



Great Lakes East Comprehensive Assistance Center

News for the Region

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

Winter 2007

The Challenge of Building Capacity

For the past five years, No Child Left Behind (NCLB) has challenged public education to reach new heights. State education agencies (SEAs) face one of their biggest challenges as they try to build local capacity as part of their charge to take a more active role in supporting school districts. The districts need that support as they make decisions about ways to improve teaching and learning in their schools. To help the SEAs, the U.S. Department of Education has established regional comprehensive assistance centers to provide technical assistance that is designed specifically to build SEA capacity for helping districts and schools reach NCLB goals.

Building capacity is not a well-defined concept, and the challenge of defining it is further complicated by the changing roles of leaders working relentlessly to improve student teaching and learning. Capacity building is a long-term process involving all stakeholders across the entire state education system. This e-newsletter features an article by Paul Kimmelman, Ed.D., senior advisor at Learning Point Associates and a national leader in education, that discusses the changing roles of SEAs and how these changes affect efforts to build organizational capacity. Dr. Kimmelman suggests that SEAs build organizational capacity by using a knowledge framework that consists of knowledge acquisition, knowledge management, and knowledge implementation.

Building capacity in NCLB implementation is the primary goal of Great Lakes East in Indiana, Michigan, and Ohio. To ensure successful work within these states Great Lakes East continuously builds its capacity as well. A recent collaborative effort with REL Midwest to host the first [Research to Action Forum](#) on teacher quality serves as a good example of building a constellation of support for the region. Specific ideas and strategies for improving states' teacher quality policies and practices gained during the forum surely are building capacity in this important work. We hope you enjoy reading this e-newsletter and find the information timely and useful in your work.

Barbara Youngren, Director

Great Lakes East Comprehensive Assistance Center and Great Lakes East staff members

Vol. 2, No. 1 In This Issue

Special Report	2
In this feature article, Paul Kimmelman, Ed.D., discusses the changing role of state education agencies and building their organizational capacity.	
Focus on States	5
Learn from the state managers about current work in Indiana, Michigan, and Ohio.	
In the News	10
Read select news items from Indiana, Michigan, Ohio, and the nation.	
Recent Issues and Developments	16
Learn about the current topics and reports related to NCLB.	
Upcoming Events	17
Get enriched and renewed by participating in these events.	

[E-Mail This Newsletter](#)

[Subscribe](#)

[Unsubscribe](#)

[Send Feedback](#)

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.



Special Report

State Education Agencies: A Different Future and Their Role in Building Organizational Capacity

By Paul Kimmelman, Ed.D., Senior Advisor, Learning Point Associates

Building Organizational Capacity

Recently while walking through an airport, I was struck by an advertisement that said, “Avoid our friendly employees, bypass the counter, choose your own car, and get an e-receipt.” In essence, everything you needed to do to get your rental car could be done using technology with little or no human contact. While not conveying a value statement, such is the case with the transforming of people-dependent services to less people-to-people interaction through the appropriate use of technology to successfully accomplish much of what used to be done in a labor-intensive environment. We have all heard the argument about education being different nowadays, but with the incredible growth of virtual schools and online learning, the storm clouds of this transformation are not very far off on the horizon. Those that are slow to recognize the change may find new competitors offering their services at far less cost because they have found more efficient ways to provide these services.

This situation presents an incredible challenge to state education agencies (SEAs). My many years in education have enabled me to observe some excellent state education leaders. However, the model of organizational leadership is changing, and those charged with the task of improving student achievement and teaching must be open to innovative ideas that heretofore were not part of the traditional working models. Without transforming state education services in ways that they currently do not have in place, SEAs risk being replaced by other organizations that offer bold, less costly access 24 hours a day through innovative alternatives. In addition, in an environment of opposition to raising taxes to increase education funding, educators must find more economical solutions for delivering high-quality services. The car rental advertisement seems a fitting metaphor for the future of SEAs.

For many years, SEAs have been viewed more as compliance centers than important partners in developing a framework that would inform all schools within their states on using research- or evidence-based information to improve their practices. Research- and evidence-based information are critically important if schools are going to meet the standards-based accountability requirements in place in every state.

It may be an overly simplistic example, but every football player knows the goal of the game is to score points through touchdowns and field goals, but every football coach agonizes about a complex and comprehensive plan for strategy and execution. Using a mental model of the football game plan as a metaphor, it would seem intuitive that embedded within state standards would be a plan that incorporated a complex and comprehensive strategy and execution plan so all schools would have a better chance to be successful. That plan should offer a framework for building organizational capacity. In other words, what can an SEA do to ensure that all schools under its guidance are using a coherent, substantive plan that focuses on building the knowledge of teachers and administrators so they can work effectively with their students?



Knowledge Acquisition

In my most recent book, I suggested using a knowledge framework to build organizational capacity (Kimmelman, 2006). The knowledge framework was organized into three basic steps. The first step is knowledge acquisition. Knowledge acquisition is using data and research to inform improvement initiatives. Local school practitioners need technical assistance support so they better understand how to use data and find research to inform their daily work. All teachers should be able to use longitudinal data during the year to accurately assess how their students are doing with respect to meeting benchmarks set by the state. The use of formative assessments is critically important to implementing this concept. While No Child Left Behind (NCLB) focuses on summative data—in much the same way I discussed how the football coach plans for a game—states must develop the means by which their local school districts can use formative and summative data aligned to their content standards to ensure student achievement meets state proficiency goals.

States also must work with their practitioners to provide them with credible research and evidence to support school improvement initiatives. While this is a daunting task, it means helping teachers, administrators, other practitioners access the right research and evidence to make decisions about textbooks, curricular programs, interventions, and pedagogy. SEA staff working collaboratively with the federally funded agencies charged with helping them can lead to successfully accomplishing this goal. Each state has support from a federally funded regional educational laboratory and a regional comprehensive assistance center as well as access to the national content centers. For example, Learning Point Associates serves Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin through REL Midwest. It also serves Illinois and Wisconsin through the Great Lakes West Comprehensive Assistance Center and Indiana, Michigan, and Ohio through Great Lakes East. Finally, Learning Point Associates serves the entire nation through its National Comprehensive Center for Teacher Quality. It is essential for states to partner with these agencies to build their own knowledge base and develop large-scale implementation plans for effective school improvement efforts. Focusing on process is essential to successfully accomplish this task. That process to ensure that all schools are improving must be part of SEAs' organizational culture, including teamwork and collaboration.

Knowledge Management

The second step—one that is getting more attention recently—is knowledge management. By knowledge management, I suggest employing data warehousing systems that make it much more convenient for those who need access to critically important information and data to be able to access it easily. The use of online resources is expanding rapidly, and the need for statewide longitudinal data systems and knowledge information centers are essential for building organizational capacity.

Teachers and school administrators working on school improvement projects must use data that are informative throughout a student's life in school as well as research that supports their work under similar demographic conditions. The data do not have to be overly complex and confusing. For example, the baseball box score is used daily during a baseball season to follow the progress of each player. The box score is actually a formative assessment tool and is used by both fans and players to track performance for a period of time. Data warehousing should be part of every state's data system and should empower educators to make knowledge-based decisions.



Knowledge Implementation

Finally, the third step is knowledge implementation, which essentially is research-based professional development. Any organization or team that wants to improve needs to do it by understanding that success only will be achieved by focusing on the people who are charged with the task of getting better at their work. It has been known for a long time that many teachers and administrators are not receiving the support they need to implement a standards-based system with rigorous accountability. SEAs are well positioned to offer their constituents professional development frameworks with suggested resources that are known to bring successful results. The most logical process to improve a system is to improve those who work in it.

The Future

The future SEAs are likely to look different from their current models. As suggested earlier, the challenges of working with limited budgets and competition from private vendors will bring those changes. However, that does not mean SEAs cannot or will not be successful. First, the proper use of technology can help offset the cost of human resources. While some educators debate the idea that education must be supported by human interaction and that students are not widgets—just as the car rental firm found a new process to eliminate some need for its employee-customer interaction—the incredible growth of online schools and now even online professional development demonstrate that a “sea change” of traditional processes is under way.

In the Midwest region, Great Lakes East and Great Lakes West are partners in assisting SEAs with this work. REL Midwest will be conducting both long- and short-term research to help its constituents have access to relevant, useable research for school improvement. Finally, the U.S. Department of Education is undergoing changes that could result in federal, state, and local school partnerships that will enable school leaders to focus on building their organizational capacity.

The responsibility to build organizational capacity in SEAs so they can transform their work to meet the needs of 21st century education is not going to be easy work. It might be worthwhile to conclude by thinking about something as simple as a cup of coffee to put the daunting challenge in perspective. Starbucks has been a huge success, and anyone who wants a cup of its coffee can find it almost anywhere in the world. A company cannot be that successful without some guiding principles and an effective strategy with flawless execution. Joseph Michelli, Ph.D. (2007), discusses the five principles for turning the ordinary into extraordinary in his book *The Starbucks Experience*. Those principles are the following:

1. Make it your own.
2. Everything matters.
3. Surprise and delight.
4. Embrace resistance.
5. Leave your mark.

If something as simple as providing a cup of coffee to customers is supported by rigorous principles and a knowledgeable crew, those of us in education need to embrace some bold, new, and innovative ideas to retain our customer base. We are all part of a rapidly expanding knowledge and information society, and building organizational capacity on a daily basis is what it will take to meet the needs of the 21st century students.



References

- Kimmelman, P. L. (2006). *Implementing NCLB: Creating a knowledge framework to support school improvement*. Thousand Oaks, CA: Corwin Press.
- Michelli, J. A. (2007). *The Starbucks experience*. New York: McGraw-Hill.

Focus on States

In this section, the Great Lakes East state managers provide updates on current state plans regarding No Child Left Behind (NCLB) implementation efforts. The e-mail addresses of the state managers are included for further inquiries.



INDIANA

State Manager: Jayne Sowers, Ed.D.

E-Mail: jayne.sowers@learningpt.org

Evaluating State-Provided Professional Development and Technical Assistance. Great Lakes East has been working with a team from the Indiana Department of Education (IDOE)—consisting of Linda Miller, Indiana assistant superintendent; Dwayne James, policy analyst; and Gary Wallyn, director of the Division of Accreditation, Assistance, and Awards—to develop evaluation forms to be used departmentwide in measuring the effectiveness of state-provided professional development and technical assistance. This working group has developed the professional development evaluation form and currently is field-testing it. The form includes validated probes and questions based on the components of high-quality professional development and designed to be used by multiple providers across IDOE's divisions. The use of the same form across divisions will allow for ease of data collection and disaggregation of data in evaluating state-provided professional development. While this form is being field-tested, the working group will be developing a companion evaluation form for those who conduct technical assistance. When completed, the information from the evaluations will provide IDOE with a critical review of its work as related to the needs of its schools and school corporations.

Providing Research and Best Practices. A second team in Indiana is moving forward in providing an online source of current research and best practices regarding students with disabilities, students learning English, and principal leadership. The team—consisting of Darlene Slaby (director, IDOE Division of Language Minority and Migrant Programs), Olga Tuchman (consultant, IDOE Division of Language Minority and Migrant Programs), Gary Wallyn, Linda Miller, and Jayne Sowers (Great Lakes East Indiana state manager)—selected a frequently-asked-questions (FAQ) format to be placed on the IDOE website. Nine FAQs for educators seeking information about English language learners (ELLs) were developed from common questions received by the IDOE Division of Language Minority and Migrant Programs. The questions include the following:

- What are the legal requirements for enrolling ELLs?
- What testing is required for ELLs?
- What do all the acronyms—LEP, ESL, ELL—mean and when should I use them?



With the assistance of the Center for Applied Linguistics (a Great Lakes East subcontractor), the answers to the FAQs are being written in a style free of jargon for the educator or administrator who is new to this group of learners. Links to the [Language Minority and Migrant Programs](#) website will be provided. There the educator will find a wealth of well-developed details and specific information concerning each FAQ. The team will spend the next several months completing this work before moving on to developing similar online sections concerning students with disabilities and principal leadership.

Assisting Districts and School Corporations in Corrective Action. Originally focused on developing state policy aligned with NCLB sanctions for school corporations (districts) in corrective action, this working group is moving from developing the policy to implementing the policy through providing technical assistance to the corporations. The team consists of LeeAnn Kwiatkowski (director, IDOE Division of Compensatory Education [Title I]), Jamie Miller (associate director, IDOE Division of Compensatory Education [Title I]), Doug Walker (RMC Research Corporation, a Great Lakes East subcontractor), and Jayne Sowers. Throughout October and November 2006, the team read and critiqued each corporation's required improvement plans. From reviewing the plans, the team created a draft of a pyramid of state-provided, tiered technical assistance for corporations in Year 1, 2, 3, or 4 or more of improvement or in corrective action. The initial step of technical assistance is providing corporations in Year 4 with information regarding the research on district improvement and instructional approaches for making adequate yearly progress within student subgroups, disaggregating student data, and backward planning—using the research to determine which practices, programs, and services would be most effective with students. On January 18, 2007, nine school corporations met in Indianapolis to receive this technical assistance from IDOE staff representing the Division of Compensatory Education (Title I), the Division of Exceptional Learners, the Division of Language Minority and Migrant Programs, and facilitators from Great Lakes East. In addition, a March 2007 meeting is being planned for those school corporations likely to be placed in Year 1, 2, or 3 status of district improvement as IDOE seeks to assist them proactively long before they are termed to be in corrective action. This proactive approach demonstrates IDOE's commitment to assisting students and educators in struggling schools and school corporations across the state.



MICHIGAN

State Manager: Gary Appel

E-Mail: gary.appel@learningpt.org

Increasing Teacher Quality. The teacher quality team continued to interact and learn more about the experiences of other states in designing and implementing professional learning plans for teachers. The team consists of Flora Jenkins (director, Michigan Department of Education [MDE] Office of Professional Preparation Services); Catherine Smith (supervisor of Program Preparation, MDE Office of Professional Preparation Services); Donna Hamilton (professional development consultant, MDE Office of Professional Preparation Services); Darren Woodruff and Amy Klekotka (American Institutes for Research), Doug Walker (RMC Research Corporation), Gary Appel Great Lakes East Michigan state manager); and Constanza Hazelwood, Amy Colton, and Claudette Rasmussen (Great Lakes East staff). Deb Hansen (Iowa Department of Education), provided an in-depth look at Iowa's approach to professional learning plans and walked the team through the rich array of Web-based support materials available to Iowa teachers as they plan their professional learning. She helped the team explore how to structure the professional learning plans to encourage collaborative learning among teachers. A series of professional development stakeholder meetings is being designed for late February and March to enlist key state organizations, such as Michigan Education Association



and the American Federation of Teachers–Michigan, in the design and implementation of the professional learning plans. The work of the team includes assisting MDE in moving forward the broader agenda of the Michigan Professional Learning Strategic Plan 2006–2010 passed by the state board of education in early 2006. The individual professional development plans are central to the strategic plan. Once a process is drafted, the Great Lakes East working team is planning to pilot it with teachers in at least two school districts.

Special Education. With assistance from Great Lakes East, the MDE Office of Special Education and Early Intervention Services convened a team of professionals in special and general education to form a Disproportionality Community of Practice.

Among several purposes, the Disproportionality Community of Practice core team was created to serve as a forum for state education agency staff, intermediate school districts, local education agency staff, and technical assistance providers to propose, discuss, and develop strategies that engage school districts in assessing disproportionate representation of minority students in special education.

The group is studying how this problem relates to local policies, practices, and procedures—especially, how the revision of existing culturally responsive self-assessment tools (e.g., National Center for Culturally Responsive Educational Systems [NCCRESt] self-assessment rubric) and how their implementation might be revised and used with school districts. The ultimate goal is to eliminate disproportionate representation of student subpopulations in special education programs.

The team is supported by an experienced group of consultants, including Darren Woodruff (American Institutes for Research) and Beverly Mattson (RMC Research Corporation) as well as invited guests, such as Shelley Zion (associate director, Urban School Alliance, which houses the National Institute for Urban School Improvement and NCCRESt).

Supporting English Language Learners (ELLs). In fall 2006, Mazin Heiderson and Roberto Quiroz (ELL consultants, MDE Office of School Improvement: Curriculum and Instruction), contacted Great Lakes East seeking technical assistance in support of ELL across the state. Great Lakes East staff Constanza Hazelwood, Asta Svedkauskaite, and Gary Appel as well as subcontractor Grace Burkhart (Center for Applied Linguistics) participated in MDE’s annual ELL directors’ meeting in November to better understand the state’s needs and the current landscape regarding ELL students. Based on those initial conversations, a new area of work is emerging focused on building the capacity of ELL directors in the state’s school districts and helping the state’s two ELL-related professional organizations (i.e., Michigan Association for Bilingual Education and Michigan Teachers of English to Speakers of Other Languages) design and provide professional development to ELL educators in the field.



OHIO

State Manager: Mark Mitchell

E-Mail: mark.mitchell@learningpt.org

Special Education Licensure and Preparation. On November 1–4, 2006, representatives from the Ohio Department of Education (ODE) special education task force attended the Center for Improving Teacher Quality forum, “Building Partnerships: Collaborating Across General and Special Education,” in New Mexico. Among the representatives were Michele Lehman (director, ODE Center for the Teaching Profession), Sue Zake (consultant, Northwest Ohio Special Education Regional Resource Center), Lucy Ozvat (consultant, ODE Entry Year Principal Mentor Training), Tom Lather (associate director, ODE Office for Exceptional Children), and Linda Morrow (professor of education, Muskingum College). Mark Mitchell, the Great Lakes East Ohio state manager, also attended the forum and joined the group during their state planning time. The forum provided a good opportunity for the Ohio group to exchange ideas about special education licensure and preparation with other states, such as Pennsylvania and Connecticut, and to hear from experts representing academia, professional groups, and the government.

This sharing of research, ideas, and experiences at the forum led to a rethinking of earlier work by the task force. The original goal and scope of the work was expanded to include the notion of blended or collaborative programs to prepare general education teachers with rigorous preparation to meet the needs of students with disabilities in their classrooms. Great Lakes East representatives on the task force include Beverly Mattson and Chuenee Boston (RMC Research Corporation) and Stacy Rush (American Institutes for Research).

As an outgrowth of the work in New Mexico, the ODE Center for the Teaching Profession invited general and special education faculty members from teacher preparation colleges in Ohio to a statewide forum on January 19, 2007, titled, “Collaborative Programs in General and Special Education,” which was cosponsored by ODE and Great Lakes East. The statewide forum featured two nationally prominent speakers and facilitators: Marleen Pugach, Ph.D. (University of Wisconsin–Milwaukee), and Linda Blanton, Ed.D. (Florida International University). The speakers gave an overview of collaborative teacher education models, including how these models differ, considerations for implementing the models, and how the models relate to the Highly Qualified Teacher requirements. Higher education faculty had an opportunity to engage in a self-assessment of their teacher education programs and curricula to determine where they were situated along a continuum from discrete (separate general and special education) to integrated programs and curricula. As a result of this statewide forum, ODE has recommended inviting new members to the existing task force to represent additional general and special education faculty members from higher education institutions.

Statewide Data System. This statewide data system known as Data Driven Decisions for Academic Achievement (D3A2) is a long-term initiative with many working committees comprising multiple stakeholder groups. This system will provide educators with access to item analysis data, tools to help interpret data, and online links to educational content. It is also a data infrastructure that enables more efficient and coherent warehousing and reporting of student achievement data. A Great Lakes East team, consisting of Linda McDonald (RMC Research Corporation), Mark Mitchell, Arie van der Ploeg (Learning Point Associates), and Darren Woodruff (American Institutes for Research), has participated on the professional development committee since May 2006.



Within this professional development committee, the participants are focused further on two primary work subgroups: professional development for teachers and professional development for central office staff (e.g., superintendents, curriculum coordinators). The committee has met monthly during the last quarter: October 19, November 16, December 21, and January 18. These monthly meetings enabled the two work subgroups to share and solicit feedback about their ongoing work. Between these monthly meetings, the subgroups met individually to do the work. For example, on November 9–10, 2006, the teacher subgroup met for an intensive work meeting in Columbus, Ohio, to draft two professional development modules: “Overview of D3A2” and “Understanding Our State Testing System.” To ensure universal access to these modules, the subgroup, along with a larger committee, thought hard about a blended approach regarding their delivery. The “Overview of D3A2” module is designed to be delivered on a CD-ROM or online in a self-tutorial format. Other modules may include a mix of online facilitated courses or train-the-trainer approaches.

On December 20, 2006, the central office staff subgroup met to discuss the technology standards for school administrators and alignment with an emerging tool “Questions to Assist Superintendents & Central Office Staff in Creating a Data Culture.” At the January 18 combined meeting, Carol Daniels (senior research associate, College of Education, The Ohio State University) presented the latest work of this subgroup. The work includes a self-rating instrument for use by superintendents to gauge where their district is at in relation to establishing a data culture and a guide that provides questions and resources focused on low-impact areas identified in the instrument. The work of the teacher and central office staff subgroups has been informed by professional development surveys administered by Hezel Associates. Results from the surveys have led to implications for what kinds of professional development are needed in the field.

In addition to the two subgroups, work continues on the Learning Point Associates [Data Primer](#), seen as another tool that will help novice data users better understand and use data. The Data Primer tool was presented to the entire working group on October 19 to solicit any feedback about how the Data Primer modular design might be adapted to meet specific data user needs in Ohio. On November 16, 2006, Mark Mitchell led a group process to generate specific comments about the Data Primer. These comments, along with those generated on October 19, helped guide the retooling of the Data Primer screens that users see. Further iterations of these screens were shared at the December 21 and January 18 meetings. The next step will be to develop the narrative and questions that reinforce the screens and that model questions users can ask about data. A revised version of the Data Primer will be shared on February 15, 2007, before the full committee.

As an outgrowth of the D3A2 work, a new area is emerging that focuses on a decision framework support process. Staff members from ODE, The Ohio State University, and Great Lakes East have discussed this process and how it will integrate with D3A2 and the Comprehensive Continuous Improvement Plans. The initial conversations took place on November 20, December 11, and January 12. They focused on the need for a decision-making framework and systems of support to help district and school leaders make informed, data-driven decisions in support of a rigorous comprehensive school improvement process. Possible approaches include the design of essential questions that link to the tiered system of support for school improvement in Ohio.

Professional Development Credentialing. This work is focusing on building the capacity of regional service providers to deliver high-quality professional development and school improvement support to local schools and districts. An initial conference call was held on December 11, 2006, with Claudette Rasmussen (Learning Point Associates), Stephen Barr (associate superintendent, ODE Center for School Improvement), Linda McDonald (RMC Research Corporation), and Mark Mitchell. An orientation meeting regarding the work was held on January 17, 2007, at ODE. Next steps include convening stakeholders (both from ODE and the field) to



bring clarity to key questions, such as the following: What content and knowledge of adult learning is needed for regional service providers in mathematics, in reading and literacy, and in school improvement? How will such providers become credentialed, and who will grant the credential? How will professional development and school improvement support to schools and districts be evaluated?

In the News

The following articles were selected to provide you with easy access to news and resources addressing the key No Child Left Behind (NCLB)–related topics within each Great Lakes East state and across the nation in the last quarter.



INDIANA

Indiana Launches College Access Campaign—*IDOE News Release*, January 22, 2007

<http://www.doe.state.in.us/reed/newsr/2007/01-January/CollegeAccess.html>

“KnowHow2GoIndiana is part of a national effort to raise awareness among low-income students about the basic steps they need to take now to turn college dreams into reality.”

Indiana Ranks First in the Nation for Standards, Assessments, and Accountability on Education Week’s Quality Counts Report—*IDOE News Release*, January 3, 2007

<http://www.doe.state.in.us/reed/newsr/2007/01-January/QualityCounts.html>

“Indiana’s expectations for K–12 students and schools earned high marks on Education Week’s 2007 Quality Counts report, an analysis of states’ progress in defining what young people need to know and be able to do to move successfully from one state of education to the next.”

Statewide High School Graduation Rates Released—*IDOE News Release*, January 2, 2007

<http://www.doe.state.in.us/reed/newsr/2007/01-January/2006gradrates.html>

“The final data confirms [sic] that about three-quarters (76.5 percent) of eligible Indiana students earned a high school diploma in 2006—with more than half of schools (56.2 percent) graduating greater than 80 percent of their students.”

Empowering Parents: Response Soars for Supplemental Educational Services Option in Indianapolis—*The Achiever*, January 2007

<http://www.ed.gov/news/newsletters/achiever/2007/0107.html#2>

“This school year, with the support of federal funding, Indianapolis will spend more than \$4 million on supplemental educational services to help several thousand students in grades K–8 improve their knowledge and skills in core subjects while their schools undergo improvements. Approximately \$1,500 has been allotted per student to pay for tutoring sessions that vary in number based on SES providers’ hourly rates.”

Statewide ISTEP+ Results Mixed in 2006—*IDOE News Release*, December 21, 2006

<http://www.doe.state.in.us/reed/newsr/2006/12-December/ISTEP122106.html>

“About 70 percent of Indiana students in Grades 3–10 passed state exams in English/language arts (70 percent) and mathematics (73 percent) in 2006. About 60 percent of students passed the state’s science tests given at Grades 5 and 7.”



Indiana's Highly Qualified Teacher Plan Earns Federal Approval—*IDOE News Release*,
December 20, 2006

<http://www.doe.state.in.us/reed/newsr/2006/12-December/hqt122006.html>

“Data for the 2005–06 school year show that about 92 percent of all Indiana teachers currently meet the highly qualified requirement.”

New State Rate Shows 76 Percent of High School Students Graduating—*IDOE News Release*,
November 27, 2006

<http://www.doe.state.in.us/reed/newsr/2006/11-November/graduationpr112706.html>

“About three-quarters (75.5 percent) of eligible Indiana students earned a high school diploma in 2006.... The Class of 2006 is the first group of Hoosier students that could be followed using a new state formula for calculating graduation rates.”

Eight Indiana Schools Nominated for 2007 National Blue Ribbon Awards—*IDOE News Release*,
November 16, 2006

<http://www.doe.state.in.us/reed/newsr/2006/11-November/blueribbon111606.html>

The eight nominated schools include: Hayden Elementary School, Jennings County Schools, Hayden; South Haven Elementary School, Portage Township Schools, Valparaiso; Lakeside Elementary School, Metropolitan School District of Warren Township, Indianapolis; Burris Laboratory School, Muncie; Carmel Middle School, Carmel Clay Schools, Carmel; Childs Elementary School, Monroe County Community School Corporation, Bloomington; Cooks Corner Elementary School, Valparaiso Community Schools, Valparaiso; and Sand Creek Intermediate School, Hamilton Southeastern Schools, Fishers.

Four Indiana Schools Inducted as “International Spanish Academies”—*IDOE News Release*,
November 2, 2006

<http://www.doe.state.in.us/reed/newsr/2006/11-November/spanishacademies.html>

“These schools [Metropolitan School District of Lawrence Township’s Forest Glen Elementary School, Craig Middle School, Lawrence North High School, and the International School of Indiana] are Indiana’s first additions to the International Spanish Academy program, a collaborative between American public high schools and the Ministry of Education and Science in Spain.”

State Board Adopts New Testing Plan for Indiana—*IDOE News Release*, November 1, 2006

<http://www.doe.state.in.us/reed/newsr/2006/11-November/newtesting.html>

“Under the proposal, the state’s testing system would include voluntary diagnostic testing in the fall and throughout the year and accountability testing in the spring for grades 3–8. These tests would include writing, but the writing portion would be given at a separate time. The new plan would replace the current Graduation Qualifying Exam with the state’s Core 40 End-of-Course Assessments in Algebra I and English 10. Students would be required to pass both exams to graduate from high school.”



MICHIGAN

State Test Scores Show Increases in Mathematics and Reading—*MDE News & Events*, January 22, 2007

<http://www.michigan.gov/mde/0,1607,7-140--160514--,00.html>

“Mathematics scores improved at every grade tested (3rd through 8th), while reading scores increased in grades 4–8 and remained steady at grade three. Fifth-grade science scores also increased.”

Central Michigan University Teams Up With Flint Schools to Lure Students—*Mlive.com*, January 10, 2007

“About 50 Flint School District juniors will get a taste of campus life through a new college preparation partnership with Central Michigan University.”



Detroit May Shut Up to 52 Schools—*The Detroit News*, January 6, 2007

<http://www.detnews.com/apps/pbcs.dll/article?AID=/20070106/SCHOOLS/701060406/-1/ARCHIVE>

“The Detroit Public Schools announced a massive restructuring plan Friday to close 52 schools, a number that would shrink the state’s largest district by more than 20 percent.”

College Gets More Affordable for Michigan Students—*Michigan.gov*, December 19, 2006

<http://www.michigan.gov/som/0,1607,7-192--158569--RSS,00.html>

“Starting with the Class of 2007, every student who attends college or technical training can earn a \$4,000 scholarship—\$1,500 more than the current Merit Award program. Students can attend any two- or four-year school in Michigan, public or private, or a wide array of technical training programs.”

Detroit’s Teachers Union Ousts Leader—*Detroit Free Press*, December 3, 2006

“Frustrated by economic issues and still recovering from this fall’s costly strike, the Detroit Federation of Teachers surprisingly voted Saturday to oust six-year President Janna Garrison in favor of Executive Vice President Virginia Cantrell.”

State Moves Forward on Michigan Merit Exam; High School Juniors to Receive Free ACT Test—

Michigan.gov, November 1, 2006

<http://www.michigan.gov/mde/0,1607,7-140--155333--00.html>

“Implementing the MME means that all 11th graders will take the new state assessment next March. It will provide students with a regular ACT score report that they can use to apply to a college or a university. Students also will be able to use the MME to qualify for a Michigan Merit Award scholarship to help pay for their costs in attending a state university, community college or a technical or trade school.”

OHIO

Ohio Adds 109 New National Board Certified Teachers—*Ohio Department of Education News Releases*, January 11, 2007

<http://webapp1.ode.state.oh.us/cncs/view.asp?id=244519246184953917>

“Ohio ranks fifth nationwide in the total number (2,629) of National Board Certified Teachers and 16th in the number of new National Board Certified Teachers. The number of Ohio teachers achieving the designation has nearly doubled in the past five years (from 1,334 in 2001).”

Taft Toughens Curriculum—*The Enquirer*, January 4, 2007

<http://news.enquirer.com/apps/pbcs.dll/article?AID=/20070104/NEWS0102/701040342/1058/NEWS01>

“Gov. Bob Taft performed one of the last formal public acts of his administration Wednesday, signing legislation he made a priority that will bring a more rigorous curriculum to Ohio schools.”

Ohio Receives \$100,000 Grant for Chinese Language Programs—*Ohio Department of Education News Releases*, December 11, 2006

<https://webapp1.ode.state.oh.us/cncs/view.asp?id=973436463857688269>

“Ohio is one of four states to receive a Foreign Language Assistance Program grant from the U.S. Department of Education (USDOE) to support the teaching of foreign languages. Ohio plans to use its grant over the course of three academic years to establish, improve and expand Chinese language programs in grades kindergarten through six.”



14 Ohio Schools Receive National ‘Blue Ribbon’—*Ohio Department of Education News Releases*, November 20, 2006

<http://webapp1.ode.state.oh.us/cncs/view.asp?id=347454533247526312>

The 14 schools include Barrington Elementary School, Upper Arlington School District; Dorothy E. Lewis Elementary School, Solon City School District; Emerson World Languages & Cultures Elementary Magnet School, Westerville City School District; Evening Street Elementary School, Worthington City School District; Fort Recovery High School, Fort Recovery School District; Hilltop Elementary School, Canfield Local School District; Leipsic Elementary School, Leipsic Local School District; Longfellow Magnet School Program, Westerville City School District; Old Trail School, Revere Local School District; Roosevelt Elementary School, Steubenville City School District; St. Mary School, Cincinnati City School District; St. Rita Catholic School, Solon City School District; Struthers High School, Struthers City School District; and Trenton Avenue Elementary School, Claymont City School District.

Secretary Spellings Announces \$42 Million for 16 Grants to Reward Effective Teaching and Leadership—*ED Press Releases*, November 3, 2006

<http://www.ed.gov/news/pressreleases/2006/11/11032006.html>

The Ohio Department of Education was awarded a \$5.5 million grant as part of the Teacher Incentive Fund program. It will be used in part to provide financial incentives to principals and teachers who improve student achievement in high-poverty schools.

High Standards of Achievement Exceeded by 117 Schools of Promise—Ohio Department of Education, October 16, 2006

<https://webapp1.ode.state.oh.us/cncs/view.asp?id=879415872821534894>

“117 schools have been identified as *Schools of Promise*. . . . The Ohio Department of Education’s (ODE) *Schools of Promise* program recognizes schools that demonstrate high achievement for all student groups. Students in these schools met or exceeded the state standard of 75 percent on the 2005–2006 achievement tests and the Ohio Graduation Tests in reading and mathematics.”



ELSEWHERE IN THE NATION

Assessment and Accountability

Schools Slow in Closing Gaps Between Races—*The New York Times*, November 20, 2006

<http://www.nytimes.com/2006/11/20/education/20gap.html?ex=1321678800&en=0125b01e93f79baf&ei=5088&partner=rssnyt&emc=rss>

“When President Bush signed his sweeping education law a year into his presidency, it set 2014 as the deadline by which schools were to close the test-score gaps between minority and white students that have persisted since standardized testing began.”

High Schools

National High School Center Outlines Emerging Evidence for Strengthening Low-Performing High Schools—*National High School Center*, November 16, 2006

http://www.betterhighschools.org/docs/NHSC_November16Announcement_Final.pdf

For Full Report: http://www.betterhighschools.org/docs/NHSC_EmergingEvidence_010907.pdf

“The National High School Center, funded by the U.S. Department of Education and housed at the American Institutes for Research (AIR), has released a research brief highlighting ways to raise student achievement and keep students on track for graduation. The brief is based on evaluations of four widely used high school improvement programs and identifies key practices used to strengthen high schools.”



National High School Center Provides Guidance on Supporting Academic Success Among English Language Learners in High Schools—*National High School Center*, November 9, 2006

<http://www.betterhighschools.org/docs/FinalNHSCAnnouncementELBriefNov920062FINALBP.pdf>

For Full Report: http://www.betterhighschools.org/docs/NHSC_AdolescentS_110806.pdf

“The National High School Center released a research brief today, ‘*Improving Literacy Outcomes for English Language Learners in High School: Considerations for States and Districts in Developing a Coherent Policy Framework*,’ outlining recommendations for states and districts to better support adolescent English language learners (ELLs).”

National High School Center Releases Report on Key Practices and Policies of Consistently Higher Performing High Schools—*National High School Center*, October 31, 2006

http://www.betterhighschools.org/docs/October31_2006NationalHighSchoolCenterPressRelease_Final.pdf

For Full Report: http://www.betterhighschools.org/docs/ReportOfKeyPracticesandPolicies_10-31-06.pdf

“The National High School Center released a report today on key practices and policies of higher performing high schools.”

Innovation and Improvement

Charter School’s Lessons Extend to Another Continent—*The Washington Post*, December 13, 2006

http://www.washingtonpost.com/wp-dyn/content/article/2006/12/12/AR2006121201488.html?nav=rss_education

“On any given morning, half the students enrolled at YouthBuild Public Charter School in Northwest Washington are not in class. They are out on a construction site, renovating an old home.”

Secretary Spellings Approves Additional Growth Model Pilots for 2006–2007—*ED Press Releases*, November 9, 2006

<http://www.ed.gov/news/pressreleases/2006/11/11092006a.html>

“U.S. Secretary of Education Margaret Spellings today announced approval of three high-quality growth models, which follow the bright-line principles of *No Child Left Behind*.”

Instruction

Local Schools to Study Whether Math -- Topics = Better Instruction—*The Washington Post*, December 5, 2006

http://www.washingtonpost.com/wp-dyn/content/article/2006/12/04/AR2006120401491.html?nav=rss_education

For Full Report on Curriculum Focal Points for Prekindergarten Through Grade 8 Mathematics: A Quest for Coherence: http://www.nctmmedia.org/cfp/full_document.pdf

“Advocates of new math and old math, back-to-basics math and ‘fuzzy’ math might be shelving their differences to collectively focus on what many consider a more pressing problem: too much math.”

Arabic Moves to the Head of the Language Classes—*NPR News & Notes*, November 29, 2006

<http://www.npr.org/templates/story/story.php?storyId=6543690&ft=1&f=1013>

“Arabic classes may be coming soon to a high school near you. The federal government is increasing funding for teaching foreign languages in school, particularly those considered critical for national security.”

NCLB

Secretary Spellings Launches Priorities for NCLB Reauthorization—*ED Press Releases*, January 24, 2007

<http://www.ed.gov/news/pressreleases/2007/01/01242007.html>

For Full Report: <http://www.ed.gov/policy/elsec/leg/nclb/buildingonresults.pdf>

“U.S. Secretary of Education Margaret Spellings today launched Building on Results: A Blueprint for Strengthening the *No Child Left Behind Act*.... Building On Results is designed to provide additional tools to our schools and educators to help America’s students read and do math at grade level by 2014.”



NCLB Achieves Its Top Goal—Accountability—*ED Fact Sheets, Op-Eds*, November 14, 2006

<http://www.ed.gov/news/opeds/edit/2006/11142006.html>

“When he signed the bipartisan *No Child Left Behind Act* into law, President Bush said the law’s ‘first principle is accountability.’”

Student Subgroups

‘English Language Learners’ Succeed in St. Paul, Minn.—*The Christian Science Monitor*, December 21, 2006

<http://www.csmonitor.com/2006/1221/p14s01-legn.html>

“A wiggling mass of third-graders occupies the floor space between two teachers during a lesson on ‘Hansel and Gretel.’ When it’s time to split into groups, Concha Fernández del Rey takes the kids who are still learning English, while third-grade teacher Sharon Eaton works on the other side of the room with students at a higher level of literacy.”

Team-Teaching Helps Close the Achievement Gap—*Education Week*, December 6, 2006

<http://www.edweek.org/ew/articles/2006/12/06/14hmong.h26.html>

“The St. Paul, Minn., school district has gained notice for its success in educating a large population of students of Hmong heritage who are learning English.”

Supplemental Educational Services

America Needs to Wise up About Need for Quality Tutoring—*Chicago Sun-Times*, November 29, 2006

<http://www.suntimes.com/news/otherviews/152600,CST-EDT-tutor29.article>

The Tutoring Revolution: Applying Research for Best Practice, Policy Implications, and Student

Achievement (Gordon, 2006) is available at <http://www.amazon.com/Tutoring-Revolution-Practices-Implications-Achievement/dp/1578865328/>.

“You don’t take an aspirin to cure cancer. Yet, each year millions of students face an equivalent situation when they enroll in ineffective tutoring programs that often falsely overpromise a quick and easy ‘cure’ for complex education ailments.”

Education Study: Remake the Public Schools—*NPR News & Notes*, December 19, 2006

<http://www.npr.org/templates/story/story.php?storyId=6646361&ft=1&f=1013>

For Full Report: (Available for Purchase) http://www.skillscommission.org/request_copy.htm

“A report from the New Commission on the Skills of the American Workforce recommends a major overhaul of U.S. public schools.”

Teacher Quality

Number of Underqualified Teachers Drops but State Still Can’t Meet Standards Set by Federal Law—

San Francisco Gate, December 6, 2006

<http://www.sfgate.com/cgi-bin/article.cgi?f=/c/a/2006/12/06/BAGK6MQ2CD1.DTL>

“The number of underqualified instructors teaching children in California’s public schools has dropped by more than half since 2000, a new report finds.”



Recent Issues and Developments

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

A Principal's Guide to Intensive Reading Interventions for Struggling Readers in Early Elementary School—*Center on Instruction*, 2006

<http://www.centeroninstruction.org/files/Principals%20guide%20to%20intervention.pdf>

“This guide provides information critical to developing and implementing an effective school-level intervention program.”

Evaluating Supplemental Educational Service Providers: Suggested Strategies for States (2nd ed.)—*Center for Innovation and Improvement*, 2006

<http://www.centerii.org/resources/SES%20evaluation%20guide.pdf>

“This Guidebook is designed to help state educational agencies (SEAs) create an effective system to evaluate state-approved supplemental educational service (SES) providers.”

Practical Guidelines on the Education of English Language Learners—*Center on Innovation and Improvement*, 2006

Book 1: Research-Based Recommendations for Instruction and Academic Interventions (K–12):

<http://www.centeroninstruction.org/files/ELL1-Interventions.pdf>

Book 2: Research-Based Recommendations for Serving Adolescent Newcomers (6–12):

<http://www.centeroninstruction.org/files/ELL2-Newcomers.pdf>

Book 3: Research-Based Recommendations for the Use of Accommodations in Large-Scale Assessments (K–12): <http://www.centeroninstruction.org/files/ELL3-Assessments.pdf>

Statewide Educational Accountability Under the No Child Left Behind Act—A Report on 2006 Amendments to State Plans—*Council of Chief State School Officers*, 2006

<http://www.ccsso.org/publications/details.cfm?PublicationID=339>

This is “a summary of the more frequent accountability workbook amendments requested in 2006.”

Crime, Violence, Discipline, and Safety in U.S. Public Schools: Findings from the School Survey on Crime and Safety: 2003–04—*National Center for Educational Statistics*, December 28, 2006

<http://nces.ed.gov/pubs2007/2007302rev.pdf>

“This report presents national-level information about crime and safety in U.S. public schools as reported by school principals, including the frequency of criminal incidents at school, the use of disciplinary actions, and efforts to prevent and reduce crime at school.”

An OIG Perspective on the Supplemental Educational Services Provisions of the Elementary and Secondary Education Act—*U.S. Department of Education Office of Inspector General*, November 2006

<http://www.ed.gov/about/offices/list/oig/auditreports/s09g0007.pdf>

“This paper discusses one issue relevant to the SES eligibility provisions of the ESEA and provides three alternatives to the current eligibility rules in the ESEA.”



Improvement Strategies for State Performance Planning: A Few Steps to Better Data—The National Dropout Prevention Center for Students with Disabilities, November 2006
http://www.ndpc-sd.org/assistance/docs/A_Few_Steps_to_Better_Data.pdf

“The purpose of this practice guide is to discuss several of the factors that caused difficulties with states’ data and suggest some practical solutions. The content is designed for state education agency personnel, including special education directors, data managers, and program developers.”

Dropout Rates in the United States: 2004—*National Center for Education Statistics*, November 2006
<http://nces.ed.gov/pubs2007/2007024.pdf>

“This report builds upon a series of National Center for Education Statistics (NCES) reports on high school dropout and completion rates that began in 1988. It presents estimates of most rates in 2004, provides data about trends in dropout and completion rates over the last three decades (1972–2004), and examines the characteristics of high school dropouts and high school completers in 2004.”

Teaching Science: How to Really Give Universal Access to English Learners—*Schools Moving Up*, November 30, 2006
<http://www.schoolsmovingup.net/cs/wested/view/e/1105>

“This interactive presentation will address practical, powerful ways to differentiate science instruction for English Learners.”

America Speaks: A Demographic Profile of Foreign Language Speakers for the United States: 2000—*U.S. Census Bureau News*, November 28, 2006
http://www.census.gov/Press-Release/www/releases/archives/census_2000/007854.html

The U.S. Census Bureau has released a new report that provides a demographic profile of Americans who speak only English and who speak a language other than English. The report consists of a number of national- and state-level spreadsheets with data from Census 2000 broken down by type of household, age of householder, education attainment, and income.

Prospects for the Profession: Public Opinion Research on Teachers—*National Comprehensive Center for Teacher Quality*, October 2006
<http://www.nctq.org/publications/October2006Brief.pdf>

“This comprehensive review of 16 nationally representative public opinion polls conducted between 2000 and 2006 provide insight into how teachers, school administrators, parents, and the general public view the teaching profession.”

Upcoming Events

For additional listings, check the Great Lakes East website for the [Calendar of Events](#).

FEBRUARY 2007

Dates: February 14–16
Location: Chicago
Format: Conference

Topic: [NCLB: No Child Left Behind Annual Statewide Conference: Beyond Boundaries—Strategies for Reaching All Students](#)
Audience: Illinois educators associated with Title I, Title II, Title III, Title IV, Title V; Illinois State Board of Education staff
Sponsor: Illinois Resource Center, in collaboration with the Illinois State Board of Education, the Illinois NCLB Consolidated Committee of Practitioners, Illinois Association of Title I Directors, Illinois Coalition for Title I Parents, and Illinois Title I Association



Dates: February 15–16
Location: Kansas City, MO
Format: OSEP Regulations
Implementation
Meeting

Topic: [Building the Legacy: IDEA 2004](#)
Audience: Region 4 (Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, Ohio, Pennsylvania, and Wisconsin): Part B state directors and state staff; Parent Training and Information Centers Community Parent Resource Centers staff; Technical Assistance and Dissemination Network directors and staff; State Performance Plan Steering Committee members
Sponsor: Regional Resource and Federal Centers Network

Dates: February 18–21
Location: Myrtle Beach, SC
Format: Forum

Topic: [19th Annual At-Risk Youth National Forum: Tools, Techniques, and Strategies That Encourage Students to Graduate](#)
Audience: Educators
Sponsor: National Dropout Center/Network, National Dropout Prevention Center for Students with Disabilities

Dates: February 22–23
Location: Madison, WI
Format: Institute

Topic: SES Institute
Audience: Members from states served by the Great Lakes East, Great Lakes West Comprehensive Assistance Center, and the North Central Comprehensive Center (i.e., Illinois, Indiana, Iowa, Michigan, Minnesota, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin)
Sponsor: Center on Innovation and Improvement, Great Lakes East, Great Lakes West, North Central Comprehensive Center

MARCH 2007

Dates: March 5–6
Location: Indianapolis, IN
Format: Meeting

Topic: Combined Great Lakes East Annual Advisory Board Meeting and Great Lakes West Advisory Council Meeting
Audience: Great Lakes East staff, Great Lakes East Advisory Board members, Great Lakes East state liaisons, subcontractors, representatives from Great Lakes West, REL Midwest, the National Comprehensive Center for Teacher Quality; Great Lakes West Advisory Council members and staff
Sponsor: Great Lakes East and Great Lakes West

Dates: March 7, 8
Location: Indianapolis
Format: Workshop

Topic: Indiana School Districts in Need of Improvement
Audience: Selected district administrators (per invitation)
Sponsor: Great Lakes East, Indiana Department of Education



Dates: March 17–19
Location: Anaheim, CA
Format: Conference

Topic: [ASCD's 2007 Annual Conference and Exhibit Show
"Valuing the Whole Child: Embracing a Global Vision"](#)
Audience: Education professionals, policymakers
Sponsor: Association for Supervision and Curriculum Development

Dates: March 21–22
Location: Washington, DC
Format: Meeting

Topic: [Leveraging Resources: 2nd Annual Joint Meeting of OESE
Comprehensive and Equity Assistance Centers and OSEP
TA&D Projects](#)
Audience: OSEP Technical Assistance and Dissemination (TA&D)
Network, comprehensive centers, equity assistance centers
Sponsor: Office of Special Education Programs (OSEP), Office of
Elementary and Secondary Education (OESE), Federal
Resource Center

Dates: March 21–24
Location: Seattle, WA
Format: Conference

Topic: [41st TESOL Annual Convention and Exhibit "Spanning the
Globe: Tides of Change"](#)
Audience: Educators of ELL students, K–12 teachers, administrators,
researchers, parents, policymakers, students learning a
second language
Sponsor: Teachers of English to Speakers of Other Languages Inc.

Dates: March 28–29
Location: Washington, DC
Format: Issue Forum

Topic: [National Issue Forum "Implementing the Highly Qualified
Teacher Plan"](#)
Audience: Regional comprehensive assistance centers, teacher quality
staff members at state education agencies
Sponsor: National Comprehensive Center for Teacher Quality

UPCOMING EVENTS

Dates: April 9–13
Location: Chicago
Format: Conference

Topic: [2007 AERA Annual Meeting and Exhibition "The World of
Educational Quality"](#)
Audience: Education researchers, practitioners, policymakers
Sponsor: American Educational Research Association

Dates: May (TBD)
Location: Chicago
Format: Issue Forum

Topic: National Issue Forum "Bridging the Gap Between Special
Education and General Education"
Audience: Regional comprehensive centers, teacher quality staff
members at state education agencies
Sponsor: National Comprehensive Center for Teacher Quality



Dates: May 7–9, June 18–20

Location: Denver, CO

Format: Training

Topic: NCCRESt's Professional Development Module:
Understanding Culture and Cultural Responsiveness

Audience: Professional developers, education professionals

Sponsor: National Center for Culturally Responsive Educational
Systems

Dates: June 30–July 3

Location: Washington, DC

Format: Conference

Topic: [15th Annual Model Schools Conference](#)

Audience: School administrators, teachers, parents, business leaders,
policymakers

Sponsor: International Center for Leadership in Education

Copyright © 2007 Learning Point Associates, sponsored under government cooperative agreement number S283B050012. All rights reserved.

This work was originally produced in whole or in part by the Great Lakes East Comprehensive Assistance Center with funds from the U.S. Department of Education under cooperative agreement number S283B050012. The content does not necessarily reflect the position or policy of the Department of Education, nor does mention or visual representation of trade names, commercial products, or organizations imply endorsement by the federal government.

Great Lakes East is one of the 16 regional comprehensive assistance centers funded by the U.S. Department of Education, and its work is administered by Learning Point Associates.

Learning Point Associates is a registered trademark of Learning Point Associates.

1653_02/07