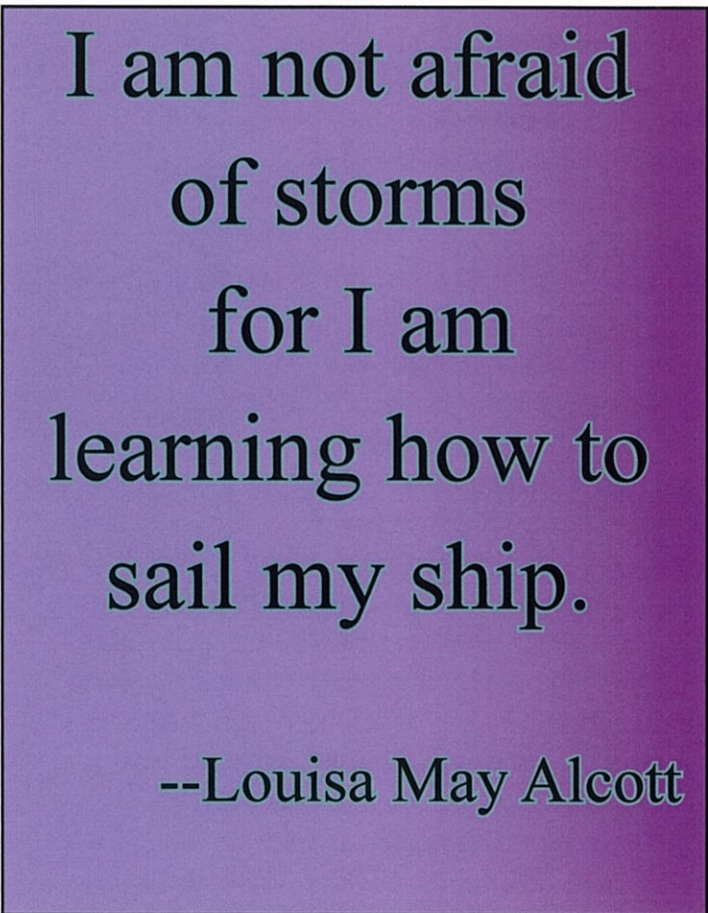
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KEEPING COMPASSION ALIVE: GETTING TO KNOW YOUR STUDENTS

By Ogden Kiesel
Kern County Office of Education

In the staff break room at the Kelly Blanton Student Education Center there is a poster with a quote from Larry Bell, “On your worst day on the job, you are still some child’s best hope.” I see it every morning, and it reminds me that to some, the students in alternative education classrooms are believed to be “castoffs.” It is true that our students can be challenging, but after years of hearing the stories of their lives, I have no trouble remembering why I work here. On our worst days court and community school teachers deal with social and behavioral issues: gang tension, hyper-activity, defiance of authority, poor attendance, drug use, and the list goes on. Fortunately, my worst days are few and far between, and not because the issues aren’t there, but because I work very hard to maintain a high level of compassion for my students.

With the open enrollment structure of many court and community schools and a steady flow of new students coming into the classroom throughout the year, a teacher can find it very difficult to learn much about a student as an individual. How does someone find the time to get to know a new student who has just walked through the door when many more are waiting for instruction? I have developed a quick and easy method to do just that: an exchange of letters.

After introducing myself to new students, I ask them to read a letter in which I talk about how

I became a teacher and what to expect in my classroom. I also share something personal about myself: the passing of my father from cancer. It was a difficult time in my life, but I am not trying to elicit an emotional or sympathetic response. Rather, I want them to know my father’s illness brought me back to my hometown and led to my eventual employment in alternative education.

When they finish reading my letter, the students’ assignment is to write me one in return. They can write about whatever they want, but I provide a

I HAVE READ WELL OVER A THOUSAND LETTERS SINCE I STARTED THE EXCHANGE. ALL OF THE LETTERS HELP PROVIDE INSIGHT TO MY STUDENTS, BUT MANY CONTAIN DETAILS THAT COULD NOT OTHERWISE BE LEARNED AS QUICKLY OR EASILY.

few prompts to which they may respond if they get stuck. From an assessment standpoint the letter provides two things: one is an immediate writing sample, and the other is the willingness or ability to follow directions. This is valuable information, but what I’m most interested in are their stories.

I have read well over a thousand letters since I started the exchange. All of the letters help provide insight to my students, but many contain details that could not otherwise be learned as quickly or easily.

“I have anger problems, so don’t pressure me. I have a lot of body language so you’ll be able to see what kind of mood I’m in. I like my personal space, and get nervous when people stand behind me or too close to me, so please don’t.”

“Sometimes I have days where I can’t work, can’t think, because I feel like I can’t concentrate. If I

try to concentrate I get really frustrated. Don't talk to me if I tell you I'm frustrated, because I get really angry and may do or say something stupid."

These are examples of information I would not want to learn the hard way. Without their letters, I might have unknowingly caused a stressful learning environment or worse, created an incident.

Many of our students come from neighborhoods with high rates of crime and violence. They grew up surrounded by gang influences. It is not hard to understand why many become gang members or live under constant threat from them.

"I am here because I got caught with a knife at school. I wasn't planning on stabbing anybody or anything like that. I just don't trust that area. It's a dangerous neighborhood; I've learned that from experience."

"I've been through a lot in my life and seen a lot of people important to me die. I'm still trying to get over it. I've been in a fight every week since maybe sixth grade. I got tired of people trying to pick on me, so I started standing up for myself."

These words are humbling because they remind me that while many of my students live in fear of where they live and are surrounded daily by violence, I live in the same city as they do, and can safely walk my neighborhood at any hour of the day or night with little to worry about.

"When I'm not in school, I hang out with the homies, or we hop in the homie's car and go gangbanging on rivals. I don't like it when people disrespect my gang, because I live and breathe

for them. I don't like to read, because I don't understand what I read."

This statement is telling in so many ways. How often will a student who actively promotes his gang involvement use that hard exterior to hide the fact that he doesn't read well? One day, I found graffiti representing his gang on the desk he vacated during the class switch. I didn't see him do it, but because of the letter, I didn't need to. The easy way to handle the situation would have been to document the incident and formally report him to administration. Instead, I called him back to my room and showed him the tagging. Initially he denied it, knowing the evidence was only circumstantial. Then I reminded him that he had identified his gang in the letter. I told him I do not judge students for whom they represent outside of school, but inside school, my classroom is to remain clean and neutral. Instead of a formal referral, I offered him another option. After school, he could clean all the desks for me. He agreed. Not only was I able to show I was willing to treat him with respect, I was also able to set the standard for the respect I expect in return. In the five minutes it took him to clean the desks I chatted with him and found him to be quite friendly. When he was ready to leave I reminded him that any further incidents would warrant more serious consequences. To my surprise, he said he was sorry. We shook hands and I never saw another tag from him again. Compassion doesn't have to trump setting high standards for behavior.

If living in an unsafe neighborhood isn't difficult enough, too many of my students also have difficult home environments.

I STILL THINK ABOUT THIS LETTER EVEN THOUGH IT WAS WRITTEN MANY YEARS AGO. IT WAS AMONG THE FIRST FEW DOZEN LETTERS I EVER READ AND AFFIRMED THAT THE LETTER EXCHANGE WAS GOING TO BE AN INVALUABLE PART OF MY CLASSROOM ROUTINE.

"I don't feel like I can accomplish anything. My parents talk smack and put me down. My mood depends on what I'm wearing, like if I feel comfortable with the clothes, if they are clean, smell good, and if they fit me right."

"Self-esteem is one of my problems. I feel like I haven't done anything in life. I am a failure. I have no goals because I'm not good at anything."

"My family calls me names. They say I'm the bad seed, that they hate me or wish I was never born. It hurts, but the truth is I don't care."

The last student built a wall to deal with her home life, and it came with her to school. She exhibited a lot of anger in the first few months which required an equal amount of patience on my part to work through the issues that arose nearly every day. Again, the easy way out would have been to keep sending her to the office until she earned enough referrals to be dropped, but then I would be giving up on her. Where is the compassion in that?


"I don't get a lot of food at my pad only frijoles and tortillas and I'm never at my house and me and my dad fight a lot. I'm always either at a friend's house or my aunt's house. I'm hungry right now."

I still think about this letter even though it was written many years ago. It was among the first few dozen letters I ever read and affirmed that the letter exchange was going to be an invaluable part of my classroom routine.


Maintaining compassion is essential if our students are going to create stories of success. A colleague of mine put it into very simple perspective for me a few years ago. She said, "We have to believe they can all be astronauts." Many of our students have never been given any hope of success. For these students, graduating high school, going to college, or breaking free from a gang or abusive family will seem as unlikely as walking on the moon. So will they all actually become astronauts? No. But we owe it to each and every one to give them that chance. For me, it begins with a letter.

Life is mostly
froth and bubble,
Two things stand
like stone,
Kindness
in another's trouble,
Courage
in your own.

--Adam Lindsay Gordon



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HAPPINESS SPRINKLING, SYNERGY DAYS AND SPREADING KINDNESS: HOW INFUSING COMPASSION, KINDNESS, & EMPATHY CAN BUILD SCHOOL CULTURE & ENHANCE SCHOOL SAFETY

By Joelle Hood
Principal of the Year, Riverside County Office of Education

Bullying and harassment have become a huge problem on school sites across the nation and everyone is scrambling to implement anti-bullying prevention programs. But research shows that anti-bullying prevention programs aren't enough. We can't just focus on telling kids what not to do... we must teach them what to do. We must instill in them a desire for doing something totally different. How do we do that? If we want to see the opposite of bullying and harassment, then we need to teach the opposite... kindness, compassion, and empathy. Positive Intervention Behavior and Supports (PBIS) has shown us the power of teaching and reinforcing classroom behaviors we want to see. This goes hand-in-hand with teaching and reinforcing the social behaviors and attitudes we want to see. We need to teach and model kindness and we need to provide our students with opportunities to experience compassion and empathy. Arlington Regional Learning Center, the largest Community Day School in The Riverside County Office of Education, has done just that... with the Happiness Sprinkling Project event, Synergy Days, and Hood's Kindness Revolution Experiment.

HAPPINESS SPRINKLING PROJECT

The Happiness Sprinkling Project, started by Laura Lavigne in 2012 (www.happinesssprinklingproject.org) is an event where participants dress in yellow attire, and hold beautifully printed signs with simple positive messages such as "Live Your Dream," "It's Going To Be Okay," and "Breathe." The signs have travelled all over the US and Canada sprinkling happiness on commuters in their cars and pedestrians on the streets. The reactions include honks and hugs and huge smiles. Most "Sprinklings" are done for one or two hours. When I approached Lavigne about getting involved in the event, I told her that we wanted to do it in shifts all day, from 7:30 to 3:30. She was delighted. Not only were we the first school to host a Sprinkling, we were the first to hold it as an all-day event!

When I first presented the idea to my students, they were a bit horrified at wearing yellow (yes, that was their first concern). When they got over that, they weren't sure what it would feel like to give away happiness to someone else without any expectation



in return. They asked me what they would do if someone cussed them out or flipped them off. I answered back without hesitation, "Well, you will just know that that person needs extra happiness sprinkling, so you will smile bigger and wish them well." This was a concept that many of my students couldn't fathom: being nice to someone who isn't nice to you? I explained that we have to continue to model the behaviors and attitudes we want to see, even when it isn't always returned to us. If we are consistent in our commitment to show kindness, compassion, and empathy, then others may start to change, but the change starts with us. They told me they would do their best.

In addition to my students and staff working in one hour shifts for the Sprinkling, we invited employees from the Riverside County Office of Education to come down and stand side by side with the students on the street with the signs. The response was overwhelming. RCOE employees jumped at the opportunity to spend time with students. We had representatives from Accounts Payable, Personnel, Instructional Technology,

BTSA, Instructional Services, Alternative Education, the Leadership Institute, and even our Riverside County Associate Superintendent, Dr. Diana Walsh-Reuss. We also had parent representatives and local businesses participate. It was a huge success. The community was excited, the students were elated, and our movement was positively reinforced by being covered on ABC, NBC, CBS, and KCAL news. Yes, Community School students were on the news for doing something spectacular!

Here are a few quotes from those who experienced it...



SYNERGY DAY is an event where we put a diverse group of students through a day-long experience to change their paradigm and their lives. Students who normally do not interact on a day-to-day basis begin to realize how much they have in common with other students. SYNERGY DAY shows students that although we see

and hear differences on the outside, we are alike on the inside. We go through similar struggles, we have similar feelings, and we desire similar things. SYNERGY DAY teaches students how to be good leaders, active listeners, and more compassionate people. By realizing how much we have in common and remembering the times that we have all felt hurt, sorrow, and powerlessness, we can help students understand why they need to unite and actively make their campus a better place. While many programs and people try to highlight our differences between one another, SYNERGY DAY is meant to bring forth our similarities. Though our differences give us strength, our similarities are what act as the glue that holds us together.

We hold this event off-site to give it an extra special feeling. We usually have about 100 students who participate in large- and small-group activities that range from low-risk to more in-depth sharing. Some of the activities include "Back to Back," "Knee to Knee," "Balloon Stories," and "Cross the Line." There is a great deal of play and laughing, but also a fair amount of sharing deeply personal stories and tears. During the final activity of the day (a full group debrief) students and staff share how moved they are by the experience:

"I thought I was the only one who had been through what I had been through with my parents, but I found out today that I'm not alone. It feels good to know that I'm not alone."

"I've been at this school for many years and we've never done anything like this. I wasn't sure I wanted to do it, but I saw everybody out here and signed up right away this morning. A lot of people need this—even I needed it this morning."

– Jesse Porras, Student, Arlington Regional Learning Center

"I finally feel like I'm part of the organization. I'm getting to do something above and beyond my job."

– Julie Carter, Accounting Technician, RCOE

"The teachers here show so much love and respect to these kids. I've seen a big change with many of them. The principal gives her whole life and self to these kids, and all the teachers have love for these kids. They are selfless."

– Patricia Walker, Parent

"I never come this way, but I'm glad I did today. This is really cool—I really needed it."

– Unnamed pedestrian

"This morning is all about spreading love and kindness. If people are frowning today, there's something wrong and we have to spread more kindness."

– Bryan Walker, Student, Arlington Regional Learning Center

“I pass many of you every day in the hall or even sit next to you in class and I had no idea that you were facing so many rough challenges. Man, I’m sorry for the times I’ve treated you bad. I’m going to try to change that.”

“We’ve got to remember today when we go back to school. We can’t forget this feeling of togetherness and understanding. We’ve got to keep the synergy.”

HOOD’S KINDNESS REVOLUTION EXPERIMENT

In November of 2013, I attended the International Bullying Prevention Conference in Nashville, Tennessee, where they stressed the importance of teaching pro-kindness hand-in-hand with anti-bullying for the optimum effect of a safer, more positive school climate. As a Certified Life Coach, and a Professional Development Trainer who often presents on Resiliency and the 40 Developmental Assets, I was already a believer in those ideas, but this time, they were encouraging us to promote the idea in social media.

This made sense to me. I realized that I was getting my energy zapped when I looked at Facebook and saw so many negative messages about politics or people or work. It became clear that we needed to infuse Facebook newsfeeds with hope and inspiration! I came back to school and started a Facebook page called “Hood’s Kindness Revolution Experiment” (<http://www.facebook.com/hoodskindnessrevolutionexperiment>). I went to each classroom and asked students to LIKE the page. I told them we wouldn’t be Facebook “friends”... they would have their privacy and I would have mine, but if they liked the page they would be able to receive all of my kindness posts. They could then share the posts with their friends and family members and together we would make kindness contagious. They thought



I was a little bit crazy (and maybe I am), but I started creating positive posters selling the idea of kindness and compassion and asking them to

share them. Here we are about three months later (at the time of this writing) with over 4200 followers from 45 different countries. It is helping the students see that there a lot of people out there who are hungry for positivity, and that making kindness contagious can be an awesome thing to do.

Student engagement and school climate are two of the eight LCAP Priority Areas. Incorporating activities, strategies, lessons, and experiential learning events that can improve student engagement and enhance school climate are going to be essential on every school campus in California. I am so happy to see this as I am passionate about the importance it plays on every school site and with every student, but especially with those we serve in Alternative Education.

BIOGRAPHY

Joelle Hood has been the Principal for Riverside County Office of Education’s Alternative Education program at Arlington Regional Learning Center for the past four years. She was just awarded RCOE’s Principal of the Year. Previously she was an Assistant Principal at Mojave High School in Hesperia Unified School District’s Alternative Education program for five years, and she taught for 13 years in Lucerne Valley Unified School District (Teacher of the Year—1996).

Joelle is a Certified Professional Development Trainer in 40 Developmental Assets, Understanding the Culture of Poverty, 7 Habits of Highly Effective Teens, and the Olweus Bullying Prevention Program. She has presented throughout the state of California. This year Joelle has presented “Creating A Climate Change—How to Create an Atmosphere of Compassion and Resiliency on Your Campus and Why That Is Important to School Safety” at the Riverside Safe Schools Summit, “Youth—Becoming The Best Version of Yourself” at SBCSS Peer Leadership Camp, and “Building Assets and Igniting Sparks” at the RCOE Alternative Education SILK Training. She has also been a Peer Leadership Camp Administrator for the past nine years, and has been a Co-coordinator and presenter for the Southern Region Student Wellness Conference (formerly known as Student Assistance Programs Conference) for many years.

SMARTER BALANCED COMPUTERIZED ASSESSMENT: THE ROLE OF TECHNOLOGY SELF-EFFICACY IN PREPARING TEACHERS AND STUDENTS

By Kelly Schwirzke
Santa Cruz County Office of Education

The Smarter Balanced Computerized Assessment Performance Tasks will provide a measure of the student’s ability to integrate knowledge and skills across multiple [content] standards—a key component of college- and career readiness. Performance Tasks clearly align with the goals of 21st Century Learning Skills and the Common Core Standards.

A number of organizations have outlined what they consider to be requisite skills for the 21st century. Dede (2010) compared the following conceptual frameworks for 21st century skills:

1. The Partnership for 21st Century Skills’ (2009) Framework for 21st Century Learning
2. The North Central Regional Educational Laboratory (NCREL) and the Metiri Group’s (2003) enGauge 21st Century Skills framework
3. The Organization for Economic Co-operation and Development’s (OECD) (2005) Definition and Selection of Key Competencies
4. The National Leadership Council for Liberal Education and America’s Promise’s (2007) Essential Learning Outcomes.

that are highly influential in developing teachers’ confidence and capacity to use technology effectively is crucial. In *Teaching and Assessing 21st Century Skills*, Marzano and Heflebower (2012) identify five categories of skills and how to gear instruction toward 21st Century students:

1. Analyzing and utilizing information
2. Addressing complex problems and issues
3. Creating patterns and mental models
4. Understanding and controlling oneself
5. Understanding and interacting with others.

Marzano and Heflebower further updated these five categories of skills into two overarching categories: cognitive skills and conative skills (Table 1).

- **Skills and Strategies:** What skills are students applying as they process the test questions?
- **Habits of Mind:** What attributes/character traits are necessary for students to be successful?
- **Technology Skills:** What computer skills are needed to answer the question and take the test? (Kompar, 2013).

All of the frameworks underscore problem solving, decision-making, higher-order thinking, and inquiry. In efforts to equip students with the 21st century skills required to successfully navigate the Smarter Balanced Computerized Assessment, education policy makers must be deliberate in their focus on training teachers to be able to teach in ways that promote the development of such skills (Rotherham & Willingham, 2009). Identifying those factors

Cognitive and conative skills are not unique to the 21st century. Cognitive skills were included in Bloom’s Taxonomy of Educational Objectives in 1956. In 2007 Marzano and Kendall updated the taxonomy by identifying cognitive, metacognitive, and self-system skills critical to the learning process. Snow and Jackson (1993) conceptualized conation as the intersection of cognition and affection in which personality and intelligence overlap to

facilitate decision-making. “Conative skills refer to one’s ability to analyze situations in light of what one knows and how one feels and select appropriate actions” (Marzano & Heflebower, 2012, p.10). Perhaps the centerpiece of conative skills is developing self-efficacy.

Self-efficacy theory refers to one’s convictions about her or his ability to perform a specific task at a designated level (Bandura, 1994; 2002). Schunk and Pajares (2005) reported, “despite the influence of mental ability, self-efficacy beliefs made a powerful and independent contribution to the prediction of performance” (p.93). With regard to teacher efficacy, teachers’ beliefs about their teaching abilities will affect their teaching behavior. Henson (2002) asserted this behavior includes but is not limited to how they plan and prepare for instruction, their personal presence when delivering instruction, the strategies they implement and the tools they use during instruction.

technology to enhance student learning” (p. 121). By increasing teachers’ technology self-efficacy, they might directly increase their acceptance of technology and also indirectly increase their usage of technology (Holden and Rada, 2011). Teacher self-efficacy also affects how students think.

STUDENT TECHNOLOGY SELF-EFFICACY

Pajares (1996) asserted “students with high self-efficacy also demonstrate more persistence and more frequent use of higher-level thinking skills, and students who believe they are capable of performing academic tasks use more cognitive and metacognitive strategies and persist longer than those who do not” (p. 552). Technology self-efficacy is positively correlated with willingness to choose and participate in technology-based activities, expectations of success, persistence when faced with computer-related difficulties, and computer related performance (Karsten & Roth, 1998). Students will need technology self-efficacy to successfully navigate the Smarter Balanced Computerized Assessment (SBAC).

TABLE 1
COGNITIVE AND CONATIVE SKILLS FOR THE 21ST CENTURY

Cognitive Skills	Conative Skills
<ul style="list-style-type: none"> • Analyzing & utilizing information 	1. Understanding & controlling oneself
<ul style="list-style-type: none"> • Addressing complex problems & issues 	2. Understanding & interacting with others
<ul style="list-style-type: none"> • Creating patterns & mental models 	

Marzano, R. J., & Heflebower, T. (2012). *Teaching & assessing 21st century skills*. Bloomington, IN: Marzano Research Laboratory.

TECHNOLOGY SELF-EFFICACY

Recognizing that teachers play an essential role in developing and enhancing students’ skills, it becomes vital for teachers to be equipped with the 21st Century technological skills as well; however, Farah (2011) argued if teachers lack the confidence to carry out instruction that targets such skills they would not be very likely to use such skills in their classrooms. Teachers’ technology self-efficacy is one of several factors influencing teachers’ use of technology. Technology self-efficacy refers to teachers’ beliefs in their capacity to work effectively with technology. Brown, Holcomb and Lima (2010) reported “technology self-efficacy has come to play a crucial role in the preparation and implementation of educators who can successfully use educational

The SBAC will require students to digitally interact with manipulatives, data, and visual examples to create high-level cognitive responses. The test is composed of traditional selected response (multiple-choice) items, Constructed Responses (requiring the student to generate a short or extended response as opposed to selecting a response) items, and Technology-Enhanced (TE) items, which employ technology to elicit a response from the student (e.g., selecting one or more points on a graphic, dragging and dropping a graphic from one location to another, manipulating a graph). TE Items employ technology to assess content, cognitive complexity, and depth of knowledge, not otherwise assessable. The ultimate goal of TE items is to provide better measurement of student knowledge and skills through technology. To

TABLE 2
TUCKER’S DIGITAL RESOURCES ALIGNED TO CCSS

Title	Description
<i>Common Core Standards: Teaching Argument Writing</i>	Video, online collaborative tool, face-to-face discussion strategies, and online writing tools to teach and organize argument writing
<i>11 Tech Tools to Teach the Common Core Standards</i>	Web 2.0 tools tutorials and writing assignments aligned to CCS
<i>Common Core: Writing Bootcamp Teaching Argument & Informational Paragraph Writing</i>	Flipped writing videos and complementary writing templates to help students learn how to write strong argument and informative paragraphs
<i>Common Core & Reading Ready: Preparing for SBAC</i>	NewsELA is a news website where educators can search by subject. Click the appropriate Lexile level and the vocabulary and sentence structure change without altering the topic or information presented. Students can take a quiz that will ask them Common Core aligned, text dependent questions
Common Core: Students Explore Academic Vocabulary	Using a collaborative Google presentation allows students to put the vocabulary in their own words and create visuals to represent the words.

be successful on these computerized exams, students will need to:

- Develop reading stamina.
- Transfer close reading skills from paper to the computer screen.
- Answer text dependent questions.
- Identify textual evidence to support answers.
- Practice navigating the tools embedded into the computerized exam (Tucker, Feb 3, 2014)

In response to these challenges students face, Marzano & Heflebower (2012) defined four categories of strategies and skills that help students effectively analyze and utilize information:

1. Navigating digital resources
2. Identifying common logical errors
3. Generating conclusions
4. Presenting and supporting claims

Teacher and author Catlin Tucker is an advocate for a teacher-designed blended learning model that encourages educators to engage students in active learning online using a range of Web 2.0 tools to complement traditional instruction. Five of her CCSS resources are listed in Table 2. Blended learning provides opportunities for students to practice these strategies and skills.

It is important that students are comfortable with technology, learn how to navigate resources on the Internet, communicate using technology, and successfully complete computerized assessments. Students headed to college and/or career after high school will find that most, if not all, jobs require some level of comfort with technology. College-bound students will likely take at least one online course. Allen and Seaman found that in 2013, 33.5% of all higher education students were taking at

least one online course, and the number is growing annually (Watson & Murin, 2014). Higher education includes Career Technical Education Pathways offered at degree granting institutions. SCCOE provides opportunities for students to complete online CTE courses licensed from Accelerate Education, including:

- Media and Communication
- Medicine
- Renewable Energy
- Retailing
- Space Exploration
- Theatre Studies

Acknowledgement of the demand for 21st Century skills and the benefits of using online and blended learning for teaching those skills was the rationale that the Michigan Legislature used in 2006 when passing legislation requiring that all students have an online learning experience that meets articulated criteria prior to graduating high school (Watson, Gemin, Ryan, & Wicks, 2009). Currently, five other states have since enacted similar graduation requirements: Alabama, Arkansas, Florida, North Carolina, and Virginia.

The results of a 2013 study examining the relationships among student characteristics, self-regulated learning, technology self-efficacy, and course outcomes in online learning settings were that students with previous online learning experiences tended to have more effective learning strategies when taking online courses. In addition, when students had higher levels of motivation in their online courses, their levels of technology self-efficacy and course satisfaction increased. Finally, students with higher levels of technology self-efficacy and course satisfaction also earned better final grades (Wang, Shannon, & Ross, 2013). Self-efficacy is an important factor to consider when determining whether students will adopt new technologies. Even if students are convinced about the benefits a new technology may offer, if they are not confident in their own ability to use them, they may not want to. Research has indicated that when students have successful and positive experiences with similar technologies, their self-efficacy for using those types of technologies increases (Bates & Khasawneh, 2007).

Alternative education programs could consider developing policy that all students should complete one online or blended course in order to graduate

from high school. Whether an online learning experience helps students prepare for the Smarter Balanced Computerized Assessment, or the other way around, students' technology self-efficacy and performance are likely to improve.

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IF I HAVE THE
BELIEF THAT I
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EVEN IF I MAY
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BEGINNING.

-MAHATMA GANDHI

FINDING YOUR TRUE CAREER: IF YOU COULD DO IT AGAIN, WOULD YOU CHOOSE A CAREER IN JUVENILE COURT SCHOOLS? I WOULD!

By Ted Price, Ph.D.

Assistant Professor, Educational Leadership and Policy Studies, Virginia Tech

“YOU’LL NEVER BE AN ADMINISTRATOR IN JUVENILE COURT SCHOOLS. YOU’RE NOT THE KIND OF PERSON WE’RE LOOKING FOR.” THAT IS WHAT I WAS TOLD AFTER I INTERVIEWED FOR MY FIRST ASSISTANT PRINCIPAL POSITION.

Maybe some of you have heard similar comments. And because some of us end up doing something other than what we prepared for in college, we may choose to ignore the naysayers and take charge of our own destiny (Blowe and Price, 2012).

What about you? Have others tried to dissuade you from doing what you know you were meant to do? I have some questions for you in that regard. Where would you like to be in your career five, ten, fifteen years from now, and what will you do to get there? I often ask young people this question and I am intrigued why so few answer with any clarity. I believe this lack of vision and direction is rooted in our culture’s failure to give practical career guidance. I think that it is also inherent to our Western culture to not have sustained, meaningful mentors. Is there a perception that perhaps collaboration and teamwork are viewed as weakness? I think that for some new to administration they believe that asking questions or not knowing answers is a sign of incompetence (Stoops and Price, 2012).

So, wouldn’t it be nice if you could hire a life coach to steer you onto your personal path to significance and personal fulfillment? Someone who could steer you into interviews where you were prepared for whatever questions arose? The problem is that most people in early to mid-career stages cannot afford a life coach. Generally those who hire coaches have already reached high levels of their profession and are well along their career path, or have gotten stuck at an elite level. I’d like to offer an alternative that may be as good as a coach.

Consider what these coaches do. They find out what makes you tick, by: 1) having you complete numerous questionnaires, 2) getting input from peers and superiors and 3) giving you advice based

on their experience and education (for those of us in alternative education it is rare to find someone with our training and experience). Think about this. Most of us can do 1 and 2 on our own. As far as 3, wouldn’t it be more valuable for you to get input from someone who has experiences and education similar to your own? I hope so, and that’s what I plan to share with you in this article.

Having had what some have suggested was an “accidental career” in Juvenile Court and Community Schools (JCCS), I would like to challenge you to ask yourself if you are in the right place. If you decide you are, how do you maximize your career in JCCS? You might start by asking, what do I do to become a better leader? What are the actions and steps and behaviors I must take and exhibit? How do I succeed as a leader? How do I go from my current state to a new state? How do I deal with stagnation? What should I expect to run into and how do I deal with it, specifically? How do I engage others? These are some of the questions I asked and received answers to in my career.

So how did I succeed in spite of initial rejection? I received and heeded good advice and suggestions from people I respected. In telling my story I would like to pass onto you the best career advice I ever got—or gave.

Here’s an overview of three priorities. First, make the most of where you are now. If you are not where you want or need to be, set new goals and pursue your best alternatives and move on. Rather than stay where I wasn’t appreciated, I seized the first promising opportunity that was available, and for me, at the time a court school staff member, that was in another division, special education.

Second, find out who you are; clearly define your strengths and acknowledge your weaknesses. Be careful not to be overly influenced by others who don't know you well or lack credibility. Too often new administrators place an almost blind faith in the people higher in the hierarchy than themselves. Don't be afraid to acknowledge the faults of those above you. Seeing the good and the bad will be a valuable lesson to help you build your own leadership skill set. You are truly the expert in this realm (Price and Martin, 2011).

Third, build relationships. Some call it networking. I think it is more than that. Find and develop relationships with people of like mind and cause. You'll find that as you change and move positions, the others you've befriended do, too. This helps relationships grow and can lead to larger networks of friends and even more opportunities.

Have you taken a formal self-assessment? If you have, do the findings affirm your remaining in JCCS or suggest looking for a better fit somewhere else? If you know you're in the wrong place, isn't that valuable to know? However, before immediately leaving for "greener pastures," consider if you can contribute value and build a gratifying career in JCCS, as I did. Maybe all that is needed is a different supervisor or a different work environment or a different way of looking at and reviewing your current career.

My career also had another unlikely beginning. At the end of my first semester of college, I received a letter from the Dean of the school notifying me that I was on the Dean's list. Not the Dean's list you're thinking of, but another Dean's List, for academic probation. Forty-two years later I retired from the Orange County Department of Education as the Assistant Superintendent of Alternative Education, responsible for a staff of more than 700 people with an annual operating budget approaching 100 million dollars. On my way, I held many different positions, including: teacher, program specialist, administrator and superintendent. I served in many other management positions, not all in JCCS. My perspective and skill as an educator were also enriched by working with educational agencies at different levels and in several states. I worked at the local district level, later for the federal government and held positions in Virginia, Colorado, and California. My career even included a short time as a teacher in Australia. And just last year the US State Department supported me in working with the

Supreme Education Council in Qatar. I was asked to help the Qataris reform their educational system, specifically in the area of effective professional development for school administrators.

How did all that happen? How did a person almost forced out of college for poor performance, who was rejected in his first interview for an administrative position in JCCS succeed and have a fulfilling career in educational administration? I'll share what I learned in the process and ask you questions along the way that may prod you to consider whether you are in the right spot, need to change careers or maybe just redefine your place in your current system. My hope is that my experience and ideas are relevant to yours.

For review purposes, I have labeled five stages that my career in education that may be helpful in planning or assessing yours: 1) Prepare and Experiment, 2) Establishing a Foundation and Continuing Development, 3) Life Learning and Accomplishments, 4) Legacy and Mentoring, and finally 5) Transition and Exit. Consider these stages and how they might add meaning to where you stand career wise and what opportunities lay ahead. Always stay open to new possibilities and instead of possibly avoiding change, seize the opportunity. Like me, you never know where a new assignment will take you or lead you in your life or in your career.

1) Prepare and Experiment: Many of us bounce around before settling into a career, but later realize what seemed like meandering at the time provided a valuable foundation in which to prepare and experiment.

The first few years in any new job lay a critical foundation. Many know what they want to do from an early age, but most of us seemingly stumble into our careers after college, differing greatly from our majors and previous training. My comfortable student life did not easily transition into a rewarding job after graduation. I took a shot at several endeavors, including social work and even law school before I took a job in teaching. I did not know it at the time, but this was the doorway leading to a fulfilling career in education. These "meanderings" may have seemed like wasted time, but I later realized that these endeavors guided and shaped me for what was to become my career. The best-selling author, Malcolm Gladwell, confirms this formative process. He observed that it takes about 10 years of preparation, sometimes beyond schooling, before one understands

what we're doing (Gladwell, 2000) and where we ought to be. We have to try on many hats sometimes before we find the one that fits best.

This was certainly true for me. I started college in the mid-sixties and stumbled from job to job before landing in teaching. I didn't secure my first real administrative position until about 10 years later. Is this true for you?

Thoughts for you to consider at this stage of your career: this stage is about passion and compassion; taking on lots of different jobs with zest and accepting varying responsibilities until you find what feels right. When you do find the right thing, stick with it until you have mastered or learned all you can; appreciate the value of those early years, those who helped and be compassionate toward those who got in your way, all helped shed light on your path, including guiding you toward future opportunities.

2) Establishing a Foundation, and Continuing Development: Creating a foundation for your development in your career field is critical. Gladwell notes that this stage of developing proficiency at a skill usually takes about 10,000 hours (6 to 7 years) of time spent before mastery emerges (Gladwell, 2008). This is the stage of practicing your personal skills and expertise gained from lots of different experiences.

Early on, I was fascinated with how to be an effective leader. I observed that most administrators and employees around me were managing routines, toeing the line and, overall, appeared dissatisfied with their jobs. I knew there had to be a better way to run things.

I carefully observed the administrators around me and read as many books on leadership as I could. In this foundational phase, it is important not to be afraid of experimenting with out-of-the-box ideas. Avoiding failure may restrict you to mediocrity. Traditional school administration does not nurture a risk-taking environment. Many of us know the status quo for administrators can be stifling. Embracing change that evolves from having failed cannot be overstated (Stoops and Price, 2013). I found that implementing new ideas throughout my school, even if they were not always the most appropriate, nevertheless piqued interests and energized my staff. Creating a solution oriented culture will get your organization out the

doldrums, curb apathy and discourage negativity toward change. Early in my leadership positions, I quickly realized the countless benefits of taking calculated risks and the danger of playing it too safe to preserve and protect my administrative position. During my first years with the Los Angeles County Office of Education (LACOE) Court Schools I had a different job every year. One year I was a program specialist; another year a consultant, next an administrator and later I became the Director of Court Schools. This afforded me many opportunities to implement what I had learned along the way. I welcomed increased responsibilities and challenges as opportunities to learn and grow.

Certain veteran administrators teased me that I was bored with the status quo and wanted to mix things up just for the sake of change. In reality though, I was purposefully exploring solutions to the many complaints I heard from all levels of the organization. I knew the old ways were ineffective. The environment I was working in was stifling and created an atmosphere of fear and suspicion. Building openness and trust was necessary before we could have productive meetings that solved organizational problems and created new programs and possibilities for our students. As people became excited about this culture of change and how we were moving toward more positive options for students, they were more willing to personally stretch and participate in generating and implementing creative plans to improve morale and increase student achievement.

We created this environment by embracing global thinking—identifying, studying and emulating the successful organizational and educational programs designed to prepare students for the 21st Century. Knowing I couldn't accomplish much on my own, I made it a top priority to find the diamonds in the rough among my leadership staff and assigned them responsibilities that would nurture their skill sets and interest levels. We focused on the future of education, particularly as it related to court and community schools. This was done in meetings, brainstorming sessions, visioning activities and by strategically planning our growth and development. This generated change, change, and more change.

As in any pioneering effort, we often acted on scant research about what might work, having inclusive meetings rather than meeting behind closed doors; trusting when most administrators were used to working from fear. We encouraged taking daily risks,

being positive, and treating people with dignity. I am always amazed, in 2014, that we still have cases (and scenarios I have witnessed firsthand) of administrators that browbeat and marginalize others (Stoops and Price, 2013). We certainly had our share of missteps along the way, but our failures taught us as much as our successes. We changed paths, adjusted direction or speed and, ultimately, achieved many positive and energizing outcomes, while working hard to acknowledge the worth and contributions of others.

This is how we moved the old court school model into a new era of world-class education for schools and students previously neglected. This was a group effort all the way. Staff enthusiastically took ownership and pride in the significant gains in student achievement and organizational morale. I realized that many jumped at the chance to get involved in focus groups at all levels. This generated enthusiasm, which was passed on to the students. Staff honed their craft of developing effective working relationships with students and promoting student achievement. Students were rewarded for completed work and school attendance. This may seem simple, but for many students who have experienced school failure, this is their first exposure to academic success. Many staff still talk about these exciting times of reorganization and positive change.

Describe your work environment:

- Are you maximizing your staff’s capabilities?
- Do they thrive in the culture of acceptance and creativity that you have helped to build?
- Do you have a position that challenges you to be your best?
- Are you learning and trying out new ideas?
- Do you embrace change and challenges with your staff and colleagues?

Thoughts for you to consider for this stage: This stage is about building trust and connections. Build a strong support system as you continue to develop your skills based on people (the relationships you establish), values (the beliefs you hold that ground your decision making) and always listen (you’re never the smartest person in the room on every issue—consider options and alternatives to your own ideas as you establish your foundation and continue to develop.

3) Life Learning and Accomplishments: Continued learning and development is likely to enhance your current position; in my case establishing new

programs and increasing student success. For myself, my accomplishments were measured by the programs that were developed and created under my leadership.

I was fortunate to be a County Office of Education employee for almost thirty years, in two separate fifteen-year blocks of time. In my first leadership position with Los Angeles County Office of Education (LACOE) I wanted to accomplish two program changes: 1) to create a culture where people were valued and appreciated for their work, and 2) to bring recognition to the department for their excellent work with students.

During my tenure at LACOE, we became the first court school program to receive the Western Association of Schools and Colleges Accreditation certification establishing LACOE as the first accredited Court School program. The accreditation process changed the culture and brought warranted recognition to the staff in the process. After 15 years with LACOE, I worked in Virginia (as a school superintendent), consulted for the US Department of Justice and in Colorado before I returned “home” as the director of JCCS with Orange County Department of Education (OCDE). During my tenure at OCDE, I hoped to continue the same culture change for court school programs I had at LACOE. At OCDE, the court and community school program grew from about 3,000 to almost 10,000 students. We also expanded the number of program offerings and began to serve newly identified populations of alternative education students. We moved from having approximately 35 school site programs to more than 100 in a little over a ten-year span. At OCDE we also created a culture and a sense of camaraderie that encouraged employee pride in their work. I mention this growth to you to note that you can make big changes, too, if that is what you desire to do.

You will face serious challenges that will cause you doubts, but consider those criticisms in light of your successes in the previous stages of your career. Acknowledging and valuing others’ viewpoints allows you to utilize the support and creativity of your staff and superiors to help guide your decisions and weather adversities as you make each new change. Nothing will build trust and support like success and recognition of everyone’s hard work (Price, Martin and Robertson, 2010).

It is critical at this stage to know your staff, supporters and superiors well. Knowing the strengths, weaknesses and potential of your staff and colleagues

is essential to being an effective leader. I learned an important lesson in one of my first positions. This job involved working with three different school principals. Two of the three were poor leaders. Observing them helped me identify what worked and what did not. When you take the time to be a keen observer, your staff will teach you what needs to be done and what to avoid, where their strengths and weaknesses lie. Rather than punishing the ineffective, I placed staff in roles that maximized their strengths. Like most of us, some initially resisted change and new roles and positions. Many principals (new and veteran) do not have the skills that move them beyond managing to truly leading. These well-intentioned practitioners simply have not developed the skill sets to lead effectively (Stoops and Price, 2013). Working in teams or with a mentor can help to alleviate some leadership shortcomings.

- What are you doing to develop your skills as a leader and gain the confidence of your staff and superiors?
- How are your programs demonstrating success?

Thoughts for you for this stage: this stage is also about vision and shared leadership. Lead with vision and a path and clear thinking as to what processes generate success, and along the way toss out old processes and/or create new ones. Be confident in your implementation strategies even if it means going slow to go fast at times (Chappelear and Price, 2010). Recognize others for their hard work, contributions and worth. You are not working or leading alone. You cannot do enough to recognize the work and value of others and you can never do it often enough.

4) Legacy and Mentoring: Preserve the “good stuff”; “institutionalize” what works and of course, get rid of what did not work. At this point you and your programs stand on merit. Both you and your programs will be evaluated heavily by “outsiders.” Be sure you are satisfied with what you have done regardless of other’s evaluations. Continue to develop people and identify or assist those you see as potential leaders when you move on. Share what you know and have learned.

In Orange County I brought my previous experiences and skills to my new job, and added some new behaviors. I got to my office, often by 6 a.m. in order to get the business minutiae out of the way by noon, answering emails (always within 24 hours)

and calls so that nothing was on my desk or in my way if someone wanted to drop in or if I wanted to visit a school. I had an open door policy—I do not think I closed my door more than five times in my whole career. I liked to say, “tell me when and where and I will be there!” My job was not just to clear out my inbox. I wanted to be available to meet with people. As leader, I became about enabling my staff and knocking down roadblocks that got in their way. The quality of their leadership improved when people moved from feeling frightened and isolated to having a sense of interdependence. I found that when you care and are knowledgeable about others in the organization on a personal level people feel empowered to accomplish more. I spent extra time getting to know my people, their interests, families, and personal lives.

I learned to delegate many tasks rather than to do it all myself, or be the bottleneck person who says yes or no. We call this “distributed leadership” these days, and it works. My staff worked to recognize and acknowledge the strengths others’ possessed. Administrators, mostly school principals, were encouraged to be creative; lead and manage their own programs. This generated organizational enthusiasm and attracted many to seek leadership positions (Stafford and Price, 2011).

By creating schools with successful students and honoring the contributions of those who built the programs we also created a positive culture for alternative education within a county office. This new culture focused on honoring the dignity of teachers, school leaders and students. Attendance at our graduations often exceeded the capacities of the facilities. With people working together, our county office leaders increased the number and variety of programs far beyond what existed previously (Stoops and Price, 2012).

It is imperative to work harmoniously (meaning understanding others needs and desires—and meeting those needs—in partnerships with school districts to properly serve students who experience failure with traditional models of education. JCCS staff would hook the kids on success by meeting them where they were, getting them engaged by reinforcing their accomplishments (from attendance to academic achievement), no matter how small. Students “turned around” realizing that success in JCCS was better than a life of failure, incarceration, truancy, getting high, and dropping out. Our staff became our student’s biggest advocates. Building strong

partnerships with the 27 school districts in Orange County facilitated seamless portability and movement of students from one setting to another (Price and Wells, 2013). Creating an effective transition program for our special student population stands as one of the staff's legacy.

I was also fortunate to be a part of notable, innovative programs, of which I will mention two. One was what we called our annual, "Summer at the Center." Students performed Broadway-like shows at the Orange County Performing Arts Center, which included an ad lib portion where students would express how the experience touched and changed their lives. Another was the founding of Pacific Coast High School, an independent study high school for home school students. Both programs are still in existence. I would say, however, that our most significant legacy was how our employees' unique skills and talents were maximized to save more students from falling between the cracks. We were able to sustain programs and grow only with the help of many of you who are reading this article today. Your success as you continue your work will be our true legacy. I am most proud of the remarkable work you all continue to do.

Because we in court and community schools deeply believe all students deserve an opportunity, we recognize the need to create programs to meet their unique and challenging needs. My administrators saw a pressing need to provide our students with innovative programs that vastly improved their chances for success; many more opportunities than what they encountered in the regular, mainstream programs. County offices of education were and are in a unique position to provide programs to carry out the mission to serve the disenfranchised and underserved.

Philosophy and vision were key components of this stage for me (Price, Stoops and Martin, 2012).

- What is your legacy?
- What are you doing that matters?
- What are you doing that will last?
- Are you developing and inspiring school leaders who value your vision and your skills?
- Does your supervisor know what matters to you? Do they know what motivates you? Do they care?
- Do you know why you come to work?

Thoughts for you to consider at this stage of your career: this stage is about prestige and influence, awkward terms for most educators who have spent a life helping and serving others; having put your philosophy and vision into action stand firm in your beliefs and your accomplishments—no excuses, and no exceptions. Fulfillment comes from: student's successes, programs provided and from serving others. Do the best you can do. Acknowledge what matters.

5) Transition and Exit: There is a time for all of us to celebrate and move on (retirement or next steps are about moving toward something—not away from it) and to reflect. Part of your exit strategy is recognizing the work of others and preparing others to carry on.

I am grateful to be part of the legacy of outstanding court and community school programs. I am grateful to those who came before me. My transition into higher education has afforded me frequent opportunities to expound on your excellent programs and exceptional efforts. California's county community schools model allows the transition of students into and out of more restricted settings. Your charter school programs encompassed within a county model is also an uncommon delivery system unknown in most states.

I know many of you are continuing to expand your vision and programs today. I urge you to continue believing and translating your vision into reality, on a daily basis. It can be done. Continue to build and improve upon what has been entrusted to your care and protection. Make the difference you were born to make in this world.

Finally, the best advice I received and can pass on to you is: It's all about nurturing and sustaining relationships. The extra time and attention you give to really listen to and be fully in the moment with those you work with and students and parents you serve may be the most important thing you can do. It is not ultimately about programs or awards, but the people who make it all possible (Price, 2010). Of course there will be people with whom you form a special bond. Keep your connections even after you go your separate ways.

Whatever career stage you are in, I hope you are valued by your organization and your talents and passions are allowed to flourish. Whatever you are doing, whether it be helping students, staff, teachers,

building new programs or even preparing for another career, do good work today so that you can take away reflections of a job well done. I've learned that the programs you created, the students you helped and the relationships you built will be the memories you will cherish most.

My years working together toward a shared vision; the many trips to Sacramento, the many professional meetings, telephonic and in person dialogues have cemented our Court and Community School legacy, which you are building upon today. Your commitment to the success of your programs, students and each other is evident.

In conclusion, my questions are:

- Are you making the most of your opportunity?
- Are you making each student, each program and each day count?
- Who will be your life long friends?
- What are you doing daily that makes each day significant?
- What will your legacy be?
- What will you do next?

My final thoughts for you to consider: This stage is about being remarkable; having done the work you believe in, with purpose, passion and with lasting value, having done it well, done it in service to others will result in a feeling of fulfillment—Others will “remark” about you, your work and your career. As you make your exit and transition to life’s next stage take a bow—for a job well done and for having found your “true” career!

This article was written with the assistance of Melvin Peters, J.D, JCCS special education attorney (retired)

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J The CALL FOR PAPERS

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



Criteria:

- Combines research-based management 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, oriented.

Format:

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

Do's:

- Use the active voice (e.g., results showed, the study found, students report)
- Use the third person when possible; some use of first person is acceptable
- If first person is used, relate to reader's experience
- Give credit, use footnotes and reference list
- If it has been previously printed, include permission to reprint.

Don'ts:

- Use the passive voice excessively (e.g., It was found it's been reported)
- Use 100 words when 20 will do.

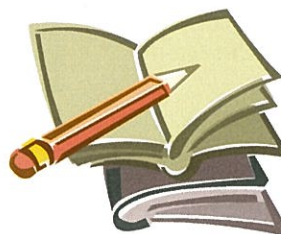
Welcomes original articles, research papers and student success stories related to the:

- ***purposes***
- ***goals***
- ***programs***
- ***practices***
- ***instruction***
- ***management***

of juvenile court, community, and alternative schools.

Papers to be considered for the Spring 2015 issue should be submitted by

February 15, 2015



Please Contact:

John Rice, Editor
Santa Cruz County Office of Education
400 Encinal Street
Santa Cruz, CA 95060
Phone: (831) 466-5724
E-mail: jrice@santacruz.k12.ca.us



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 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 goals and how the scholarship funds will be used, a one page letter of recommendation from an administrator, a one page letter of recommendation from a teacher, student agrees to complete the follow-up surveys.

Four (8) scholarships will be given out annually, 4 from Northern counties and 4 from Southern counties, each for \$500. Each county is permitted to put forth a maximum of two candidates/applicants.

Applications are due Dec 1 and March 1 annually.

NOTIFICATION:

Committee will review applications and notices will be mailed out to the selected students no later than December 15 and March 15 annually.

PLEASE FAX PROOF OF ENROLLMENT AND COMPLETED APPLICATION TO:

Sandy Mast JCCASAC Treasurer Santa Cruz County Office of Education

fax to: (831) 466-5730

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)

SIGNATURES

School Program Administrator _____ Date _____

JCCASAC Scholarship Committee Rep. _____ Date _____

WWW.JCCASAC.ORG



Congratulations to the 2013 - 2014 JCCASAC Scholarship Recipients

Northern Section



Joseph D. Cordier
Contra Costa

Marc Mackey
Mendocino

Darren Thornbrugh
Santa Cruz

Randall Turner
Napa

Southern Section



Ashley Hayworth
San Luis Obispo

Bryana Lazoya
Kern

Sara Moss
Orange

Michael Sanchez
Kern

