



Great Lakes East Comprehensive Assistance Center

Vol. 1, No. 1, April 2006

News for the Region

A quarterly e-newsletter for educators in Indiana, Michigan, and Ohio

WELCOME!

Welcome to the first quarterly e-newsletter of the newly established Great Lakes East Comprehensive Assistance Center at Learning Point Associates. We are thrilled and energized to have this opportunity to work with the [Indiana](#), [Michigan](#), and [Ohio](#) departments of education for the next five years.

The purpose of Great Lakes East is to build state-level capacity and provide states with high-quality technical assistance in meeting their No Child Left Behind (NCLB) goals. This newsletter is one of the tools to keep you informed of the efforts taking place across the three-state region. It's also a tool to learn about key news and developments related to NCLB at the U.S. Department of Education, other regional comprehensive assistance centers, national content centers, regional educational laboratories, and other technical assistance providers, as applicable to the current needs of Indiana, Michigan, and Ohio. This first issue of the newsletter opens a window to information and the many technical assistance providers available for support.

Gearing up to address state needs and work with states collaboratively, we also have brought together powerful subcontractors as part of the team. The [RMC Research Corporation](#), the [American Institutes for Research](#) (AIR), the [Center for Applied Linguistics](#) (CAL), and the [Consortium for Policy Research in Education](#) (CPRE) at the [University of Michigan](#) are all ready to provide states with quality support and services.

We are here to work with you and be your voice in the nation. Through this collaboration with the states, districts and schools will be able to meet their students' achievement goals. The collaborative work has begun, and we are getting "good omens" about our mutual efforts. Together, we can meet our goals.

Barbara Youngren, Director
*Great Lakes East Comprehensive Assistance Center
and Great Lakes East staff members*

In This Issue

Highlights of the Quarter ... 2

Read about the Great Lakes East Comprehensive Assistance Center.

Regional and National Technical Assistance Providers 3

Learn more about other regional and national technical assistance providers.

Focus on States 4

Learn from the state managers about identified focus areas in Indiana, Michigan, and Ohio.

In the News 6

Read select news from Indiana, Michigan, Ohio, and the U.S. Department of Education.

Recent Issues and Developments 9

Learn about current topics in regional comprehensive assistance centers, national content centers, and other technical assistance providers.

Upcoming Events 10

Get enriched and renewed by participating in these events!

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This quarterly e-newsletter delivers useful, relevant, and timely information related to the NCLB Act to educators in the three states of the Great Lakes East region: Indiana, Michigan, and Ohio.



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Highlights of the Quarter

About the Great Lakes East Comprehensive Assistance Center

The mission of Great Lakes East is to deliver to the state education agencies in Indiana, Michigan, and Ohio technical assistance and support that are tailored to the needs of each individual state and the priorities of the U.S. Department of Education related to NCLB implementation. Great Lakes East will accomplish this mission by establishing high-integrity relationships and by focusing on state capacity building to improve student performance.

To increase state capacity that enables districts and schools to meet their student achievement goals, Great Lakes East provides technical assistance to help states in the following ways:

- Assessing the improvement needs of districts and schools.
- Developing solutions to address those needs.
- Building and sustaining a state system of support for district and school improvement efforts.
- Improving the tools and systems for school improvement and accountability.

Great Lakes East works closely with other technical assistance providers, regional comprehensive assistance centers, national content centers, and regional educational laboratories to best prioritize its resources and assistance efforts. These prioritized resources and efforts are approved by both the state education agencies and the U.S. Department of Education. The main areas of interest for technical assistance are as follows:

- Assessment and accountability
- High schools
- Innovation and improvement
- Instruction
- Teacher quality
- Statewide systems of support

Please refer to the *Focus on States* section (page 4) for information on how each state in the Great Lakes East region has defined its immediate focus areas.



Regional and National Technical Assistance Providers

Regional Comprehensive Assistance Centers

Great Lakes East Comprehensive Assistance Center
<http://www.learningpt.org/greatlakeseast/>
Indiana, Michigan, Ohio

Alaska Comprehensive Center
<http://www.alaskacc.org>
Alaska

Appalachia Regional Comprehensive Center
<http://www.arcc.edvantia.org>
Kentucky, North Carolina, Tennessee,
Virginia, West Virginia

California Comprehensive Center
<http://www.cacompcenter.org>
California

Florida and the Islands Regional Comprehensive Center
<http://flicc.ets.org>
Florida, Puerto Rico, U.S. Virgin Islands

Great Lakes West Comprehensive Assistance Center
<http://www.learningpt.org/greatlakeswest/>
Illinois, Wisconsin

Mid-Atlantic Comprehensive Center
<http://www.macc.ceee.gwu.edu>
Delaware, District of Columbia, Maryland,
New Jersey, Pennsylvania

Mid-Continent Comprehensive Center
<http://www.mc3edsupport.org>
Arkansas, Kansas, Missouri, Oklahoma

New England Comprehensive Center
<http://www.necomprehensivecenter.org>
Connecticut, Maine, Massachusetts,
New Hampshire, Rhode Island, Vermont

New York Comprehensive Center
<http://www.nycomprehensivecenter.org>
New York

North Central Comprehensive Center
<http://www.mcrel.org/nccc/>
Iowa, Minnesota, Nebraska,
North Dakota, South Dakota

Northwest Regional Comprehensive Center
<http://www.nwrel.org/nwrcc/>
Idaho, Montana, Oregon, Washington, Wyoming

Pacific Comprehensive Regional Assistance Center
<http://www.pacificcompcenter.org>
Hawaii (and the rest of the Pacific)

Southeast Comprehensive Center
<http://secc.sedl.org>
Alabama, Georgia, Louisiana, Mississippi,
South Carolina

Southwest Comprehensive Center
<http://www.swcompcenter.org>
Arizona, Colorado, Nevada, New Mexico, Utah

Texas Comprehensive Center
<http://txcc.sedl.org>
Texas

National Content Centers

Assessment and Accountability Comprehensive Center
<http://www.aacompcenter.org>

Center on Innovation and Improvement
<http://www.centerii.org>

Center on Instruction
<http://www.centeroninstruction.org>

National Comprehensive Center for Teacher Quality
<http://www.nctcq.org>

National High School Center
<http://www.betterhighschools.org>

U.S. Department of Education NCLB website
<http://www.ed.gov/nclb/landing.jhtml?src=pb>

**Technical assistance providers funded by the
U.S. Department of Education**
http://www.macc.ceee.gwu.edu/TAproviders/TA_topic.asp



Focus on States

In this section, our state managers provide updates on current plans undertaken by each state to focus efforts on NCLB implementation. The e-mail addresses of state managers are included.



INDIANA

State Manager: Jayne Sowers

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The Indiana Department of Education has determined the following three areas of focus:

- Developing policies and procedures for assisting local education agencies in corrective action.
- Developing policies and procedures for assisting non-Title I schools in need of improvement.
- Developing procedures and processes for measuring the effectiveness of the state-offered professional development.

Briefly. The Indiana Department of Education is seeking public opinion about the debate on fall versus spring statewide student achievement testing. A panel of state senators amended House Bill 1240 on February 27, 2006, which would have moved Indiana Statewide Testing for Educational Progress Plus (ISTEP+, the statewide assessments) from fall to spring. The bipartisan compromise charges the department with developing a long-term assessment plan, to be created by October 1, 2006.

With the extended timeline, State Superintendent Dr. Suellen Reed anticipates hosting town hall meetings across the state to gather information from the public. According to a press release, the plan “might include spring and fall testing, contain costs, and avoid expensive lawsuits often associated with statewide assessments.”

Source: Indiana Department of Education (2006, February 22). *Reed supports compromise on ISTEP+ legislation* [Press release]. Retrieved March 27, 2006, from <http://www.doe.state.in.us/reed/newsr/2006/02-February/ISTEPcompromise.html>



MICHIGAN

State Manager: Gary Appel

E-Mail: gary.appel@learningpt.org

Michigan is focusing attention in two areas: teacher quality and high school redesign. The teacher quality interests include technical assistance regarding the following:

- Reviewing and recertifying teacher preparation programs.
- Exploring effective alternative certification programs.
- Developing and implementing a tool for educators to use for planning their professional learning.



The high school redesign interests include the following:

- Developing individual learning plan formats for students.
- Researching effective professional development to assist high school teachers as they move from teaching rigorous college-preparatory courses into teaching rigorous courses for all students.
- Developing supports for English language secondary students to help them access a more rigorous curriculum.

Briefly. Michigan is on the verge of dramatically increasing high school graduation requirements for all students. The plan, approved by the State Board of Education, was taken up by the state House and Senate. Both houses passed legislation that included at least 90 percent of the State Board recommendations. Governor Jennifer M. Granholm has indicated that she will sign the legislation when it arrives on her desk.

Passage of the plan will place new demands on high school teachers and administrators as they adapt to the required changes in coursework and instruction. The Michigan Department of Education is preparing to provide support for the high schools after the plan takes effect.



OHIO

State Manager: Mark Mitchell

E-Mail: mark.mitchell@learningpt.org

Ohio has identified three priority areas that directly support the focus of technical assistance under Great Lakes East. These priority areas are as follows:

- Enhancing the content knowledge of special education teachers to promote teacher quality.
- Exploring data-driven decision-making approaches that use technology tools to enable principals and teachers to analyze and use data to improve assessment and instruction.
- Exploring a system for credentializing professional development providers and supplemental educational service providers.

Briefly. The State Institute for Reading Instruction (SIRI) offers research-based PK–K professional development for early childhood educators. SIRI, presented by the Ohio State University and the Early Childhood Quality Network and sponsored by the Ohio Department of Education’s Office of Reading Improvement in cooperation with the Office of Learning and School Readiness, consists of a series of seven modules held across the state of Ohio. Modules include topics such as “Oral Language and Early Literacy in Preschool” and “Building a Foundation for Preschool Literacy.”

One of the goals of SIRI is to develop knowledge and skills relating to significant early-literacy concepts and to build capacity to support young children’s learning through teaching strategies that are connected to current research.



In the News

The following articles were selected to provide you with easy access to news and resources addressing the key NCLB-related topics within each Great Lakes East state and across the nation in the last quarter.



INDIANA

New Podcast Technology: Indiana as National Leader—*IDOE News Release*, March 8, 2006

<http://www.doe.state.in.us/reed/newsr/2006/03-March/podcast.html>

“Already a leader in utilizing emerging technologies, the Indiana Department of Education has continued the trend by making use of the latest development in technology—audio podcasting. The Department is the only state department of education to offer such technology.”

Teacher Layoffs Coming, Indiana Public Schools Says—*Indianapolis Star*, March 2, 2006

<http://www.indystar.com/apps/pbcs.dll/article?AID=2006603020432>

“Indianapolis Public Schools officials confirmed Wednesday that teachers will be laid off as the district scrambles to cover a \$24 million budget shortfall. Superintendent Eugene White said he did not know how many of the 3,200 teachers could be let go, but union leaders said the number could reach 300.”

State Superintendent Supports State Testing Long-Term Plan—*IDOE News Release*, March 1, 2006

<http://www.doe.state.in.us/reed/newsr/2006/03-March/editorletter030106.htm>

“Indiana Senators did their homework before overwhelmingly passing an amended version of HB 1240—a compromise to an earlier proposal calling for a risky, rushed, \$45 million move of ISTEP-Plus to spring. The Senate’s amended bill, passed this week (Monday, February 27) by a bi-partisan vote of 48-2, proposes a long-term plan that I believe could include both fall and spring assessments, contain costs and avoid lawsuits often associated with high-stakes testing.” —Dr. Suellen Reed

Quality Counts at 10: Indiana’s State Highlights—*Education Week*, January 5, 2006

<http://www.edweek.org/ew/articles/2006/01/05/17shr.in.h25.html> (free registration required)

“Indiana scores above the national average in three of the four graded state policy categories in *Quality Counts*.”

State Education Data Profiles: Indiana—National Center for Education Statistics (not dated)

<http://nces.ed.gov/programs/stateprofiles/sresult.asp?mode=short&sl=18>

A listing of education data about Indiana.



MICHIGAN

Governor Applauds Passage of Rigorous High School Curriculum—State of Michigan, Office of the Governor, March 30, 2006

<http://www.michigan.gov/gov/0,1607,7-168--139907--,00.html>

“Governor Jennifer M. Granholm today applauded final passage of a rigorous high school curriculum in Michigan, calling it an essential step in building a diverse economy that will keep young people in the state.”



State Test Scores Show Students Reaching Higher Curriculum Standards—Michigan Department of Education, March 9, 2006

<http://www.michigan.gov/printerFriendly/0,1687,7-140--137663--,00.html>

“State assessment scores released today indicate students are beginning to reach the higher K–8 curriculum standards approved by the State Board of Education in 2004. Schools began implementing the new standards, known as Grade Level Content Expectations, in the 2004–05 school year. They have been recognized by independent reviewers to be among the most rigorous standards in the nation.”

Senate Holding Public Hearings on Proposed High School Requirements—Michigan Education Association, March 2006

<http://www.mea.org/design.cfm?p=5927>

“The Senate has started discussion regarding proposals for state high school graduation requirements. The Senate Education Committee has begun public hearings to consider input from all whom would like to testify or comment. Senate legislation will likely be introduced after these hearings.”

Quality Counts at 10: Michigan’s State Highlights—*Education Week*, January 5, 2006

<http://www.edweek.org/ew/articles/2006/01/05/17shr.mi.h25.html?state=MI> (free registration required)

“Michigan scores below average in three of the four graded policy categories in *Quality Counts*.”

State Education Data Profiles: Michigan—National Center for Education Statistics (not dated)

<http://nces.ed.gov/programs/stateprofiles/sresult.asp?mode=short&s1=26>

A listing of education data about Michigan.

OHIO

Ohio Infant and Toddler Guidelines Unveiled—*PR Newswire*, March 9, 2006

<http://www.prnewswire.com/cgi-bin/stories.pl?ACCT=109&STORY=/www/story/03-09-2006/0004317299&EDATE>

“A leadership team of private and public organizations this week unveiled developmental guidelines for Ohio’s youngest children, from birth to age three. The ‘birth announcement’ was held at COSI in Columbus and included remarks by Ohio First Lady Hope Taft.”

Quality Counts at 10: Ohio’s State Highlights—*Education Week*, January 5, 2006,

<http://www.edweek.org/ew/articles/2006/01/05/17shr.oh.h25.html?state=OH> (free registration required)

“Ohio scores at or above average in each of the four graded policy categories in *Quality Counts*.”

State Education Data Profiles: Ohio—National Center for Education Statistics (not dated)

<http://nces.ed.gov/programs/stateprofiles/sresult.asp?mode=short&s1=39>

A listing of education data about Ohio.



ELSEWHERE IN THE NATION

State Steps in Under NCLB in Baltimore—*Education Week*, April 5, 2006

<http://www.edweek.org/ew/articles/2006/04/05/30baltimore.h25.html?levelId=1000>

(free registration required to be able to access two articles per week)

“Maryland became the first state to use its authority under the No Child Left Behind Act to seize control of failing schools, as the state board of education this week ordered new management at 11 middle and high schools in Baltimore. Nancy S. Grasmick, Maryland’s superintendent of schools, led the push to take over four high schools and to shrink the district’s role in operating seven middle schools.”

Week of the Young Child Celebrations Across the Country Honor Children and Thank Teachers—

National Association for the Education of Young Children, March 2006

<http://www.naeyc.org/about/releases/20060331.asp>

“The National Association for the Education of Young Children (NAEYC) celebrates Week of the Young Child, April 2-8, 2006, to recognize the needs of young children and thank teachers and other adults who work to build better futures for all children. Week of the Young Child is celebrated across the country by hundreds of local organizations working to improve opportunities for all young children.”

School Leaders Mull Ed-Tech Evaluation—*eSchool News*, March 10, 2006

<http://www.eschoolnews.com/news/showStoryRSS.cfm?ArticleID=6186> (free subscription required)

“At the Consortium for School Networking’s annual K–12 School Networking Conference, educational technology leaders explored a number of challenging issues. Chief among these: How to measure the success of school technology programs, and how to personalize learning and make instruction more relevant for today’s students.”

What States Must Do—*The Chronicle of Higher Education*, March 10, 2006

<http://chronicle.com/free/v52/i27/27b03601.htm>

“Throughout the country, public-school districts, states, the federal government, businesses, foundations, and policy organizations are focusing on reforming high schools to provide opportunities for all students to reach higher academic standards. A key objective of many of those efforts has been to enhance student readiness for college, especially for students from groups traditionally underrepresented in postsecondary education.”

Primary Progress, Secondary Challenge: A State-by-State Look at Student Achievement Patterns—

The Education Trust, March 2, 2006

<http://www2.edtrust.org/EdTrust/Press+Room/PPSCAdvisory.htm>

“One year after the nation’s governors pledged to improve American high schools, most states have made progress in raising achievement in the elementary grades, but secondary schools still struggle to close gaps between poor and minority students and their White and more affluent peers, according to a report released today by the Education Trust.”

Reasons Behind Student Dropout Rate—*USA Today*, March 1, 2006

http://www.usatoday.com/news/education/2006-03-01-dropouts-expectations_x.htm

“A survey of high school dropouts offers a surprising view of why they don’t finish school. It finds that more than six in 10 were earning C’s or above when they dropped out, and nearly two-thirds say they would have worked harder if expectations had been higher.”



Recent Issues and Developments

This section emphasizes current topics at regional comprehensive assistance centers, national content centers, and other technical assistance providers.

New Resources at FREE—Federal Resources for Educational Excellence, March 14, 2006

<http://wdcrobcolp01.ed.gov/cfapps/free/displaydate.cfm>

Each month, the FREE team adds new teaching and learning resources from more than 35 federal agencies. Resources include teaching ideas, learning activities, photos, maps, primary documents, data, paintings, sound recordings, and more—on thousands of topics.

Can Your State Be a Pilot Site for Federal Growth Model Flexibility? A Self-Evaluation Tool—
Assessment and Accountability Comprehensive Center (not dated)

http://www.aacompcenter.org/cs/aacc/print/htdocs/aacc/self_eval.htm

Secretary of Education Margaret Spellings recently issued a policy letter inviting states to participate in a pilot study of growth models for NCLB accountability. The Assessment and Accountability Comprehensive Center has produced a self-evaluation tool that will help state policymakers organize the issues that their applications must address.

The District Role in High School Reform (archived webcast)—March 21, 2006

<http://www.kwfdn.org/webcasts/>

On March 21, the Carnegie Corporation of New York and *Education Week* cohosted a symposium on the district role in reforming high schools. A webcast of the event has been provided by the KnowledgeWorks Foundation.

NCLB—California Comprehensive Center (not dated)

http://www.cacompcenter.org/cs/cacc/print/htdocs/cacc/nclb_topics.htm

This website provides an easy-to-use list of resources on NCLB topics.



Upcoming Events

For additional listings, check the Great Lakes East website for the Calendar of Events (<http://www.learningpt.org/greatlakeeast/events.php>).

Dates: April 17–19, 2006

Format: Symposium

Topic: “On the Right Track 4: Strategies From Improving Schools”

Sponsor: WestEd in collaboration with the California Department of Education

Location: Santa Clara, California

Website: <http://www.cacompcenter.org/cs/cacc/view/e/736>

Date: April 19–21, 2006

Format: Forum

Topic: “The Middle Grades to High School Transition: Research to Practice Forum”

Sponsors: Mid-Atlantic Comprehensive Center, the Southern Regional Education Board, and the Appalachia Regional Comprehensive Center

Location: Richmond, Virginia

Website: <http://www.macc.ceee.gwu.edu/MACCprojects/MHSForum06.asp>

Date: April 27, 2006

Format: Webcast

Topic: “Comprehension: Helping English Language Learners Grasp the Full Picture”

Website: <http://www.colorincolorado.org/webcasts/1005.php>

Date: Planned for May 2006

Format: Forum

Topic: “A Forum on Restructuring Schools”

Sponsors: Great Lakes East and Great Lakes West comprehensive assistance centers and the Center on Innovation and Improvement

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