

News from Washington State ESDs

educators are great at talking about issues, but not as effective in documenting those important discussions. The study team packet developed for teams provides forms and structures for teams to document their work - and the facilitator works with the team throughout the day to use these structures. A CD with the forms is also available to teams.

ESD 171: Mary Jane Ross, North Central ESD Math Integration Specialist, has been invited to participate in an international professional and cultural event, the "People to People Ambassador Program." A delegation of professionals specializing in mathematics education has been invited to meet in China in September 2006. Invitations were extended only to select members of the National Council of Teachers of Mathematics.

The delegation will make an effort to digest, through personal contact, some of the differences, similarities and future trends in mathematics education that will assist with American research efforts. Primary concerns are mathematical literacy, the use of technology, expected future curricular issues, and whether mathematics education is for everyone. North Central ESD Executive Director Cindy Duncan stated, "Mary Jane's background and expertise in both mathematics and second language learning are notable. Her passion for increasing mathematic literacy for all students makes her an excellent ambassador from our region. She is very deserving of this honor."

Before coming to the ESD, Mary Jane spent ten years teaching mathematics in Bilingual/ESL classrooms in the Wenatchee School District. She has a Bachelor's Degree in Bilingual/ESL education with a minor in Spanish, a Master's Degree in curriculum with an emphasis on mathematics, and an administrative certificate. During her teaching career she served as math department head at Foothills Middle School, principal of the Wenatchee

School District's summer school program, and has recently been appointed the regional director of the Washington State Mathematics Council.

Puget Sound ESD: The United Nations Educational, Scientific and Cultural Organization (UNESCO) has invited PSESD's Arts Impact program to the World Conference on Arts Education, taking place this March in Lisbon, Portugal. The program will conduct a session, "Training Classroom Teachers to Teach the Arts," and present a paper on arts-infused learning. Arts Impact is a two-year program that trains K-5 teachers how to teach visual and performing arts and incorporate arts concepts into other core areas.

Closer to home, PSESD will hold the 2006 Student Diversity Summit in March for teams of high school students and educators. The teams will develop action plans for addressing diversity issues that impact the achievement gap. In July, we will partner with Seattle University for the second year to offer a "Secondary Model Schools Conference: Closing the Achievement Gap," where middle and high school educators will learn from some of the nation's most successful schools and programs.

Please join us at the 2006 AESD Annual Conference

April 20-22, 2006

Admiral Theatre and Kitsap Conference Center

Bremerton, WA

Hosted by Olympic ESD 114 Board of Directors

"Reaching for the stars . . . Partnerships for stellar performance"

See www.aesd-wa.org for conference information

Picture Gallery



ESD 112 presenters at AESA Conference: Public Information Director Lori Simpson, Ann Campbell (AESD Executive Board) and Lead Public Information Coordinator Gail Spolar.



Cindy Sands, WSSDA liaison, and Maggie Perez (ESD 105), AESD President, at the November AESD Meeting.



(left to right) Puget Sound Superintendent Monte Bridges, ESD 113 Superintendent Bill Keim, and ESD 112 Superintendent Twyla Barnes. Below, AESD Legislative Liaison Norm Wisner and ESD 101 Superintendent Terry Munther.



AESD Dispatch*

*Dispatch: "The sending of a message with promptness and efficiency."

Winter 2006



A Message from the President



President Maggie Perez

The New Year 2006 is now upon us, and behind us are the wonderful memories of Year 2005 and the many blessings it brought us and our families in an array of different ways.

However, the Katrina disaster leaves memories of the pain suffered by many. The loss of lives, destroyed homes, and businesses will remain regrettably unforgettable.

The new year brings us challenges, such as inadequate funding for Special Education. Funding school programs is a priority, and speaking to our legislators regarding the needs districts student is a priority. Quality education cannot be achieved without adequate funding.

We'll have an opportunity to meet with our legislators on February 13, 2006. We can begin connecting with legislators by calling them, sending e-mails, and writing to them. If time allows we can do all of the above. A recent e-mail I sent to State Senator Patty Murray prompted a quick response from her. I liked her response, and although not certain what the outcome will be, I was determined to attempt anyway. I had promised the students I would do this for them.

Our AESD Executive Board Members met in Ellensburg for

a mini retreat on September 19, 2005. Discussion was comprised of identifying AESD goals and strategies that would assist us in forming a stronger collaboration with our districts.

As a continuance of the Ellensburg meeting, an AESD Executive Board Work Session was scheduled for November 17, 2005, in Seattle. We congregated in Seattle and held a productive and successful meeting.

AESD Executive Board Members convened at the Seattle Westin Hotel for our regular Meeting and Dinner. Attending our dinner meeting was our guest of honor State Superintendent of Public Instruction Terry Bergeson and Mary Alice Hueschel, Deputy Superintendent of Public Instruction.

State Legislators convened in Olympia for the 2006 session that began January 9, 2006. Kudos to the tremendous support and efforts of the Washington Learns Steering Committee. Recently the WLSC derived in the delivery of their interim report, thus making their recommendations known. Thank you, Terry Munther, for representing our districts.

February 12-13, 2006, the Legislative Conference WASA/WSSDA in Olympia will give us the opportunity to personally convey our concerns to our legislators. I encourage AESD Executive Board members to prioritize and advocate our own legislative priorities with our elected representatives, as well as to our Governor Christina Gregoire.

~Maggie Perez,
AESD President

Terry Munther Elected to AESA Council



Terry Munther at the AESA Conference in Savannah, GA

Brian Talbott, AESA Executive Director, recently extended congratulations to the newly-elected AESA Council

members. Successful candidates included ESD 101 Superintendent Terry Munther.

Brian commented, "I want to take this opportunity to thank everyone who ran for the AESA Executive Council this year. As always, we had exceptional candidates."

Successful candidates included:

- Eastern Region—Joan Schuman, Massachusetts
- Central Region - Joe Crozier, Iowa
- Western Region - Terry Munther, Washington

Congratulations, Terry!

New and Retiring ESD Board Members



Frank Rowley, a lifelong resident of Selah, was sworn in as a member of the Board of Directors for Educational Service District 105 on December 20. Rowley will serve the seven-

member board as director of District 5, representing the East Valley, Selah, and Wapato school districts. The term expires in 2008.

The ESD Board provides direction to the ESD superintendent on the operations of the agency. Members of the ESD Board are elected by and accountable to each school board in the region's 25 school districts.

Rowley has a longtime association with the Selah School District. He was a member of the school's Board of Directors for 12 years be-

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ginning in the early 1990s, and has logged 20 years as a volunteer scorekeeper for the boys and girls basketball teams. Rowley has also been an active campaigner for bond and levy elections in the Selah School District for the past 30 years, taking on responsibilities for the sign committee in campaigns.

Since 1970, Rowley has owned Precision Fruit and Antiques, a landmark Selah retail business his parents founded in 1949. His wife, Susan, is a retired pediatric nurse. They have a daughter, Alisha, and a son, Donovan. The Rowleys have also taken in several foster children over the years.

"I'm just excited about getting back into education," said Rowley on his new appointment. "I know there are a lot of challenges that schools will be facing in the next few years. Whatever we can do to help kids pass the WASL is pretty important."

Rowley assumes the posi-



Bev Hanna, retiring ESD 105 Board Member

tion previously held by Bev Hanna, who resigned from the board in October after 15 years of service. Hanna had been a member of the Selah School Board during the 1970s and 1980s, helped as a reading tutor in the schools, and has volunteered in several organizations involved with children. Hanna said she felt the

time had come for someone else to offer the proactive and visible qualities that she believes are necessary for serving on the ESD Board.

"It's been a wonderful, wonderful experience," she said. "It's been one of the best experiences of my life serving on this board."

ESD 113: Jean Sheridan, member of the ESD 113 Board for the past 12 years, is leaving the Board. Jean did not run for



Jean Sheridan, ESD 113 Board Member for 12 years

re-election to the Board because she has moved out of the area which she had been representing. During her years on the Board, Jean served two years as president and eight years as representative to the AESD. Prior to joining the ESD Board, she served eight years on the Onalaska School Board.

Jean praised the work of the ESD 113 staff and noted that it has been a privilege to work with three superintendents during her tenure on the Board. She feels that the ESDs statewide have a solid foundation, strong leadership and are going in the right direction. She said she has truly enjoyed her time on the Board and noted that ESDs are doing a great job as entrepreneurs, thus raising funds to help schools.

Jean is part owner of Pa-

cific Mobile Structures Inc. whose corporate office is in Chehalis.

ESD 101: The National Institute of Corrections (NIC), a division of the U.S. Department of Justice, has selected ESD 101 to produce a series of national teleconferences for educators and staff in correctional facilities.

In the first year of the \$400,000 agreement, ESD 101 will produce nine staff development trainings distributed through satellite/Internet broadcasts. A similar schedule, and dollar amount, is anticipated in 2007.

ESD 101 began its association with NIC in 2001. Since then, the ESD has produced more than 185 hours of live staff development for NIC patrons.

NIC services include extensive training and support to professionals in juvenile justice and families of offenders. The broadcast programs scheduled in 2006 will cover a wide range of topics including offender employment training and effective teaching methods.

ESD 101 has worked in correctional education since 1999 when it received a federal Star Schools grant to form the Corrections Learning Network. The CLN's educational offerings are distributed by satellite and DVD to more than 700 institutions nationwide.

ESD 112: How do you provide young people with meaningful work experience? And how do you encourage them at the same time to pursue further education or employment in a specific field?

That was the challenge facing workforce professionals in Clark, Cowlitz, Wahkiakum and Skamania Counties. For their solution – Career Academies – the Educational Service District 112 and the SW Washington Workforce Development Council recently received a Governor's Award for Best Practices in Workforce Development. Governor Christine Gregoire presented the award at a state leadership conference sponsored by the

Workforce Training and Education Coordinating Board, and praised the program for its resolve, entrepreneurial spirit and innovation.

ESD 112's Youth Workforce Program (YWP), which serves approximately 700 youth in Clark, Cowlitz, Wahkiakum and Skamania counties was experiencing poor completion rates among its participants. Work experiences seemed to have little educational components nor did they lead to continuing education or employment in that field. Employers also reported multiple problems and frustrations with the preparedness of the youth.

To turn the program around, making it meaningful for the youth and employers alike, the YWP staff identified some areas for improvement and repackaged the work experience program as Career Academies. Before the youth ever were placed with employers, they were trained in "employee basics" including resume writing, appropriate dress for the job, work readiness and employer expectations. At the same time, employers also received support including training, supervisor handbooks and agreed upon shared expectations.

In 2003, four academies were launched for the summer: Construction, Health Care, Early Learning and Environmental Science. Since then, the program has expanded to eight different career academies and now includes math, science, and literacy components, as well as classes that help youth understand how to work well with others.

For Maksim Yefimov, then a student at Evergreen High School in Vancouver, his dream of becoming a surgeon seemed unlikely as he attended high school and worked part-time at an electronics store. However, he was accepted, and completed the program of the Health Care Academy, plus participated in a Medical Careers grant offered in conjunc-

tion with Southwest Washington Medical Center. Today, Maksim is working at the largest orthopedic clinic in the region – Rebound – and beginning preliminary studies at Clark College.

Maksim's story has been replicated over and over again with youth who would have fallen through the cracks, not have found career guidance or training and would not have found a job that paid much more than minimum wage. Employer support with the academy programs has also been remarkable, with many of the Career academy youth graduates being offered permanent jobs with the participating employers (or affiliates) because of their positive experience.

Jeanne Bennett, Director, Workforce Programs at ESD 112, is proud of the program and its graduates. "The entire Youth Workforce Program staff is honored to receive the Governor's Award for Workforce Best Practices 2005," she said. "Together with school districts, local businesses and community partners such as the Southwest Washington Workforce Development Council, the Youth Workforce Program staff has worked hard to create well-prepared work-



ESD 112's Youth Workforce Program staff and Jeanne Bennett, Director of Workforce Programs, (front row, center) proudly display the Governor's Award for Best Practices in Workforce Development.

ers for our community's employers. The Governor's Award is a wonderful exclamation point for a successful year

in workforce development."

The Governor's Awards for Best Practices in Workforce Development are presented annually. This year, the Workforce Board received 22 nominations from workforce development councils around the state and its own board members. A committee reviewed the nominations and selected six Best Practices, which were recognized at the October 26 presentation in Spokane.

ESD 114: Olympic Educational Service District staff members have been honored with several awards. **Awilda Je-sionowski**, High Risk Youth Program Director and Director of Detention Center Schools, received Washington State's Selecky Award in honor of her tobacco education program for incarcerated youth. **Wally Seelye**, a Student Assistance Professional at Port Angeles High School, was honored for his work in tobacco prevention by the Clallam County Commissioners. **Denise McGaughy**, **David Gates**, **Duane De-Bock**, **Sara Martin**, and **Cheryl Thompson** received a Kitsap County award of recognition from Kitsap County's Substance Abuse Advisory Board. OESD's Olympic Academic Intervention program received the Governor's Award for its work reducing the high school dropout rate and for developing local community-school partnerships. Between October 2004 and March 2005, the project retrieved 15 dropouts. A total of 47 students were on track to receive their diplomas on time.

Cindy Benson, Youth Services Director, represented OESD. **ESD 123:** Over the past six months our agency has been deeply involved in strategic planning efforts designed to bring excellence and equity to each of our customers. As you read this, the term customer may be of interest. We consider all 23 school systems our customers and seek to assist their efforts in reaching some

56,000 students. Additionally, some 5,000 students attend private schools who certainly qualify. In our visits with school system staff they reminded us that a number of students who are home schooled need services that we can provide. Over the past two years, the other eight ESDs and the Office of the Superintendent of Public Instruction have engaged in conversations that lead us to this conclusion, and we have customer relationships with them that are important to the well-being of education across our state.

Our customer base has expanded and, like any business, this means we can hope for more services and better pricing for our customers. We learned in our planning process that while our work is local, the impact is of importance to the well being of our nation. Such is the legacy of our ESD but it is also the impact of every teacher. Our vision is written in audacious terms that may appear impossible. We were reminded of the importance of thinking big when last November our agency joined several other ESDs in our state to affect a national conference. The results made us very proud.

We hope that you will recognize a difference in our work. We hope to demonstrate clearer communication and higher levels of collaboration. We hope to anticipate our customer needs and develop solutions that are effective, resulting in a savings of precious resources. We believe that we can develop greater sustainability guaranteeing a continuum of vital services. When conditions demand that we assist customers with direct services we will be ready. Lastly, we know that we are only as good as those who work in

our agency. We will invest in their growth and provide an environment where they will find engagement and rewards for their work.

If you have an interest in a brochure outlining our strategic planning concepts you may contact me by email bhawkins@esd123.org and I will see that you get a copy.

ESD 189: School action plans are about what the adults in a building should be doing more of, better, or differently. The research phase of the school improvement planning process provides the specifics of the "more of, better, or differently" practices required to improve student achievement. The old adage, "If you continue to do what you have always done, you will continue to get what you have always gotten," points to the importance of the research stage of school improvement planning.

NWESD 189 supports its schools in the research phase of school improvement in a number of ways. School-based study teams come for facilitated effective practice research where they receive: 1) an overview of the study team process; 2) a prepared school-specific data packet; 3) access to books/articles on effective practices in a) systems factors which affect student achievement, b) content areas of reading, writing, math, and science, and c) identified "barriers" that inhibit increased student achievement in the identified goal area. It seems the hardest part of this portion of the day is for teams to focus on the "what is," instead of the "why" or "what to do about it." This "digging deeper" time allows the team to deepen their understanding of what is going on in the school in the targeted goal area; these shared insights are an essential part of the research process.

We have discovered that