



Online News

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AESA Online News

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Stimulus Package News

1. U.S. Department of Education ARRA PowerPoint presentation available online

The U.S. Department of Education has released a PowerPoint presentation on guiding principles and funding availability under the America Recovery and Reinvestment Act (ARRA). The ARRA contains more than \$100 billion in direct education funding for the next two fiscal years and \$39 billion in bonding authority and tax credits. The PowerPoint presentation is available online at:

<http://www.ed.gov/policy/gen/leg/recovery/presentation/index.html>

Note: Don't want to miss a thing regarding the stimulus package and education? Get ED ARRA news by visiting www.ed.gov/recovery/ or by subscribing to the ED ARRA RSS feed at <http://www.ed.gov/rss/arracomms.xml>. If you are interested in other ED news and resources (in addition to the ARRA), subscribe to the ED RSS feed at <http://www.ed.gov/rss/edgov.xml> or track ED on Twitter at <http://twitter.com/usedgov/>.

2. Learning Point Associates launches ARRA resources website

Learning Point Associates has launched the Recovery and Reinvestment Center website to make information about the ARRA available to interested school officials, individuals and groups at the federal, state, and local level. It offers a single site where educators and policymakers can track all the developments and find current information. Learning Point has tailored resources to all the needs we anticipate, including a helpful side-by-side guide to the funds available to your state or locality and its reporting requirements. Learning Point has supplemented the resources with the best information from other sources.

Included on the site is the fund finder, that provides detailed information about each state's recently released allocations for ESEA Title I Grants to LEAs, IDEA Parts B and C, Rehabilitation Act State Grants, Independent Living State Grants, and Services for Older Individuals Who Are Blind, as well as each public school district's allocations for Title I, Part A, and estimated allocations for IDEA funds under the American Recovery and Reinvestment Act (ARRA).

Learning Point updates the site twice a week with new materials.

The Learning Point Recovery and Reinvestment Center site is available at:

<http://www.learningpt.org/recovery/>

AESA News

3. May 1 deadline for 2009 Annual Conference concurrent session proposals

AESA invites you to submit your proposal to present at the AESA Annual Conference, December 2-5, 2009 at Austin, Texas. The deadline is midnight, May 1. ESAs are invited to submit a proposal to present a one-hour session in one of five concurrent session strands centered on the conference theme: ESAs: Creating Tomorrow's Possibilities Today. The session strands are:

- **ESA Board Members:** Offer sessions on board governance and board member development that have proven successful in agencies across the country.
- **ESAs Responding to the Current Economic Climate:** Profiles thriving ESA programs that demonstrate financially prudent models of how to continue to provide worthwhile services that are affordable.
- **Delivering and Measuring Success:** Provides best practices that demonstrate proven methods with built-in accountability and evaluation of programs that increase student performance.
- **Collaboration/Community Partnerships:** Offers sessions that exemplify partnerships which assure businesses, ESAs, school districts, higher education and federal and state agencies, collaborate to build a common agenda that strengthens communication plans.
- **Technology:** Focuses on exceptional use of technology resulting in enhanced student performance and direct benefits to ESAs and school districts.

Proposals will be accepted through a convenient online form until midnight, May 1. Please go to the AESA website at www.aesa.us and click on the "Submit proposals for presentations now!" link under AESA Conferences to access the online form, or to download the Call for Presentations flyer.

4. AESA Congressional Service Award nominations deadline June 1

This award is to recognize members of Congress for meritorious support of federal education legislation and Educational Service Agencies. See nomination form for eligibility requirements. The form is available at the AESA website: www.aesa.us. All nominations must be postmarked by June 1, 2009.

5. Executives in Residence applications due June 15

The deadline for the highly successful Executive in Residence Program by the Membership Services Committee of AESA has been set for June 15. Applications for the program are available at the AESA website: www.aesa.us.

The Executives in Residence is a year-long program for professional development for ESA Leaders. It includes a strong mentor component by CEOs of the AESA Council and host organizations, a variety of leadership experiences, and works in a cohort model providing national networking and communications.

Participants selected for the Executives in Residence program are involved in a one or two week residency at an ESA selected nationally to work directly with the CEO and relevant leadership on local issues, attend the AESA CEO Conference, "Call to Action" Legislative Conference, AESA Annual Conference, and AESA Council meetings as well as participate in email, telephone, and video conferences with their cohort.

Current participants are: Loy Dale, Educational Service District 112, Washington; Tom Goodney, Franklin County Educational Service Center, Ohio; Troy Lange, Mountain BOCES, Colorado; Deb Myers, Hamilton County Educational Service Center, Ohio. Previous participants were:

- Year 4: Maria Cashman, Grant Wood AEA, Iowa; Beverly Knox-Pipes, Genesee ISD, Michigan; Karen Schwartzrock, ESD 112, Washington; Wanda Sommers Wall, South Central Service Cooperative, MN.
- Year 3: Dennis Mathews, ESD 112, WA; Tim Merlino, ESD 112, WA; Julie Staley, SE Regional Resource Center, Juneau, AK.
- Year 2: David Kwiatkowski, CESA 8, WI; Andy Pachacek, Region 4 ESC, TX; Mike Smoczyk, Northeast Metro 916 Intermediate School District, MN.
- Year 1: Cliff Carmody, Southwest/West Central Service Cooperative, MN; Jada Rupley, ESD 112, WA.

6. New research report: Educational Service Agency Accountability and Accreditation: Is a National System Needed?

The latest AESA research report, Educational Service Agency Accountability and Accreditation: Is a National System Needed? Is now available online at the AESA website: www.aesa.us.

AESA contracted with Learning Point Associates, a nonprofit education research organization, to conduct a national study of ESA accountability and accreditation initiatives. The purposes of the study were to provide a picture of the current state of ESA accountability and accreditation policies in AESA states, provide insight into whether AESA should play a role in the development of a national accountability or accreditation system, and investigate some of the system design decisions AESA would have to consider if it decided to pursue a national accountability system, including identifying the types of core services for which ESAs should be held accountable, determining performance measures, and establishing standards or benchmarks. The AESA Foundation funded this research.

ESA News

7. Florida Education Channel wins three Telly Awards

Excitement filled the hallways of the Florida Education Channel operated by AESA member Panhandle Area Educational Consortium at Chipley this month when news came that its original documentary, "Teachers doing Real Science in the Real World" was again recognized for outstanding production and content, winning three Bronze Telly Awards. The documentary was entered into competition for the prestigious 2009 Telly Awards in the Education, Documentary, and Videography/Cinematography categories and won bronze for all three categories.

Founded in 1978, the Telly Awards is the premier award program honoring outstanding local, regional, and cable TV commercials and programs, the finest video and film productions, and online film and video. The Telly Awards program annually showcases the best work of the most respected advertising agencies, production companies, television stations, cable operators, interactive agencies, and corporate video departments in the world. The Telly Awards receives over 13,000 entries annually from all 50 states and countries around the world. Winners of 2008 Telly Awards included PBS, PGA Tour Productions, SCI FI Channel, Sports Illustrated, the Weather Channel, Time Life, Warner Bros., the Golf Channel, AMC, Disney Destinations, LLC., the Christian Broadcasting Network, FamilyNet, and NBC Universal Global Networks.

Teachers doing Real Science in the Real World is a documentary that spotlights Science Collaboration: Immersion, Inquiry, Innovation and project participants actively engaged in scientific research. A Florida Education Channel camera crew visited eight sights capturing educators learning by doing research with field scientists in the real world. It is available online at: <http://www.paec-sc-iii.org/realscience.htm>

Business Partner News

8. Promethean: Marzano research documents student learning increases

Dr Robert Marzano has published a preliminary report entitled, "Evaluation Study of the Effects of Promethean ActivClassroom on Student Achievement." Data trends in Dr. Marzano's research show that Promethean's ActivClassroom has a significant positive effect on student engagement and academic achievement. The research findings represent a break-through in education technology research in general, and the Promethean ActivClassroom in particular. To download the preliminary report, go to www.prometheanworld.com/stimulus.

To get information on how the school districts you support can participate in this research effort, please send an email to us.customerconnection@prometheanworld.com.

Business Member News

9. Carnegie Learning offers "Math Relief Program"

Offers free April 29 webinar featuring Green River Educational Cooperative of KY

Carnegie Learning is offering a "math relief program" designed for schools and districts with a critical need to improve student achievement in secondary mathematics. For the first time, Carnegie Learning will be offering a 3-year site license to its research-based and award winning Cognitive Tutor® Software at a significant discount. Customers who pay for a 2-year subscription, will receive the third year free. This special offer ensures access to proven effective math curricula for three years for all students included in the program. The Math Relief Program offer expires on Friday, July 31, 2009. Please contact Carnegie Learning for a free consultation at 888-851-7094 or visit www.carnegielearning.com/stimulus09.

Additionally, Carnegie Learning is hosting a free math webinar Wednesday, April 29th about a model for strengthening K-8 teacher content knowledge in mathematics. The webinar will highlight strategies the Green River Regional Educational Cooperative in Kentucky used to improve teachers' content knowledge and understanding of how students developmentally learn mathematics. To register for this free webinar, please visit: <http://carnegielearningevents.webex.com>.

New Business Member

10. SIVIC Solutions Group, LLC

Sivic Solutions Group (SSG) provides Web-based Medicaid Administrative Claiming (WebMAC). This web-based system assists schools and other agencies with data capture of random moment sample data, maintenance of an administrative claiming database to assist with the preparation of State Administrative Claim and comprehensive reporting functionality. The complete system will

provide schools and other agencies with a comprehensive solution for the generation and capture of random moment sampling (RMS) data, cost allocation functionality, and necessary reporting capabilities for Medicaid Administrative Claiming (MAC) programs. For more information go to: <http://www.sivicsolutionsgroup.com/products.html>

US Department of Education Announcements: What Works Clearinghouse news

11. New reports on mathematics intervention, AP courses and college performance, Head Start and academic performance

The What Works Clearinghouse (WWC) has released reports in the areas of mathematics, advanced placement, and Head Start. All of these, and other reports, are available at the What Works Clearinghouse website at:

<http://ies.ed.gov/ncee/wwc/reports/>

- **Intervention: Bridges in Mathematics**

Bridges in Mathematics, published by the Math Learning Center (MLC), is an elementary school math curriculum covering kindergarten through fifth grade that focuses on problem solving and skill building, and applies a combination of whole-group, small-group, and independent activities. Lessons incorporate visual models, including manipulatives, to reinforce learning. The program was designed to implement the principles and standards for school mathematics from the National Council of Teachers of Mathematics (2000) and was written and field-tested by teachers. It was developed with initial support from the National Science Foundation. No studies of Bridges in Mathematics that fall within the scope of the Elementary School Math review protocol meet What Works Clearinghouse (WWC) evidence standards. The lack of studies meeting WWC evidence standards means that, at this time, the WWC is unable to draw any conclusions based on research about the effectiveness or ineffectiveness of Bridges in Mathematics.

http://ies.ed.gov/ncee/wwc/reports/elementary_math/bridges/index.asp

- **WWC Quick Review: AP Courses and Exams and College Performance Study**

The study reported that students who took both the AP course and the AP exam had higher college GPAs, earned more credits, and had higher graduation rates than students who took only the AP course or a non-AP course in the same subject area. The study reported no differences between students who took both the course and the exam and students who took only the exam.

The WWC does not consider these results to be conclusive because the study does not provide evidence that the students were initially equivalent. The reported differences might reflect initial differences in the types of students who take AP courses and exams rather than the effect of AP courses and exams on college outcomes.

<http://ies.ed.gov/ncee/wwc/publications/quickreviews/apoutcomes/index.asp>

- **WWC Quick Review of the Article "Promoting Academic and Social-Emotional School Readiness: The Head Start REDI Program"**

This study examined whether the Head Start Research-based Developmentally Informed (REDI) program is more effective than the standard Head Start program at improving the language, emergent literacy, and social-emotional skills of preschoolers. Head Start centers in three Pennsylvania counties were randomly assigned either to use the REDI program or to continue using the standard Head Start program. The study included 44 classrooms and 356 4-year-olds across the two research groups. The study assessed language development and emergent literacy skills, as well as emotional understanding, social problem-solving skills, social-emotional behaviors, and learning engagement. Assessments were conducted at the beginning and again at the end of the school year for most outcomes.

The study finds that students in the REDI group outperformed control students on one of three measures of language development (effect sizes ranged from -0.07 to 0.15) and two of three

measures of emergent literacy skills (effect sizes ranged from 0.16 to 0.39). In addition, REDI program students exhibited greater understanding of emotions, better social problem-solving skills, and higher levels of learning engagement than students in regular Head Start classrooms. <http://ies.ed.gov/ncee/wwc/publications/quickreviews/headstart/index.asp>

Middle School mathematics RTI guide

Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools guide provides eight specific recommendations intended to help teachers, principals, and school administrators use RTI to identify students who need assistance in mathematics, and to address the needs of these students through focused interventions. The guide also describes how to carry out each recommendation, including how to address potential roadblocks in implementing them. Read this new practice guide at http://ies.ed.gov/ncee/wwc/publications/practiceguides/#rti_math_pg