



North Central ESD Staff and Board members gather in the hotel lobby to go out for dinner during the AESA Conference in Phoenix.



ESD 101 and ESD 123 staff and board members enjoy breakfast together at the Northwest Area Breakfast during the AESA Conference.

Coming Events	
AESD Board Meeting	February 9, 2009, during Legislative Conference, Red Lion, Olympia
ESD 40th Anniversary Celebration	February 24, 2009, State Reception Room, Capitol Rotunda, Olympia
AESD Conference	April 16-18, 2009—Walla Walla
AESD Board meeting	April 16 during AESD Conference.



CELEBRATING
40 YEARS
OF SERVICE
1969-2009

WashingtonESDs



Association of Educational Service Districts

Washington ESDs Celebrate 40 Years of Service

Washington State ESDs will celebrate their 40th anniversary at a special reception February 24 in Olympia.

During this celebration the ESDs will mark their achievements over the past 40 years and recognize their strong potential for even greater success in the future. Washington State Governor Christine Gregoire has issued a proclamation honoring the significant contributions of ESDs to children, schools and communities over four decades.

ESDs have provided 40 years of savings for schools and vital local and statewide services. ESDs create 97 percent of their funding through entrepreneurial efforts. For each \$1 in state core funding invested in ESDs, more than \$50 worth of educational programs and services are created for schools.

Check the AESD website at www.aesd-wa.org for more details.

AESD Dispatch*

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

Winter 2009



www.aesd-wa.org

A Message from the AESD President



President Bill Baumann
ESD 112

Happy New Year! And Happy 40th Anniversary to all nine ESDs!

We've turned the page on 2008 and look forward with hope to the presidency of Barack Obama. We have also turned the page on the era of OSPI Superintendent

Bergeson and look forward to working with Superintendent Randy Dorn.

Wasting no time, Superintendent Dorn has announced the top five priorities* for his first term in office. They are:

- Fund the *Basic Education Task Force* recommendations. If you haven't read the report, you can find it here: www.leg.wa.gov/documents/joint/bef/FinalReport.pdf
- Replace the WASL. Computerize the replacement test for faster results reporting.
- Dramatically reduce the dropout rate and improve achievement for all students
- Expand career and technical educational opportunities.

Expand early learning opportunities. ESDs have an opportunity to provide help in a number of these areas (particularly items 3-5) with programs that are already up and running and the capacity to take these programs statewide.

This is an aggressive agenda, especially in our current economic recession. However, as Superintendent Dorn says, "In tough economic times, individuals, families and governments need to focus on what is essential not just for the short-term, but also for the future. With K-12 education funding, we must sustain what we have now. And once the economy recovers, this state will greatly benefit from having maintained the educational foundation that is essential for

our future economic growth and prosperity."

If you'd like a chance to discuss this agenda with Superintendent Dorn, there's a good possibility you could do that at one of two upcoming events. The first is the WSSDA/WASA Legislative Conference in Olympia on February 8/9. The second is our **40th Anniversary celebration** on February 24, 2009, at the Capitol Rotunda. We hope you can join us (and possibly Governor Gregoire and Superintendent Dorn) as we turn the page on the first 40 years of ESDs and look forward to the next 40!

www.k12.wa.us/Communications/PressReleases2009/SuprDorns2009AgendaforChange.pdf

~Bill Baumann, ESD 112
AESD President



Charlie Staadecker, PSESD, Bill Baumann and Superintendent Twyla Barnes, ESD 112, at the November AESD meeting held during the WSSDA Conference.



Katie Proteau, ESD 114, Beverly Abersfeller and Superintendent Bruce Hawkins, ESD 123, at the November AESD meeting.

News from Washington State ESDs

AESA Conference



ESD 101 board and staff (l-r): Robert Bauer, ESD 101 Board; Helene Paroff, Assistant Superintendent; Jerry McDermott, Assistant Superintendent and Gary Coe, ESD 101 Board, enjoy a moment together during the AESA Conference area breakfast.

The 23rd Annual AESA Conference was held December 3-6, 2008, in Phoenix, Arizona. The conference focused on the cost effective, responsive and innovative programs and services that Educational Service Agencies provide schools and other clients. The conference theme was "Preparing Students . . . Delivering Success."

In the words of Dr. Robert Witten, AESA President, "There are many exciting initiatives underway in American education, and educational service agencies (ESAs) are at the forefront of most of them."

Three dynamic speakers delivered keynote addresses, including Dr. Yong Zhao, Dr. Ruby Payne and Dr. Susan Sciafani." According to Dr. Witten, these speakers offered, ". . . Their individual perspectives on what we must do to promote and maintain the highest educational standards so today's students—and tomorrow's—are able to meet 21st Century challenges with understanding and confidence."

Almost 100 concurrent sessions were presented on Demonstrating Results, Delivering Success, Technology: Transforming Learning, Tools for Collaboration and Measuring Success.



Mary Kempel, Administrative Assistant; Jane Gutting, ESD 105 Superintendent; (left and center) enjoy the Northwest Area Breakfast during the AESA Conference.



Loy Dale, ESD 112 Executive Director, Tnyla Barnes, ESD 112 Superintendent and John Zurfluh from Puget Sound ESD at the area breakfast.



Superintendent Rich McBride from North Central ESD is on the AESA Executive Council. Shown (l-r) are Dr. McBride, Superintendent Dee Alarcon, California, and Mike Cook, Executive Director of ESSDACK in Kansas.

Dr. Howard DeLeeuw, Director of Migrant & Bilingual Education Programs at OSPI, along with Ruth Lucero, 2008 Regional Teacher of the Year, kicked the day off by addressing the unique learning challenges experienced by migrant and bilingual students in the state of Washington. Other key activities for the day included :

- PLC Team planning time
- PRIME Leadership book study led by Shairlyn Fish
- Cultural Competence led by facilitator Ismael Vivanco, NCESD Migrant Education Director
- ELL Strategies facilitated by Ruth Lucero
- and ELL Lesson Scaffolding facilitated by Mary Jane Ross, Math Specialist at NCESD, along with regional facilitators.

~Eldene Wall
NCESD Public Relations

Northwest Educational Service District 189

NWESD 189

Happy New Year to all from the flooded northwest. Yesterday they had to stop traffic in Anacortes because of the congestion that resulted from all the animals walking two-by-two toward the ferry terminal.

The NWESD continues to facilitate numerous meetings between legislators and school leaders—toward development of a focused list of regional priorities and cost saving opportunities. This work has assumed a much more intentional and demanding focus for us. Internally we have implemented our own cost saving strategies—limiting travel, making better use of K-20 and telephone conferencing, evaluating whether positions need to be filled when they come open, etc. We have begun preliminary 2009/10 budget projection/planning. Our worst case scenario is a 20-25% reduction in staff and program. School districts find themselves unable to support discretionary spending, regardless of merit.

~Dr. Jerry Jenkins, Superintendent
NWESD 189



Puget Sound ESD: School Improvement

Peninsula School District has been on a journey of school improvement for more than six years. After seeing success on several fronts, administrators struggled with the question of how to build the capacity for continuous improvement over time.

They began to embark on a district-wide school improvement process, and PSESD's K-12 Services staff were called in to facilitate this process. A representative leadership team for each school and the district office guided the development of an improvement plan that reflected the needs of their students. The teams collaboratively developed a shared vision and created goals that addressed student achievement.

Once the goals were written, teams read current research, reviewed best practices and visited high achieving schools with similar demographics. Teams then crafted an action plan that they are now implementing and monitoring.

The process represents a framework for improvement; however, a critical part of the ESD's facilitation has been helping leadership teams establish Professional Learning Communities as the foundation for the change process. Now in the second year of this district-wide process, the focus is on supporting teams with strategies to monitor the progress and effectiveness of implementation efforts. For more information, visit www.psesd.org.

~Kerry MacDonald
PSESD Communications



Bev Hanna, 1936-2008

It is with sadness for the loss of a longtime friend of ESD 105 and with warm appreciation for her extensive service to our region that we share the news of the passing of our former board member Bev Hanna.

Bev died on November 14, 2008, one month after her 72nd birthday. She was part of the ESD 105 Board of Directors for 15 years, joining in 1990 and serving for a time as chair before leaving the group in September of 2005. Bev was also on the Selah School Board during 1977-1985, and was its president during 1984 when Selah was named Outstanding School Board of the Year by the Washington State School Directors Association.

Her career included working with the

King County Library and Selah Public Library, and she eventually retired as an auditor, receptionist, and front desk manager in the hospitality industry. Bev's extensive community work included Camp Fire USA, Governor Dan Evans' Committee on Volunteer Development, and the WSSDA Steering Committee.

Bev is survived by her husband of 51 years, four children, and eight grandchildren. Shortly after leaving the ESD 105 Board, a book display case was donated in her name to a Selah elementary school that reads: "She shared her passion for reading with the students in the Selah School District."

News from Washington State ESDs

(continued)

123, proposed the program to regional superintendents after perceiving the program's success in ESD 105 – an unheard of 90% success rate. "I see this program as a wonderful way to get people into our field," said Hawkins.

Toni Neidhold accepted the position as Alternative Routes to Certification Coordinator at ESD 123 in November. After screening applicants, ESD 123 will accept a maximum of 15 individuals into the one-year program beginning at the end of June.

Before applying to the Alternative Routes to Certification Program, candidates must first pass the Washington Educator Skills Test – Basic, or WEST-B. This test is used by the Washington Professional Educator Standards Board (PESB) in order to assess the basic skills and content knowledge of all prospective teachers applying for educator preparation programs and applicants for residency certification in Washington State. In other words, this is the same assessment test that all applicants must pass before becoming certified as a teacher in Washington.

For those wishing to apply for the 2009 Alternative Routes Program, there are only two test dates remaining for which they may apply. The WEST-B will be offered on February 21 and April 4. Applicants taking the February test must apply by January 16, while April test-takers must apply by February 27. To learn more about the WEST, visit their site at www.west.nesinc.com. For further information about the application process and program requirements, contact Toni Neidhold at 509.544.5762 or at tneidhold@esd123.org.

Once accepted into the program, participants will begin courses pertaining to Routes 2, 3, or 4. The three routes for which ESD 123 will recruit pertain to the following:

- Route 2:** currently employed classified school district staff with a baccalaureate degree
- Route 3:** individuals with baccalaureate degrees who are not employed in a district at the time of application
- Route 4:** individuals teaching with

conditional certificates, or who hold emergency substitute certificates in the identified shortage areas (special education, science, mathematics, English Language Learners [ELL], and bilingual)

Participants are offered formalized learning opportunities by Central Washington University, Pacific Lutheran University, Western Washington University, and Heritage University. The coursework involves classes throughout the summer and fall. In the fall, students will begin a rigorous, mentored classroom internship. Interns work full-time with a mentor teacher in his/her classroom, not unlike customary student teaching. Completion of the program results in the same type of teaching endorsement provided by a traditional teaching program, and the degree earned is issued by Central Washington University.

The one-year Alternative Routes to Certification program costs \$7,500. PESB is offering a limited number of \$8,000 conditional scholarships to program interns. The scholarship is a loan that can be forgiven in exchange for teaching service in a designated shortage area. For every two years that a recipient teaches in his/her endorsement area in a Washington public school, the state shall forgive one year of loan obligation.

During these challenging economic times, the employment opportunities presented by this new program are exciting for all involved. One exciting opportunity available through the Alternative Routes program, often referred to as the "Corporate to Classroom" model, is intended for individuals employed in other professions and who are interested in transitioning to a teaching career. With job losses in fields such as science, technology, engineering, and mathematics, this is an intriguing prospect.

Again, the Alternative Routes to Certification Program is not for just anyone. There are clear expectations for

candidates, not the least of which is a clear commitment to teaching as a career choice.

To say the least, ESD 123 is hopeful for its newest program. ESD 123 emphasizes that districts should not have to settle for less than the most highly-qualified teachers available.

As Hawkins envisions, "Imagine people who live and breathe their discipline and are willing to teach."

Beginning in June 2009, this vision of the ESD 123 Alternative Routes to Certification Program will begin its journey to fruition.

~Molly Green
Desktop Publisher
ESD 123



North Central ESD Superintendent/ Business Manager Summit:

Nearly 50 district Superintendents, Business Managers and ESD staff met January 8 at the Confluence Technology Center in Wenatchee to collaborate and discuss how to meet anticipated budget changes head-on. Joining them via videoconference were Jennifer Priddy, OSPI Assistant Superintendent of Financial Resources; Cal Brodie, OSPI Director of School Apportionment and Financial Resources and JoLynn Berge, OSPI Administrator of Federal Policy and Grants. This well attended meeting was praised by district and ESD staff alike as a worthwhile use of their time in anticipation of adapting to budget shortages due to state cutbacks. This collaborative planning will be helpful as districts share resources and plans for navigating through the uncertainty of outcomes of the upcoming legislative session. The next Summit is scheduled February 1.

ELL Focus at MLA meeting

ELL was the focus of the January 15, 2009, MLA/PLC Team meeting held at the Wenatchee Convention Center. Over 150 teachers attended this event where they learned valuable lessons about how to assist their students in the math learning process.

ESD 101

ESD 101 program celebrates 20 years

ESD 101's Student Assistance Program (SAP) is celebrating a birthday – 20 years of service in Eastern Washington schools. Prevention/Intervention services were initially provided to seven districts in 1988-89.

Since then, the program has expanded to 22 schools in 16 districts – Chewelah, Cheney, Columbia, Creston, Davenport, Deer Park, Great Northern, Kettle Falls, Lamont, Loon Lake, Mary Walker, Newport, Nine Mile Falls, Selkirk, Sprague and Valley.

The program is comprehensive across all prevention domains. ESD 101 student assistance specialists deliver research-based prevention curriculum in the classroom, school policy and procedural support, group and individual interventions, referral and case management. Substance abuse and mental health screening take place in the school and allow for seamless referral to treatment, when necessary. Follow-up and after-treatment care also are provided to support successful outcomes.

Targeted interventions are provided each year to individual students, with thousands more receiving positive prevention information about staying free of alcohol, tobacco and drugs. Program outcomes include a more than 25-percent decline in substance use rates, plus reductions in student fighting, disciplinary referrals and skipping school.

Thanks, in part, to state and federal grants, leveraged local dollars and cooperation across districts, the program has been able to expand from its modest beginnings. The impetus for growth came from a regional desire to expand the limited community services that often exist in rural areas. Through the ESD model, in which student assistance specialists are shared between schools, districts found a cost-effective way to bring essential services to children.

~Steve Witter, ESD 101
Executive Director
Telecommunications
Public Affairs, Grants



ESD 105 receptionist retires after 25 years

For more than two decades, she's probably been the person at ESD 105 who picked up your phone call to us or greeted you when you came through our main door. And, at the end of November, our longtime receptionist Louise Sisk retired after 25 years of exemplifying "customer service" for our agency.

Louise joined ESD 105 on November 1, 1983, initially as secretary for our old Media Center and later scheduled our conferences, and oversaw teacher certifications. She assumed her familiar role as receptionist in December of 1985.

Although having vacated our front desk, Louise remains involved in education as a member of the Union Gap School Board, where she has served since 2003.

ESD 105 Superintendent Jane Gutting notes with appreciation: "Not only was Louise 'the voice of ESD 105' for nearly 25 years, she has been a strong advocate for public education and respectful of the difficult challenges school staff face in helping all students succeed."

~David Goehner
Public Information Officer
ESD 105



ESD 112: Pilot rating system aims to boost early learning programs in state

In 2007, the Department of Early Learning selected Clark County as one of five sites in Washington to design and implement a pilot rating system, "Seeds to Success," for child care programs throughout the state.

Unfortunately, funding was suspended in December 2008 due to economic shortfalls in the state budget, but much of the groundwork has been completed to continue this important work when funding again becomes available.

Clark County's design phase included in-depth data collection and research based on monthly stakeholder meetings with community members, parents, and child care providers; collection of more than 1,000 surveys; focus groups with parents, child care center staff, family child care providers, members of our diverse communities, health care providers, and other early learning service professionals. A report was submitted to the Department of Early Learning in May 2008.

Seeds to Success is designed to help parents find high quality early learning opportunities for their families. The system also offers an opportunity for educators and programs to demonstrate the quality of care they provide for children, and for parents to easily access

(Continued on next page)

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See the *AESD Website* www.aesd-wa.org for the calendar of events and other *AESD* information.

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News from Washington State ESDs

the kind of information they need to make informed choices.

Goals of the model include offering consumer report-type information to help parents choose child care; helping prepare kids for school by ensuring high quality early learning experiences; assisting providers in boosting the quality of care; and evaluating the system to learn how parents and providers use it.

Key program components include review and rating teams, coaching, professional development, facility improvement, and evaluation.

ESD 112 staff are confident that when money is available to continue these efforts, ESD 112 and its partners are well positioned to continue the work of enhancing our state's early learning programs.

"ESD 112 is dedicated to improving the quality of child care in our community and we have programs and staff that work with providers currently to increase child care quality," said Jada Rupley, Associate Superintendent, ESD 112. "Our professional development system is capable of offering opportunities to providers to increase their education and enhance their care. Our partnerships with a wide variety of early learning partners and familiarity with community resources makes us well-suited to continue improving early learning efforts in the future."

~Jodi Thomas
Public Information Coordinator
ESD 112



Olympia partners with ESD 113 for Tools of the Mind project

ESD 113's Sound to Harbor Head Start/ECEAP has formed a partnership with preschool teachers in selected Olympia classrooms to implement a new curriculum project, "Tools of the Mind." The project is supported by a grant from the Bill and Melinda Gates Foundation.

The goals of the two-year project are to increase readiness skills for children entering elementary school and to

increase alignment between early learning providers and elementary schools. A core component of the implementation of this high quality research-based language and play curriculum is a coaching model of professional development for providers.

"Tools of the Mind" provides instructional techniques that emphasize development of underlying self-regulation, cognitive and academic skills in literacy, math and science. Another key focus of the project is to increase collaboration and communication between school district staff and community early learning providers through regular meetings.

In early September, about 65 teachers and support staff were trained by "Tools of the Mind" developers, Dr. Deborah Leong and Ruth Hensen, from the Center for Improving Early Learning, Metropolitan State College of Denver. Vygotskian theory and approaches that shaped development of the Tools curriculum were introduced, along with specific curriculum strategies.

Approximately 400 preschool children will benefit from this project in the first year. During year two, the Tools training will be extended to targeted Olympia kindergarten teachers and their support teams.

For more information contact Debi Beagle, ESD 113 Head Start director of program operations, (360) 464-6805 or dbeagle@esd113.k12.wa.us.

~Judy McDaniel
Communications
ESD 113



OESD #114: Early Childhood Education

At the Head Start classrooms housed on the Olympic College campus in Bremerton, lead teacher Rhonda Neis is meeting and greeting her young students. Twenty lively preschoolers, ages three to five, arrive Monday through Thursday for four hours of enriched learning that emphasizes early literacy, cognitive and social skills. The children come from



Students practice readiness skills for kindergarten, including language, literacy, science, math and the arts.

nearby neighborhood families, with parents who also benefit from the Head Start program where they can learn about child development, nutrition, local employment opportunities and community resources.

"Let's talk about what we're going to do today," announces Neis with a quiet smile, as her students swarm into a wiggly circle at her feet. The gathering circle occurs at 10:15, part of the clockwork of daily routine that helps students to do their best at school. With assistance from an associate teacher and parent helper, Neis's students have already completed the morning ritual of hand washing and tooth brushing. And so the day begins.

Two spacious and adjoining classrooms create a safe, yet stimulating setting for teaching and learning. The rooms are neat and orderly, partly due to the efforts of the students, who are taught and encouraged to do their fair share. Neis and her staff also serve a nutritious lunch every day and offer families valuable assistance with accessing medical and dental care if needed. Just a short stroll away is the Olympic College daycare facility, where many Head Start students attend while their parents are working.

Olympic ESD 114 is one of four agencies providing Head Start, Early Head Start and ECEAP programs in Kitsap County, with



A nutritious and kid-friendly lunch is served daily at the school.

a total of 439 children toddling through the doors to early learning at 25 different locations. Enrollment costs vary and children with special needs may attend. Transportation and translation services are also provided by request, extending these early learning opportunities to everyone.

Head Start was developed by the United States Department of Health and Human Services to provide comprehensive education, health, nutrition and parent involvement services to low-income children and their families. Created in 1965 by the Head Start Act, Head Start is the longest running program to address systemic poverty in the US. Nationwide, as of late 2005, more than 22 million preschoolers and their families have benefited.

Another facet of the OC Head Start is the integration of foster grandparents. "Grandpa Ben," age 81, has volunteered at the school for the past 16 years through the Foster Grandparent program at Kitsap Community Resources. He spends his time reading stories to children, playing games and just lending a hand as needed in the busy classroom.

"We share many helpful resources with our families," says Neis, "and we have fun, too. At our monthly family gatherings we play bingo and sometimes do cooking projects together."

Research has shown that preparation for the academic and social aspects of

kindergarten can impact a student's later success in life, and for families who are often struggling to meet basic needs, the OESD 114 Head early learning programs make a valuable and positive contribution. As a result of Governor Gregoire's Washington Learns initiatives, OESD has also provided technical assistance, coordination and support for local school districts, along with partnering with community agencies and coalitions to support and convene early learning efforts that benefit the entire region.

For more information about OESD Early Learning programs, including Head Start, Early Head Start and ECEAP, contact Lorraine Olsen, Head Start/ECEAP Director, at 360.478.6897.

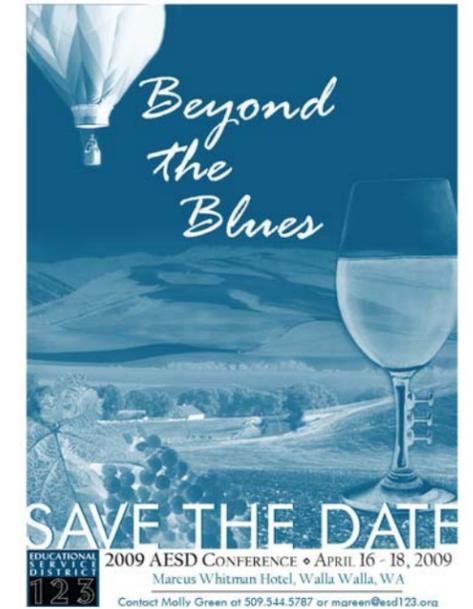
~Pamela Merrill
OUTLOOK
Writing & Design
ESD 114



ESD 123 : Where Do Teachers Come From?

Referring to his own lack of success as an actor, a high school acting teacher once informed his class, "Those who cannot do – teach."

Of course, this facetious educator was implying that those individuals not proficiently skilled in a particular field



See the AESD website aesd-wa.org for invitation and registration

choose to become teachers instead. This broad generalization clearly is not accurate. Yet, what if one assumed for a moment that the converse to this assumption was true: that those who are skilled in a specific discipline could not teach?

Educational Service District (ESD) 123 recently adopted a program that rejects this theory. The new Alternative Routes to Certification Program at ESD 123 is an opportunity for individuals with a four-year degree to acquire teaching credentials. Persons who hold a Bachelor's degree and have three to five years work experience may apply to this one-year program to become certified teachers in the state of Washington.

This program is not, however, an all-call for any job seeker possessing a college degree. The Alternative Routes to Certification Program prepares prospective teachers in subject and geographic shortage areas so that they may take jobs where they currently live. ESD 123, which is modeling its program after ESD 105 in Yakima, will certify teachers in the following five subject areas: special education, science, mathematics, English Language Learners (ELL), and bilingual education.

Bruce Hawkins, Superintendent at ESD