

CASN Newswire August 2006

CASN News is supported by the Career Academy Support Network (CASN) at University of California Berkeley Graduate School of Education. Our focus is on high schools and high school redesign, especially redesign which includes Academies/small schools/smaller learning communities.

CASN believes that quality teaching and learning are at the heart of any good high school and that every student has a right to rigor, relevance, and supportive adult relationships. We also work to build community engagement and partnerships which support student success.

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In this edition:

- * *Factoid: PC Introduced 25 Years Ago*
- * *Our Voices Matter: The U.S. Department of Education (ED) Proposes Priorities for Any/All Discretionary Programs*
- * *Tufts University Experiments with New Application Option*
- * *Proposed Rules Could Change How Students Report Their Racer*
- * *Sign of the Times: Maryland Plans Homeland Security Academy*
- * *Double Dosing the Three Rs*
- * *Our Tongue-Tied Students*
- * *Dual Enrollment Program Expands in Connecticut*

- * [Kentucky Students Serve on Panel About Dropouts](#)
- * [Emerging Practice in School Funding: Weighed Student Funding of Public Schools](#)
- * [Opinion Piece and Call to Ed Advocacy: Tell the World What's Right with Public Education](#)
- * [10 Keys Elements of a Successful High Schools](#)
- * [Voices of Our Students: Improving Dropouts' Chances of Staying in School](#)
- * [Ed Primer Highlights Public Education Facts](#)
- * [Report: The Power to Change: High Schools That Help All Students Achieve \(Ed Trust\)](#)
- * [Report from MDRC: Assisting Students Who Enter High School with Poor Academic Skills](#)
- * [Report: Raising Graduation Requirements Without Increasing Drop Outs: Can It Be Done?](#)
- * [Report: Who is Counted? Who is Counting? Understanding High School Graduation Rates](#)
- * [Report: High School Reform and Work: Facing Labor Market Realities](#)
- * [Curriculum Resources Teachers and Students Can Use](#)
- * [Some Upcoming Events](#)
- * [Some Funding and Award Opportunities](#)

"We can, whenever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need to do that. Whether or not we do it must finally depend on how we feel about the fact that we haven't so far." - Ron Edmonds

"We are all faced with a series of great opportunities -- brilliantly disguised as insoluble problems." - John Gardner

"Patience and perseverance have a magical affect before which difficulties disappear and obstacles vanish." - John Quincy Adams

HAPPY BIRTHDAY FACTOID: PC INTRODUCED 25 YEARS AGO THIS MONTH

It was just 25 years ago, in August 1981, that IBM introduced its first PC. It weighed over 20 pounds and had 16 KB of RAM.

OUR VOICES MATTER: THE U.S. DEPARTMENT OF EDUCATION PROPOSES PRIORITIES FOR ANY/ALL DISCRETIONARY PROGRAMS

The U.S. Department of Education (ED) is seeking comments about its proposal

to include certain priorities in any or all of its discretionary grant programs during fiscal years 2007 and 2008. ED believes the priorities will allow it to focus Federal financial assistance on activities where there is the greatest educational need. The eight priorities will be established Department-wide – any program overseen by ED may use one or more of the requirements in any discretionary grant competition. Programs authorized under the No Child Left Behind Act are expected to be impacted most significantly by the adoption of these priorities. The proposed priorities are:

1. Mathematics. Projects that support activities that enable students to achieve proficiency or advanced proficiency in math.

2. Science Projects. Projects that support activities that enable students to achieve proficiency or advanced proficiency in science.

3. Critical Need Languages. Projects that support activities to enable students to achieve proficiency or advanced proficiency in one or more of the following less commonly taught languages: Arabic, Chinese, Korean, Japanese, Russian, and languages in the Indic, Iranian, and Turkic language families.

4. Secondary Schools. Projects that support activities and interventions aimed at improving the academic achievement of secondary school students who are at greatest risk of not meeting challenging State academic standards and not completing high school.

5. Professional Development for Secondary School Teachers. Projects that support high quality professional development for secondary school teachers to help these teachers improve student academic achievement.

6. School Districts with Schools in Need of Improvement, Corrective Action, or Restructuring. Projects that help school districts implement academic and structural interventions in schools that have been identified for improvement, corrective action, or restructuring under the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001.

7. Student Achievement Data. Projects that collect pre- and post-intervention test data to assess the effect of the projects on the

academic achievement of student participants relative to appropriate comparison or control groups.

8. State Data Systems. Projects that help educators use information from State data systems to improve student achievement or other appropriate outcomes.

Comments concerning these proposed changes must be received on or before

September 6, 2006. They may be emailed to comments@ed.gov. The subject line

must include the term "Department Priorities."

<http://a257.g.akamaitech.net/7/257/2422/01jan20061800/edocket.access.gpo.gov/2006/pdf/6-12780.pdf>

TUFTS UNIVERSITY EXPERIMENTS WITH NEW APPLICATION OPTION

This fall, Tufts University will experiment with offering freshman class applicants the option to answer one or two research-based questions designed to measure a candidate's creativity, practical abilities or potential for leadership. If the assessment, designed by school dean and psychologist Robert J. Sternberg, proves a better system of identifying top talent, the university may expand the question bank.

PROPOSED RULES COULD CHANGE HOW STUDENTS REPORT THEIR RACE

The U.S. Department of Education (ED) is proposing new regulations to appease students who resent having their choices for race and/or ethnicity limited by allowing them to circle as many categories as they wish. The changes are necessary in order to implement the Office of Management and Budget's (OMB) 1997 Standards for Maintaining, Collecting & Presenting Federal Data on Race & Ethnicity. Under the proposed regulations, ED uses the same reporting categories used by the Equal Employment Opportunity Commission so school districts can use the same reporting standards for students & staff.

Information must be collected using a two-question format which will allow the respondents to identify their ethnicity & then to identify which of five racial groups they are. If the respondent refuses to self-identify, local education agencies will use observer identification to make the determination. The guidance, once final, must be implemented by no later than the Fall of 2009.

The proposed regulations will have an impact on the reporting

requirements of NCLB. Under the proposal, states will continue to have discretion in determining what racial and ethnic groups are deemed "major" for purposes of determining Adequate Yearly Progress (AYP). ED gives several options states may adopt to bridge data from prior years to the new requirements.

Send any comments you may have about the proposed changes to comments@ed.gov by no later than September 21, 2006. You must include the phrase "Guidance for Data on Race and Ethnicity" in the subject line of your electronic message to ensure that your comments will be considered.

<http://a257.g.akamaitech.net/7/257/2422/01jan20061800/edoc.ket.access.gpo.gov/2006/pdf/06-6695.pdf>

SIGN OF THE TIMES: MARYLAND PLANS HOMELAND SECURITY ACADEMY

The Harford County school district in the fall of 2007 will launch what's likely to be the nation's first magnet program centered around homeland security. Students, who will be granted limited security clearances for internships at a local military test facility, will study public safety, border control, religious ideology, cybersecurity and other topics.

COMPUTER GIANTS INVEST \$500 MILLION IN TEACHER TRAINING

Intel Corp. & Microsoft Corp., developers of the computer chips & software that make up the majority of the world's personal computers, announced that they are spearheading an effort to train 400,000 classroom teachers in 20 countries around the world.

DOUBLE DOSING THE THREE Rs

Across the country, middle & high school students are being required to spend more class time on English & math as officials try to raise test scores & meet the requirements of the federal No Child Left Behind law. Variations of the double-dose approach are being used in districts in such places as Kansas, Missouri, Texas, New Jersey and California. Some students attend two class periods each day of English & math, & often one of those English classes is devoted to reading instruction - something that traditionally ends when students leave elementary school. Some schools offer longer classes, or classes that meet every day instead of every other day, or classes that are offered for a full

year instead of a single semester. The approach appears to pay off at test time, but some educators worry that youngsters forced to give up some of their electives are being deprived of a well-rounded education & the opportunity to explore new subjects.

<http://www.cnn.com/2006/EDUCATION/08/04/double.doseeducation.a.p/index.html>

OUR TONGUE-TIED STUDENTS

By far, Spanish and French top the list of foreign languages taught in K-12 schools, followed by German, Italian, Japanese, and Russian.

Only

a few schools teach Chinese, Arabic, Farsi, Hindi, & other languages the federal government recently labeled "critical" for national defense and economic security. The U.S. Department of State says "deficits in foreign language learning and teaching" hamper security, diplomacy, law

enforcement, intelligence, & cultural understanding. And the Committee for Economic Development, a policy group of business leaders & university presidents, warns that "strong foreign language programs at the elementary, high school, and college levels" are necessary to maintain competitiveness in global markets. Some school officials are worried about saving the foreign language programs they have now, much less having to add new programs, writes Susan Black.

The United States lags behind many countries in making foreign language compulsory. Only Florida, Texas, and a handful of other states require any foreign language at all

for high school graduation... Some states require only college-bound students to study another language. But most states defer to local districts, giving them

the option to require foreign language courses, make them optional, or leave them out. These inconsistent requirements contribute to uneven & unequal access, gaps that are reflected in income & race.

Only 25 percent of students in low-income and low-performing urban schools study a foreign language, compared to 65 percent of students in wealthy and private suburban schools... And, teaching foreign languages requires teaching an understanding and appreciation of foreign cultures, and instructional element that is often missing from classroom lessons.

<http://www.asbj.com/current/research.html>

DUAL ENROLLMENT PROGRAM EXPANDS IN CONNECTICUT

The Connecticut General Assembly recently approved a Board of Trustees of the Connecticut Community-Technical Colleges dual enrollment initiative that will allow more high school students

interested in math, science and technology to take courses at the state's 12 community colleges.

<http://www.courant.com/news/education/hc-edbriefs0808.artaug08,0,3908269.story?coll=hc-headlines-education>

KENTUCKY STUDENTS SERVE ON PANEL ABOUT DROP-OUTS

Ten Kentucky students recently spoke at a symposium for dozens of Kentucky educators. The students explained that lively teaching and personal relationships kept them in school, and lifeless teaching, student apathy, not being challenged, and standardized tests as reasons some students drop out.

<http://www.kentucky.com/mid/Kentucky/news/local/15018210.htm>

EMERGING PRACTICE IN SCHOOL FUNDING: WEIGHTED STUDENT FUNDING OF PUBLIC SCHOOLS

Fund the Child: A 100% Solution is a project of the Thomas B. Fordham Institute that seeks a new method of funding public schools. The solution, called "Weighted Student Funding," or WSF, requires federal, state, & local funding to follow each student to whatever public school he or she attends. Schools would be given flexibility to spend the funds as required, accountable for results but not on the specific inputs, programs or activities paid for with the funding.

You can access the full proposal on the 100 Percent Solution Web site. Also available is a comparison between Fordham's solution and the 65% solution that requires 65% of every dollar received to be spent in classrooms that is gaining popularity among legislators around the country. <http://www.100percentsolution.org>

Stateline.org reports that Hawaii is the first state to use a weighted student funding (WSF) formula to help ensure more equitable funding for its schools. The Hawaiian WSF formula is designed to ensure that funding follows a child to whatever school he or she attends. More funding is attached to those students that are considered more costly to educate – such as English Language Learners. Principals control their school budget but still must meet certain state mandates such as provision of ROTC or career-technical classes. There are critics, including charter schools, say the new program is no better than the previous system. The consultant who worked with Hawaii Governor Linda Lingle describes the WSF plan Hawaii is rolling out this school year as "a mess" and is concerned that it was implemented too quickly. Others in Hawaii are more optimistic.

The WSF formula was pioneered in Canada's Edmonton School District. Besides Hawaii, eight U.S. school districts, including Seattle, Houston, and San Francisco are piloting the use of WSF. The Recovery School District created to improve schools in New Orleans will also use a weighted funding system. Both California and Colorado considered use of WSF during their 2005 legislatures but the bills did not make it out of committee before dying.

<http://www.stateline.org/live/ViewPage.action?siteNodeId=136&languageId=1&contentId=129623>

OPINION PIECE & CALL TO ED ADVOCACY: TELL THE WORLD WHAT'S RIGHT WITH OUR PUBLIC EDUCATION SYSTEM (Modesto Bee)

Most of the current dialog on public education taking place throughout

the nation centers on funding, standards and test scores.

Important

issues? Absolutely! But perhaps even more important is the fundamental

issue at the heart of the debate -- the value of public education.

Martin

G. Petersen believes that public education is the backbone of our democracy and provides the basic building blocks of our communities. Public

schools educate our children, contribute to a qualified work force and

help to create active, knowledgeable citizens. Is the system perfect?

No. Are we making improvements? Yes! He's convinced that public

education is the best investment we can make in our country.

Frosty Troy has said, "Everything America is, or ever hopes to be, depends upon what happens to the millions of students in public school classrooms." This

cheerleader for public education has added, "Every autumn, the miracle of

America takes place when the doors (of our public schools) are thrown

open, welcoming the genius and slow learner, rich and poor, average and developmentally disabled. Among them are the loved and unloved, the washed and unwashed."

And who is there to greet this mass of humanity that passes through our doors? They're all around you -- the dedicated school bus driver, who travels miles each day to deliver his/her precious cargo; the custodian, who makes sure the school is clean and safe; the principal, who's on the front line; and the teacher eager to meet the next mayor, the next surgeon, the next astronaut she/he will teach this year.

As we celebrate Public Schools Month, you are challenged to create a new dialogue on public education -- a dialogue of appreciation.

<http://www.modbee.com/opinion/community/story/10249006p-11060336c.html>

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10 KEY ELEMENTS OF A SUCCESSFUL HIGH SCHOOL-

The Alliance for Excellent Education asks the question: **How effective is your community's high school in educating its students?** To answer this question, the Alliance has identified 10 Key Elements of a Successful High School -- elements that every high school should have in place to ensure that all students are successful. It is the hope of the Alliance that parents, businesses, citizens, and other stakeholders will use this checklist to help identify the strengths and weaknesses of their high schools and develop action plans for improving their schools. The list of the 10 key elements follows along with a link to a Spanish version of the 10 Key Elements list.

Challenging Classes

All students must learn the advanced skills that are the key to success in college and in the 21st century workplace. Every student should take demanding classes in the core subjects of

English, history, science, and math; and *no student* should ever get a watered-down course of study. Further, students should also be given the opportunity to earn industry certification or some college credit while in high school through programs such as Advanced Placement, International Baccalaureate, or those offered through a local college or university.

Personal Attention for All Students

Every high school should be small enough—or divided into small enough units—to allow teachers and staff to get to know all students as individuals and to respond to their specific learning needs. By the ninth grade, student should have a detailed plan for graduation—identifying the specific courses they must take, opportunities they should pursue, and extra help they need in order to succeed in high school and beyond. And every student should receive frequent and ongoing support from at least one academic advisor throughout their high school years.

Extra Help for Those Who Need It

Every high school should have a system in place to identify kids as soon as they start to struggle in reading, math, or any core subject, & every school should reserve time & resources for the immediate help those kids need to stay on course.

Bringing the Real World to the Classroom

High schools should help students make the connection between book learning & the skills needed to be successful in life. Students must develop the work habits, character, & sense of personal responsibility needed to succeed in school, at work, & in society. As part of their class work, students should have opportunities to design independent projects, conduct experiments, solve open-ended problems, & be involved in activities that connect school to the rest of the world.

Family and Community Involvement

Students thrive when their high schools encourage positive learning relationships among families, educators, faith groups, civic organizations, businesses and other members of the community. Parents should have many chances to visit the school building, talk with teachers and staff, voice concerns, share ideas, serve as volunteers, and suggest ways to improve

the school. And school leaders should reach out to their neighbors by attending community events and forming partnerships with local organizations in order to increase effectiveness and tap additional resources.

A Safe Learning Environment

Every high school must guarantee the safety of its students, teachers, staff, and visitors, and every school should be kept free of drugs, weapons, and gangs. School leaders should build a climate of trust and respect, they should encourage peaceful solutions to conflict, and they should respond directly to any bullying, verbal abuse, or other threats.

Skilled Teachers

Every high school teacher should know well the subjects they teach and should know well how to teach all kinds of students, from all kinds of backgrounds. New teachers should get the guidance and mentoring they need to be successful in the classroom. All teachers should have enough time to plan lessons, carefully review student performance, and continuously improve their teaching.

Strong Leaders

Every high school needs a skillful principal, one who supervises personnel effectively, manages finances capably, and keeps the organization running smoothly. Every school also needs a strong educational leader (this could be the principal, a senior teacher, or another staff member), to define a vision of academic excellence, work with teachers to develop an engaging and coherent curriculum, and serve as a mentor and role model for teachers and students alike.

Necessary Resources

Every high school should provide all students and teachers with the books, computers, laboratory equipment, technology, and other resources they need to be successful. And every school should maintain safe, clean facilities that are fit for teaching and learning.

User-Friendly Information

All community members should have easy access to information

that gives a clear, straightforward picture of how well the school is serving all of its students, including those from every income level, ethnic group, and racial background. Some of the key pieces of information include a school's graduation requirements, graduation and dropout rates, and student performance on state tests.

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VOICES OF OUR STUDENTS: IMPROVING DROPOUTS' CHANCES OF STAYING IN SCHOOL

Vital changes that high school dropouts agree would help keep students in school include:

- Opportunities for real-world learning to make the classroom more relevant (81% agree)
- Better teachers who keep classes interesting (81% agree)
- Smaller classes with more individual instruction (75% agree)
- Better communication between parents and school, get parents more involved. (71% agree)
- Parents make sure their kids go to school every day (71% agree)
- Increase supervision at school; ensure students attend classes (70%) *Source: Catherine Gewertz, "H.S. Dropouts Say Lack of Motivation Top Reason to Quit," Education Week*

ED PRIMER HIGHLIGHTS PUBLIC ED FACTS

In *A Public Education Primer*, the Center for Education Policy (CEP) uses predominantly government source data to answer seven questions: (1) where are the students; (2) who are the students; (3) who controls public education; (4) how are public schools funded; (5) how well are students achieving; (6) what is the public teaching force like; and (7) what other services do public schools provide? The primer aims to encourage interest in education issues and involvement in local schools.

<http://www.cep-dc.org/pubs/publiceducationprimer/PublicEducationPrimer.pdf>

REPORT: THE POWER TO CHANGE: HIGH SCHOOLS THAT HELP ALL STUDENTS ACHIEVE (Ed Trust)

This Education Trust report chronicles the stories of three very different high schools that are getting strong results for minority students and students from low-income families.

The three schools featured are:

Elmont Memorial Junior-Senior High School, a large school located in western Nassau County, New York, where 75 percent of the students are African-American, 12 percent Latino, and 24 percent are low-income. At Elmont, almost all ninth-graders make it to their senior year and virtually every senior graduates, with the majority going on to attend four-year colleges.

Granger High School is a small high school located in agricultural Yakima Valley in Washington. More than eight in 10 of Granger's students qualify for free and reduced-price meals. In 2001, Granger had dismal test scores with only 20 percent of students meeting state standards in reading and only 4 percent meeting math standards. Four years later, there's been a dramatic turnaround: About 60 percent of students met reading standards, and 31 percent met math standards in 2005.

University Park Campus School is a small, urban school, in which 75 percent of the students speak English as a second language. At University Park, the majority of their students enter seventh grade reading well below grade level, but by 10th grade they all pass the Massachusetts Comprehensive Assessment System (MCAS) -- most at proficient and advanced levels.

<http://www2.edtrust.org/NR/rdonlyres/012DC865-97CA-4C2F-8A04-9924E2F392F0/0/ThePowerToChange.pdf>

REPORT FROM MDRC: ASSISTING STUDENTS WHO ENTER HIGH SCHOOL WITH POOR ACADEMIC SKILLS

Too many students in the United States arrive at high school unprepared academically. Many of these students fail to make the critical transition from middle school to high school successfully and drop out of school, often by tenth grade. Those who don't drop out often find it difficult to earn credits necessary to advance from one grade to the next and perform poorly on measures of achievement, like course grades and standardized tests. MDRC's recent evaluations of high school reform models — particularly Talent Development and First Things First — suggest that focusing on the critical transition year of ninth grade can

make a real difference. For example, the Ninth Grade Success Academy — the centerpiece of the Talent Development model — tackled the problem of low achievement among entering ninth-graders head-on through interconnected changes in scheduling and curricula and produced positive results for many students. The Talent Development experience suggests the following lessons:

- **A double-blocked class schedule is useful because it permits students to attempt and earn more credits per year than other scheduling arrangements.** In contrast to a traditional schedule (entailing daily 50-minute classes) or a single-blocked schedule (involving 80- or 90-minute classes meeting every other day), a double-blocked schedule calls for classes that meet daily for extended periods. Because double-blocked classes can cover in a single semester what would normally be a year's worth of material, students in Talent Development schools could earn four full course credits each term and eight credits each year, compared with the six or sometimes seven credits per year that students would receive in schools following a traditional schedule.
- **Semester-long, intensive "catch-up" courses that shore up ninth-grade students' skills in reading and mathematics appear to help students succeed in the regular curriculum, with gains in credits earned being sustained over time.** The catch-up courses in Talent Development awarded elective credits and were designed to precede and prepare students for college preparatory classes in English and algebra. (The double-blocked schedule allowed the catch-up and regular classes to be sequenced in this way.) First-time ninth-graders in the Talent Development schools were significantly more likely than their counterparts elsewhere to earn one or more credits in English and algebra. For these students, too, the intervention increased the total number of credits earned in the first three years of high school.
- **The structured curriculum of catch-up courses, combined with longer class periods, may have helped ensure that students spent more time "on task" in these classes.** More time in the classroom may not in itself be enough to improve student achievement; what appears to matter is that

the extra time be used to maximize learning. Most First Things First schools made substantial progress in implementing longer English and math class periods. However, no special curricula were in place during the period under study (a situation that First Things First has subsequently addressed), and most expansion-site schools did not register increases in student achievement.

- **Little is known about how best to assist and prevent dropping out among those students who struggle the most in ninth grade.** While Talent Development increased the rate of promotion to tenth grade, those students in Talent Development schools who were required to repeat a full year of ninth grade were more likely to drop out of high school than their counterparts in other schools. Different grouping arrangements and modes of instruction may be needed for such students.

Related MDRC Reports (that are also CASN News Reruns) include: *Meeting Five Critical Challenges of High School Reform: Lessons on Research from Three Reform Models* by Janet Quint, published by MDRC in May 2006.

<http://www.mdrc.org/publications/428/overview.html>

Making Progress Toward Graduation: Evidence from the Talent Development High School Model by James J. Kemple, Corinne Herlihy, and Thomas J. Smith (2005)

<http://www.mdrc.org/publications/408/overview.html>

The Challenge of Scaling Up Educational Reform: Findings and Lessons from First Things First by Janet Quint, Howard S. Bloom, Alison Rebeck Black, and LaFleur Stephens with Theresa M. Akey (2005) <http://www.mdrc.org/publications/412/overview.html>

REPORT: RAISING GRADUATION REQUIREMENTS WITHOUT INCREASING DROPOUT RATES: CAN IT BE DONE?

Many states -- including Washington -- are currently grappling with this question. A new report from Jobs for the Future and Achieve examines historical trends in dropout rates; the impact of tougher

graduation requirements; effective early detection and intervention strategies; and implications for parents, educators and policymakers. The report, written by Craig Jerald, also highlights important insights that have emerged from several long-term studies of dropouts in Chicago, Philadelphia and Massachusetts. <http://www.achieve.org/files/dropouts.pdf>

**REPORT: WHO IS COUNTED? WHO IS COUNTING?
UNDERSTANDING HIGH SCHOOL GRADUATION RATES**

Each year, approximately 1.2 million students fail to graduate from high school. This means that every school day, 7,000 American high school students become dropouts. Unfortunately, the combination of flawed reporting in the past and confusion regarding the way graduation rates are calculated today have left the American public confused about how many students drop out and why graduation rates are so important. So says, *Who is Counted? Who is Counting? Understanding High School Graduation Rates*, a new report from the Alliance for Excellent Education authored by Lyndsay Pinkus. The report explains why so many different graduation rate formulas and statistics exist, addresses why states report them differently, and most importantly defines the policy changes needed to ensure that educators, school officials, parents, and the public receive timely and accurate information about how many students are actually graduating so that they can assess current effectiveness of their schools and make improvements.

The report finds that, even today, most data and accountability systems at the school, district, and state levels do not have the capacity to provide true accountability, accurate data, and reliable graduation rates. Fortunately, stakeholders at the local, state, and national levels have demonstrated leadership by taking important steps to build capacity to meet those goals. For example, the U.S. Department of Education has begun reporting its own graduation rate for each state, and all 50 of the state governors signed a compact to implement a common, accurate graduation rate and to create better systems and methods of collecting, analyzing, and reporting graduation and dropout data.

Despite the momentum that these various efforts have spurred, much work remains to be done.

According to the report, a lack of common and consistent definitions of what is to be measured, adherence to set reporting standards, and sophisticated data systems that keep track of each student as he or she enters, exits, and moves through the system makes it difficult to have a meaningful national conversation about improving graduation rates. But given the growing consensus on the need to improve outcomes for students, the report argues that now is the time to move from a public discourse centered on identifying the problems with calculating and reporting accurate graduation rates to one that focuses on a national solution to raise those rates.

To meet this goal, the report offers five policy recommendations designed to leverage, incentivize, support, and accelerate action at the local, state, and federal levels:

- States should calculate comparable, accurate, disaggregated graduation rates and use those rates for NCLB reporting and accountability.
- States and the federal government should invest in well-designed, statewide longitudinal data systems to track individual students over time.
- States should implement the Graduation Rate Compact of the National Governors Association, signed by all 50 governors in 2005.
- The U.S. Department of Education should require schools to report the number of diploma recipients; the number of 9th-grade repeaters; and the number of 9th, 10th, 11th, and 12th graders who have been verified as transferring in and out. These simple steps would allow anyone to estimate graduation rates for any high school in the nation.
- NCLB reauthorization should ensure the reporting and use of accurate, disaggregated graduation rate data as a key component of high school accountability, including meaningful annual and ultimate goals for improving graduation rates and appropriate and funded improvement actions for schools in need of improvement.

To meet the challenges of the new century, the United States needs to move from a national goal of leaving no child behind to

one of making every child a graduate who is prepared for college, work, and success in life," the report concludes. "If the country is serious about educating all students to high standards and, by so doing, retaining its competitive position in the world, action on this issue is not an option; it is an imperative.

The complete report is available at

<http://www.all4ed.org/publications/WhosCounting/index.html>.

PROGRESS REPORT ON STATES' IMPLEMENTATION OF GRADUATION COUNTS

A year after fifty states signed the National Governors Association's Graduation Counts Compact, NGA has released *Implementing Graduation Counts: State Progress to Date*. The report states that in 2006, 13 states will report their graduation rates based on the Compact definition, and 39 states will do so by 2010.

article:

<http://www.stateline.org/live/ViewPage.action?siteNodeId=136&languageId=1&contentId=132947>

report:

<http://www.nga.org/portal/site/nga/menuitem.9123e83a1f6786440ddcbeeb501010a0/?vgnextoid=930804493f5bc010VgnVCM1000001a01010aRCRD&vgnnextchannel=4b18f074f0d9ff00VgnVCM1000001a01010aRCRD>

REPORTS: BEST PRACTICE STUDIES AND INSTITUTES: FINDINGS FROM 20 STATES

The National Center for Educational Accountability has relentlessly asked why some schools help more students reach higher standards than other schools. And it has persistently tried to answer that key query. In this new series of reports--which investigates over 200 schools in 20 states, and then compares the results nationally--research teams examined performance data from top- and average-performing schools, then examined the education practices at work in both kinds via extensive interviews and observation. The results show that *high-achieving schools share certain facets* not present in their lower-performing institutional peers. For example, *they boast rigorous course content across a broad range of subjects and demand excellence from students of varying academic abilities*. Average schools are more likely to allow lower-performing youngsters a lot of leeway. Analysts also observed that *high performing schools don't*

separate students based on ability but educate all students in classes containing a spectrum of academic performers. This means, in practice, that less savvy students are not segregated and then ignored (a common practice in lower-performing schools). Top schools also make their decisions about curricula and instruction based on student performance data, not emotions. And their teachers and administrators are more likely to collaborate, and to share experiences about what works for students and what doesn't. The state reports are available http://www.just4kids.orgjftk/twenty_states.cfm

REPORT: HIGH SCHOOL REFORM AND WORK: FACING LABOR MARKET REALITIES

This report from the Educational Testing Service examines the argument that students headed directly to the workforce require the same level of academic preparation as college-bound students. The authors take the employers' perspective by bringing together employment projections, what employers say they need, and employer standards. Their research shows that although non-college-bound students do not need to be qualified for college-credit courses to enter the workforce, strong academic skills help students find higher-paying jobs and advance in those jobs.

<http://www.ets.org/Media/Research/pd/PICHSWORK.pdf>

REPORT: SMALL HIGH SCHOOLS ON A LARGER SCALE: THE FIRST THREE YEARS OF THE CHICAGO HIGH SCHOOL REDESIGN INITIATIVE

This new report from the Consortium on Chicago School Research presents findings on the academic and personal experiences of students and teachers in small high schools created by the Chicago High School Redesign Initiative (CHSRI). The authors examine Chicago Public Schools administrative records, test score data, and responses from the Consortium's 2005 Improving Chicago's Schools Survey to compare CHSRI schools to other Chicago public high schools.

<http://www.consortium-chicago.org/publications/p85.html>

FROM GOALS TO RESULTS: IMPROVING EDUCATION SYSTEM ACCOUNTABILITY

This report from the Southern Regional Education Board includes

recommendations and an action agenda, "From Goals to Results...Making It Happen," that is intended to help states develop an education system that aligns K-12 schools, colleges, and universities.

http://www.sreb.org/main/Goals/Publications/06E12-System_Accountability.pdf

IDENTIFYING POTENTIAL DROPOUTS: KEY LESSONS FOR BUILDING AN EARLY WARNING DATA SYSTEM

From Achieve, Inc., the context of this white paper are the "dual goals" of high school improvement - raising high school graduation rates while simultaneously raising academic standards. This paper specifically addresses the dropout question by identifying the characteristics of students who drop out, why they do, and the impact of school practices on these decisions. It also discusses the value of building an early warning data system to help target interventions towards at-risk students and reduce the likelihood of them dropping out.

<http://www.achieve.org/files/dropouts.pdf>

TEENS AND TECHNOLOGY: YOUTH ARE LEADING THE TRANSITION TO A FULLY WIRED AND MOBILE NATION

This publication from the Pew Internet & American Life project reports the results of a survey of more than 1,000 parent/child pairs that captured patterns of teen internet and cell phone use by ethnicity, age, and income. Some of the findings: More than half of teens use the internet daily, nearly half have a cell phone, and instant messaging and cell phone text messaging are growing in popularity as communication vehicles. Although the report shows that the percentage of teens using the internet has increased from 73% in 2000 to 87% in 2004, African-American and lower-income teens lag behind their counterparts.

http://www.pewinternet.org/report_display.asp?r=162

WORKING THEIR WAY THROUGH COLLEGE: STUDENT EMPLOYMENT AND ITS IMPACT ON THE COLLEGE EXPERIENCE

During the 2003-04 academic year, 78% of undergraduates worked while they were enrolled. Part-time students, older students, low-income students, & students from under-represented minority groups spent more time at work, on

average, than others, but surprisingly large shares of white & upper-income students worked more than 20 hours a week. This American Council on Education issue brief answers these & other key questions about how work affects undergraduates' college experiences. *NOTE: While this report is about college students & work, there are important implications for secondary educators.*
http://www.acnt.edu/links/working_students.cfm

P-16 DATA SYSTEMS: AN ALIGNMENT STATUS REPORT In this report, the Data Quality Campaign argues for the importance of longitudinal data systems that link P-12 and postsecondary education. Such systems allow states to answer crucial questions, such as: What is the flow of students through the pipeline? What helps students move successfully through key transition points? How is college success related to high school courses, grades, and test scores? Several states are highlighted as promising examples and links to a number of resources are provided. http://www.dataqualitycampaign.org/files/Meetings-DQC_Quarterly_Issue_Brief_061306.pdf

CURRICULUM RESOURCES TEACHERS & STUDENTS CAN USE

IFC'S Free Film School Curriculum

The Independent Film Channel offers a free curriculum program designed for high school English classes. The program -- which meets the standards of the National Council of Teachers of English and the International Reading Association, among others -- integrates film study and video production into the study of English literature, writing, and media. For more information visit <http://www3.ifctv.com/filmschool>

Defining Middle Eastern Borders: Lines In the Sand

<http://www.teachersfirst.com/lessons/mideast/?CFID=620662&CFTOKEN=98584497>

Rubric Builder

This free, online tool was created by a veteran teacher for you to be able to create your own rubrics. You can create an account for free, then access rubrics made by other teachers ("clone"

them to edit and use one that is close to what you need). You can also start from scratch. The rubric generator creates a printable version you can come back and get every time you need it. More techno-savvy users can also copy the html code for their finished rubric to put on another website.

Once you join the site, mark it in your Favorites and include the "access code" you made for yourself as part of the NAME for the Favorite, so you will remember what you used! You can share rubrics with teacher-colleagues and save lots of time! You can also edit them after use, if you discover that you need to change scoring or wording.

http://landmarkproject.com/classweb/tools/rubric_building.php

Of Mice and Men: The Student Survival Guide

Designed to help ESL students or any student having difficulty with a challenging novel, this site contains chapter synopses, definitions for all difficult words, allusions, and idioms also organized by chapter. Links provide opportunities to delve into the historical and cultural features of the time period of this novel as well as information about the author John Steinbeck.

A great way to promote independent reading habits among your advanced ESL students! Include the link on your teacher web page for ESL students and others who may need the extra help.

http://www.lausd.k12.ca.us/Belmont_HS/mice

SUVs and Global Warming

The Sierra Club hosts this site with information and statistics on the impact of SUV's on global warming. Various sections include clean energy solutions, clean car solutions, what you can do, and more. While the Sierra Club has its own agenda, the site provides valuable information for classroom dialog and research. The fact sheets available from the left-hand navigation area provide much information.

Use this site as a source of information for a web treasure hunt in class or research projects on environmental issues. Hold a class debate or ask students to prepare an argument to present to a mock Congressional hearing on what U.S. policy should be regarding SUVs. By providing the link from your teacher web

page, students will be able to access the site in class or outside to work on their projects.

<http://www.Sierraclub.org/globalwarming/suvreport>

The Cave of Lascaux

Take virtual tour of the famous cave paintings of Lascaux in France, read about their discovery, learn to interpret the drawings, and find out fragile environment of the caves. The site itself is beautiful to explore, letting you experience the caves with a virtual "flashlight" as you enter.

Use a projector to introduce the site, if you must, but allow your students to navigate this one alone or with a partner. The thrill of discovery through the site's design is more than worth any management challenges. Give the students a specific set of questions to answer and things to find, if you are concerned that they may not stay on task. Compare these primitive drawings to those found in other cultures and continents as you discuss common themes in religion and mythology.

<http://www.culture.gouv.fr/culture/arcnat/lascaux/en/index3.html>

It's HOT!

Explore global warming and its implications in the Teachers' First collection of resources on climate change at

<http://www.teachersfirst.com/tchr-keyword.cfm?keyword=climate>.

Teach Engineering

TeachEngineering" provides more than 500 lessons and activities for teaching engineering content in K-12 science and math classes. Topics include oil and energy consumption, water and electricity, mass and volume, various energy sources, heat transfer, solar heating systems, collisions and momentum, electrons, cellular respiration, biomedical engineering, and more. Lessons connect real-world experiences with concepts and skills already taught in K-12 classrooms.

<http://www.TeachEngineering.org>

"Teacherline" offers a lifeline for novice technology users

TeacherLine, from PBS, is a professional development web site

designed for K-12 teachers, college instructors, and future teachers. Funded by a grant from the U.S. Department of Education, TeacherLine is a series of modules produced by leading educators, education institutions, and companies. The video-rich, web-enabled modules guide educators toward integrating technology into their learning and teaching.
<http://www.pbs.org/teacherline>

ISTE unveils national standards for technology literacy

The International Society for Technology in Education (ISTE) recently published a set of technology standards for K-12 students. ISTE's standards are intended to be a framework for fusing technology into the states' standards of learning
<http://www.iste.org> <http://cnets.iste.org>

Career Voyages

This Department of Labor site explores career options in advanced manufacturing, automotive, construction, energy, financial services, health care, hospitality, information technology, retail, & transportation industries, as well as in emerging industries -- biotechnology, geospatial technology, & nanotechnology. Learn which industries are growing, how to qualify for a good job, & where to get started.
<http://www.careervoyages.gov/index.cfm>

Collected Learning Units in Mathematics

This site provides more than 200 instructional units in arithmetic, algebra, calculus, data analysis, fractions, geometry, number theory, pre-algebra, pre-calculus, probability, statistics, & trigonometry. The units were developed by teachers attending summer institutes sponsored by the National Security Agency. <http://www.nsa.gov/teachers/teach00006.cfm>

3... 2... 1... Liftoff! Educator Guide

This NASA site introduces children to the International Space Station (ISS), the most complex international scientific endeavor in history. Activities focus on the purpose and construction of the ISS, the history of rockets, and the role of rockets in space station assembly. Data collection, observation, exploration,

prediction, interpretation, problem solving, and language skills are emphasized.

<http://www.nasa.gov/audience/foreducators/topnav/materials/listbytype//3-2-1.Liftoff.html>

Biology: U.S. Geological Survey

This U.S. Geological Survey site provides research results, photos, projects, & other resources for studies in biology, biodiversity, & ecology. Learn about butterflies & moths of North America, bat research, invasive species, environmental contaminants' effects on plants and animals, redwood research, surf scoters, sea otters, reptiles & amphibians of southern California, the desert tortoise, habitat conservation, & genetic diversity across different species groups. (USGS)

<http://education.usgs.gov/common/secondary.htm#biology>

Geology at the U.S. Geological Survey

This site offers resource collections & maps for studying earthquakes, floods, hurricanes, wildfires, & other natural disasters, as well as rocks & minerals, plate tectonics, earth's interior, fossils, coastal wetlands, deserts, the carbon cycle, climate change, & the solar system. Learn about the San Andreas fault system, the life cycle of a mineral deposit, fire ecology research, big floods in the U.S., & more.

<http://education.usgs.gov/common/secondary.htm#geology>

nanoHUB.org

This National Science Foundation site features online simulations, learning modules, and interactive tools for learning about nanotechnology -- the design and production of structures, devices, and systems one atom or one molecule at a time. Analyze the electronic properties of different nano materials and the optical properties of nanoparticles. Explore molecular conduction, nanofluids, and nanowires. Create simulations of nanoelectronic and nanoelectromechanical systems.

<https://www.nanohub.org/home>

AccessNewspaperARCHIVE: Schools can Sign Up for Free Access to Archived Newspapers

Public K-12 schools and libraries now have free access to full-page newspapers from the US and around the world dating from

1759 through 1977 through a program called AccessNewspaperARCHIVE. History lessons will come alive when students are given the opportunity to learn by reading authentic newspaper articles. Excluded from the free subscription are local papers and those published after 1977. Access to local/state news and newspapers published after 1977 requires an upgraded subscription service.

To sign up for this service, call NewspaperARCHIVE at (888) 870-0484, extension 30 or visit the web site to download a fax-back request form. <http://www.prweb.com/releases/2006/6/prweb399807.htm>

SAVE THE DATES: SOME UPCOMING EVENTS

Building Up in the Middle Grades to Achieve Breakthrough Performance in High School: Symposium for Grades 6-12, Washington, D.C., October 27-October 29, 2006 (Bill Daggett)
<http://www.leadered.com/symposium>

National Career Academy Coalition Conference, San Francisco, CA, November 11-15, 2006
<http://www.ncacinc.net/SanFran2006/overview.htm>

Coalition of Essential Schools Fall Forum, Chicago, IL, November 2-4, 2006
<http://www.essentialschools.org>

Small Schools Institute (Small Schools Project Annual Conference), Miami, FL, January 10-11, 2007

California/National League of High Schools Annual Conference, January 11-14, 2007

California Partnership Academies Conference, San Diego, CA, March 11-13, 2007

FUNDING AND AWARD OPPORTUNITIES

Young Volunteers Invited to Apply for Prudential Spirit of Community Awards

The Prudential Spirit of Community Awards honor young people

in grades 5 through 12 who have demonstrated exemplary voluntary service to their communities. The program was created in 1995 and is sponsored by Prudential Financial in partnership with the National Association of Secondary School Principals. Over the past twelve years, the program has honored more than 70,000 young volunteers at the local, state, and national levels.

Schools and officially designated organizations may select one middle level and one high school Local Honoree for every 1,000 students (or portion thereof). Local Honorees are judged at the state level, with 102 State Honorees from the 50 United States and the District of Columbia to be named in February 2007. Each State Honoree will receive \$1,000 and an all-expenses-paid trip to Washington, D.C., (May 5-8, 2007) with a parent or guardian. While in Washington, ten National Honorees will be chosen. Each of the ten National Honorees receives an additional \$5,000, a gold medallion, and a crystal trophy for his or her school.

Officially designated local organizations are Girl Scout councils, county 4-H organizations, American Red Cross Chapters, YMCAs, and member Volunteer Centers of the Points of Light Foundation & Volunteer Center National Network.

Student applications are due back to schools or organizations by October 31, 2006.

Student applications are due to schools or organizations by no later than October 31, 2006. Schools must send entire application to The Prudential Spirit of Community Awards State-Level Judging Committee by November 7, 2006.

http://www.principals.org/s_nassp/sec.asp?CID=539&DID=48173

Starbucks Foundation Offers Funding for Youth Programs

The Starbucks Foundation funds programs for youth, ages 6-18, that integrate literacy with personal and civic action in the communities where they live. The foundation is currently seeking Letters of Inquiry from August 1 to September 1, 2006.

The foundation's funding areas are as follows:

Arts & Literacy: Programs that innovatively address literacy and learning for the 21st century, provide high standards of excellence in mastering basic skills, and promote youth voices through a variety of venues.

Environmental Literacy: Programs that offer place-based approaches to addressing environmental literacy and empower youth to be heroes for a sustainable environment in their own communities.

The foundation supports registered, nonprofit, tax-exempt 501(c)(3) charitable organizations in the United States or Registered Charities in Canada that deliver services to youth, ages 6-18, and address at least one of the foundation's action areas; are located in the United States or Canada; and are nondiscriminatory in their policies and practices with regard to physical abilities, gender, race, age, sexual orientation, ethnic origin, and/or creed.

In addition, priority will be given to organizations that reach traditionally underrepresented/underserved communities and communities of color; represent models in non-traditional learning environments and are directly engaged in service delivery; encourage partnerships among formal and informal education systems; demonstrate program sustainability; and provide opportunities to integrate Starbucks partners (employees of Starbucks) and stores in a meaningful way.

Visit the foundation's Web site for application guidelines, grant restrictions, and an eligibility questionnaire. Deadline: September 1, 2006 (Letters of Inquiry)
<http://www.starbucks.com/aboutus/grantinfo.asp>

Airborne Launches Teacher Trust Fund to Support School Art and Music Programs

Airborne, Inc. (<http://www.airbornehealth.com/>), maker of the cough and cold herbal supplement, has established the Airborne Teacher Trust Fund, a nonprofit charitable corporation, to fund

art and music programs in elementary and middle schools that are in jeopardy of being lost due to budgetary cuts or limitations.

The Airborne Teacher Trust Fund is beginning with an investment of \$250,000. In addition, a portion of the sale of every Airborne product will go toward building the fund and supporting programs. Grants ranging from \$200 to \$10,000 will be awarded to teachers to implement programs during the 2006-07 school year.

The Airborne Teacher Trust Fund will initially be offered to teachers from public and private schools in California, Florida, Louisiana, Massachusetts, and Missouri. Each quarter, additional states will become eligible until the program is rolled out nationally.

Teachers will be able to submit applications year-round. At the end of each quarter, the judges will select recipients from the applicant pool. Recipients will be announced each month of the following quarter. (The foundation's calendar is as follows: 1st Quarter: August 2006 - October 2006; 2nd Quarter: November 2006 - January 2007; 3rd Quarter: February 2007 - April 2007.) The number of recipients and the recipients' projects will determine how many announcements are made each month.

Application guidelines, updates on eligible states, and the online application form are available at the Airborne Teacher Trust Fund Web site. Deadline: Rolling
<http://www.airbornetrust.com>
(NOTE: Initially, Airborne Trust appears to be serving elementary and middle schools; however, this may expand to include high schools.)

Youth Garden Grants Program

The National Gardening Association's (NGA) Youth Garden Grants program helps youngsters reap rewards and vital life lessons from working in gardens and habitats. Priority is given to programs that emphasize one or more of the following elements:

(1) educational focus or curricular/program integration; (2) nutrition or plant-to-food connections; (3) environmental awareness/education; (4) entrepreneurship; and/or (5) social aspects of gardening such as leadership development, team building, community support or service learning.

Youth Garden Grants are awarded to schools and community organizations with child-centered outdoor garden programs serving at least 15 children between the ages of three and 18.

Two hundred programs will receive \$250 Home Depot gift cards for the purchase of gardening materials and supplies and an activity package from the NGA.

Applications must be postmarked by November 1, 2006.
<http://www.kidsgardening.com/YGG.asp>

Entries Invited for Organic School Garden Awards

School gardens that use organic methods are eligible to enter the Organic School Garden Awards program, sponsored by the Rodale Institute (<http://www.rodaleinstitute.org/>).

Teams of students and teachers (grades K-12) nationwide are asked to submit an essay and poster that express how they use their school garden as a learning tool, how they use the produce they grow, and what impact it has for the students and community. Any school within the fifty United States with an organic garden may enter the contest.

Three winning schools will receive cash prizes of \$250, \$500, and \$1,000. Application deadline: October 31, 2006.

<http://www.kidsregen.org/gardens/index.shtml>
<http://www.kidsregen.org/gardens/rules.shtml>

Hooked on Hydroponics Awards

National Gardening Association, with the Hydroponic Merchants Association and leading companies from the hydroponic gardening industry, join together to offer the 2nd annual Hooked on Hydroponics Awards. Hydroponics is sowing and growing

plants without using soil.

All elementary, middle, and high school in the United States are eligible. Applicants must plan to engage at least 15 students in the hydroponics project during the 2006/07 school year.

Awardees will receive Hydroponic garden systems and indoor light systems (high-intensity discharge or compact fluorescent). Hydroponic garden packages include various system types, including flood and drain (a.k.a., ebb & flow), nutrient film technique, capillary (a.k.a., wick), and aeroponic systems. Six grants will be made to elementary schools, four to middle schools, and two to high schools.

Applications must be postmarked by September 30, 2006.

<http://www.kidsgardening.com/grants/2006-HOH-landing.asp>

Gates Millennium Scholars Program Expands to Support More Students Pursuing Public Health Degrees

As part of its work to increase college access and opportunities for more students across America, the Bill & Melinda Gates Foundation has provided an additional \$58 million to expand the Gates Millennium Scholars (GMS) program to enable more students to pursue a graduate degree in public health. Through the GMS program, students can pursue their academic and career goals without the financial barriers that make it difficult for so many young people to attend and succeed in college.

The GMS investment for public health is designed to increase the number of minorities pursuing graduate degrees in areas like epidemiology, biomedical science, tropical disease, public health practice, and nutritional science, and support the effort to confront local, national, and global public health challenges.

The Gates Millennium Scholars program, a \$1 billion initiative of the Bill & Melinda Gates Foundation, was launched in partnership with the United Negro College Fund (UNCF). The world's largest private scholarship effort, GMS awards scholarships to African

American, American Indian/Alaska Native, Asian Pacific Islander American & Hispanic American students who demonstrate academic excellence, community service & strong leadership skills. The scholarship funds college costs not covered by other programs & scholarships & can be renewed for up to five years for undergraduate study in any field, two years of graduate, & four years of PhD study in approved fields. On August 1st, 2006, GMS opened the 2007-08 nomination process. The deadline is January 12, 2007. <http://www.gmsp.org>

Grants to Improve Humanities Education

National Endowment for the Humanities Grants for Teaching and Learning

Resources and Curriculum Development support projects that improve

specific areas of humanities education and serve as national models of

excellence. Projects must draw upon scholarship in the humanities and use

scholars and teachers as advisers. NEH is especially interested in projects that offer solutions to problems frequently encountered by

teachers. Maximum Award: \$200,000. Eligibility: county, city, township, or

state governments; public and state controlled institutions of higher

education; private institutions of higher education; Native American tribal

governments (Federally recognized); independent school districts;

501(c)(3) organizations. Deadline: October 2, 2006.

<http://www.grants.gov/search/search.do?oppId=10506&mode=VIEW>

Target Field Trip Grants

Target Field Trip Grants are available to fund scholastic outings in situations where monies are otherwise lacking. Maximum Award: \$1000.

Eligibility: teachers, principals, paraprofessionals and classified staff

in K-12 public, private or charter school in the U.S. Applications will

be posted online beginning September 1, 2006. Application deadline:

November 1, 2006.

<http://sites.target.com/site/en/corporate/page.jsp?contentId=PRD03-001814>

Awards for Innovative and Progressive Thinking in Education

The ING Unsung Heroes awards program recognizes innovative & progressive thinking in education. Maximum Award: \$27,000.

Eligibility: full-time educators, teachers, principals, paraprofessionals, & classified staff members with projects that improve student learning at K-12 public or private schools.

Deadline: April 30, 2007. <http://www.ing-usa.com/us/stellent2/groups/dc/documents/companylobinformati on/001143.pdf>

NEA Foundation Accepting Applications for Learning & Leadership Grants

As part of its effort to ensure that all students succeed, the National Education Association Foundation for the Improvement of Education offers Learning & Leadership Grants to support public school teachers, public education support professionals, and/or faculty and staff in public institutions of higher education for one of the following two purposes:

- 1) Grants to individuals to fund participation in high-quality professional development experiences such as summer institutes or action research.
- 2) Grants to groups to fund collegial study, including study groups, action research, lesson study, or mentoring experiences for faculty or staff new to an assignment.

All professional development must improve practice, curriculum, and student achievement. Grant funds may be used for fees, travel expenses, books, or other materials that enable applicants to learn subject matter, instructional approaches, and skills.

Recipients are expected to exercise professional leadership by sharing their new learning with their colleagues.

The grant amount is \$2,000 for individuals and \$5,000 for groups

engaged in collegial study.

Applicants must be practicing U.S. public school teachers in grades K-12, public school education support professionals, or faculty and staff at public higher education institutions.

Preference will be given to members of the National Education Association.

http://www.neafoundation.org/programs/Learning&Leadership_Guideline.htm

Corning Foundation

The Corning Foundation educational grants support community service programs for students, curriculum enrichment, student scholarships, facility improvement, and instructional technology projects for the classroom. The Foundation directs resources primarily toward initiatives that improve the quality of life near Corning Incorporated locations. Each year, the Foundation fulfills approximately 225 grants totaling some \$2,250,000. Support goes to institutions that are tax-exempt under Section 501 (c)(3) of the Internal Revenue Code and which are public charities as defined in Section 509(a) of the Code.

www.corning.com/inside_corning/foundation.asp

International Technology Education Association (ITEA)

A professional association for technology education teachers who teach problem-based learning using math, science, and technology principles. The Grants/ Scholarships/Awards section provides information on support programs offered by the Foundation for Technology Education and ITEA. Opportunities are available to ITEA members only. <http://www.itea.org>

E-mail: itea@iris.org Phone: 703.860.2100

ITEA, 1914 Association Drive, Suite 201, Reston, VA 20191-1539

Sun Microsystems Foundation Open Gateway Grants Program

Provides hardware and software grants, training, and technical support to: assist schools, particularly in economically disadvantaged communities, in making the transition to network computing; assist schools in utilizing network-based tools to implement new teaching strategies that improve instruction and

student outcomes; and promote the full integration of technology into curriculum to help ensure that students are prepared to become information workers of tomorrow.

www.sun.com/aboutsun/comm_invest/ogp/index.html

E-mail: corpaffrs@corp.sun.com Phone: 650.336.0487

Sun Microsystems, Inc., Corporate Affairs Dept.

901 San Antonio Road, M/S UPAL01-462, Palo Alto, CA 94303

Toyota USA Foundation

Committed to improving K-12 education, the Foundation offers grants to nonprofit organizations for projects which increase the productivity of students and/or educators primarily in the areas of math and science. Applications are reviewed continually (no deadline). Phone: 310.618.6766

www.toyota.com/about/community/tusafoundation/index.html

Foundation Administrator, Toyota USA Foundation, A404

19001 S. Western Avenue, Torrance, CA 90509

TECHNOLOGY DONATION PROGRAMS

Computer Recycling Center, Inc. (CRC)

Through its "Recycling Computers for Education" program, CRC has been placing refurbished computers in California schools for the past five years. With its new "One Hundred for One Hundred" national campaign, CRC's goal is to inspire 100 groups, businesses, or individuals to collect 100 computers each over the course of 100 days, and then place these computers in schools within each community.

<http://www.crc.org> E-mail: info@crc.org Phone: 408.327.1800

Computer Recycling Center, Inc., 2971 Mead Avenue, Santa Clara, CA 95051

Computers for Learning

The Computers for Learning program donates surplus federal computer equipment to schools and educational nonprofits, giving special consideration to those with the greatest need. Any public, private, or parochial school or home-school serving pre-K through 12 students in the U.S. or its territories is eligible.

<http://www.computers.fed.gov> Phone: 888.362.7870

Detwiler Foundation

Nonprofit foundation accepts, repairs, and places donated computer equipment into K-12 schools in 22 states. Their goal is to reduce the national ratio of students-to-computers to one computer for every five students -- a goal that can be accomplished if just 10 percent of the computers taken out of service each year were donated. pcsforschools@aol.com
Phone: 800.939.6000
Detwiler Foundation, 3642 N. Springfield St., Chicago, IL 60618

TWO FUND RAISING STRATEGIES:

GoodSearch-- The Feel Good/Do Good Search Engine

Powered by Yahoo, GoodSearch is a search engine that generates money for public schools and/or non-profits every time it is used. Simply search the Internet using the GoodSearch search engine. Fifty percent of the revenue generated from advertisers as a result of your searches will be donated to the school or nonprofit of your choice. GoodSearch estimates that a school will earn a penny each time a search dedicated to the school is made. With 100 supporters making two searches per day, the expected revenue would be \$730 per year. With a 1000 supporters searching twice each day using GoodSearch, a school would earn \$7300 per year. 10,000 supporters searching twice each day using the GoodSearch site, the amount increases to about \$73,000. Use the program as a fundraising tool – ask students, parents, faculty, alumnae, and supporters to use GoodSearch for at least a portion of their daily searches. Search away.

<http://www.goodsearch.com/>

FUNDINGFACTORY Recycling Program

Schools and nonprofits within the contiguous United States can earn technology, classroom and recreation equipment, and even cash through the Funding Factory Recycling Program. Empty cartridges and used cell phones can be collected within a school, district or entire community to help raise needed funds or earn equipment. FundingFactory provides free collection boxes, promotional materials, and business support supplies.

Participants also are able to compete for great prizes through a host of contests. This year's contest schedule includes digital cameras, die-cut equipment, Palm handheld devices, iPods,

movie vouchers, pizza parties and more. Sign up at <http://www.fundingfactory.com>