

## CASN NEWS October 2008

CASN News is supported by the Career Academy Support Network (CASN) at the University of California Berkeley Graduate School of Education. Please share CASN News with others who may be interested. To subscribe to CASN News, please send an email to [CASN\\_News-subscribe@yahoogroups.com](mailto:CASN_News-subscribe@yahoogroups.com) NOTE also that any CASN News participant can post high school and/or other education-related messages and queries to the group as a whole.

To learn more about CASN or for some excellent (and free) downloadable resources, see <http://casn.berkeley.edu>

We also invite you to explore the new College Tools for Schools website which CASN has developed in partnership with U.C. Office of the President and University Educational Partnerships and with support from the James Irvine Foundation. See <http://collegetools.berkeley.edu>

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*"In a completely rational society, the best of us would aspire to be teachers and the rest of us would have to settle for something less, because passing civilization along from one generation to the next ought to be the highest honor and the highest responsibility anyone could have." -- Lee Iacocca*

*"U.S. schools are now being asked to do something they have never before attempted — succeed at teaching all students to high standards. These new demands cannot be met without changing the core technology of schools — how they are organized to support more powerful teaching and more in-depth learning. Just as American businesses have had to restructure to increase their flexibility and productivity, so schools need fundamental redesign. And we need to develop the leaders who can accomplish this." — Linda Darling-Hammond*

## **FINANCIAL CRISIS TO DAMAGE ED FUNDING PROSPECTS**

With the multi-billion-dollar bailout plan for financial markets in the works, educators are realizing that there may be little money leftover for major education increases when the new administration takes office this January. The bailout is "basically going to suck the air out of education funding for years to come," said Edward R. Kealy, the executive director of the Committee for Education Funding—unless the next president is committed to boosting education funding. Last week, Congress approved a continuing resolution, keeping most education programs funded at FY 2008 levels through March 6.

## **MORE STATES ADD 21ST CENTURY SKILLS STANDARDS**

An increasing number of states, including Iowa, West Virginia & Wisconsin, are adding skills like collaboration, creativity & critical thinking as well as financial, technological, health & global literacy into their statewide standards. "Fifty years ago, the ticket up the economic ladder was content mastery of four or five subjects," said Ken Kay, president of the Partnership for 21st Century Skills. "Today, it's the ability to think critically, solve problems, communicate, collaborate, use technology and be globally competent."

## **BROWNSVILLE, TEXAS DISTRICT WINS BROAD PRIZE FOR URBAN EDUCATION**

The prestigious \$1 million Broad Prize for Urban Education, the largest education award for academic progress, has gone to the Brownsville Independent School District in southern Texas. The district is 98-percent Hispanic and among the poorest in the nation, notes the Associated Press. The Broad Foundation, which made the award, said Brownsville's Hispanic students showed more improvement between 2004 and 2007 in reading and math than their peers in other Texas districts -- closing the middle-school math gap between Hispanics and the state average for white students by 12 percent. The 50,000-student district enrolls about 2,000 students who arrive from Mexico every year. "Brownsville is the best kept secret in America," said Eli Broad, the philanthropy's founder. "In the face of stark poverty, Brownsville is outpacing other large urban districts nationwide because it is smartly focusing all resources on directly supporting students and teachers." Finalists for the award were Aldine, in Houston; Broward County, FL.; Long Beach, CA, and Miami-Dade County, FL. Each will receive \$250,000 for college scholarships. <http://www.chron.com/disp/story.mpl/ap/tx/6057934.html>

## **WHERE THEY STAND: MCCAIN, OBAMA DIFFER ON EDUCATION**

If there's one feature that defines the presidential debate on education, it's this: near silence. The USA's teetering economy and the wars in Iraq and Afghanistan have all but squeezed out education, a topic important to previous elections. Then at the end of the third and final presidential debate between Barack Obama and John McCain, the moderator Bob Schieffer posed the last question: "The U.S. spends more per capita than any other country on education. Yet, by every international measurement, in math and science competence, from kindergarten through the 12th grade, we trail most of the countries of the world. The implications of this are clearly obvious. Some even say it poses a threat to our national security. Do you feel that way and what do you intend to do about it?"

Said Obama: "This probably has more to do with our economic future than anything, and that means it also has a national security implication, because there's never been a nation on earth that saw its economy decline and continued to maintain its primacy as a military power. So we've got to get our education system right. Now, typically, what's happened is that there's been a debate between more money or reform, and I think we need both. In some cases, we are going to have to invest."

Said McCain: "Well, it's the civil rights issue of the 21st century. There's no doubt that we have achieved equal access to schools in America after a long and difficult and terrible struggle. But what is the advantage in a low-

income area of sending a child to a failed school and that being your only choice? So choice and competition amongst schools is one of the key elements that's already been proven in places like New Orleans and New York City and other places, where we have charter schools, where we take good teachers and we reward them and promote them."

Last summer, Senator McCain focused on education in two speeches to civil rights groups. Senator Obama's campaign lists 12 education speeches in the past 16 months. But compared to other topics, the relative silence on education is troubling to many observers.

(NOTE: This link to a USA Today article includes a comparison of McCain's and Obama's positions on several aspects of education.) [http://www.usatoday.com/news/education/2008-10-13-obama-mccain-policy\\_N.htm](http://www.usatoday.com/news/education/2008-10-13-obama-mccain-policy_N.htm)

A transcript of the 3rd presidential debate can be found on the internet.

<http://latimesblogs.latimes.com/washington/2008/10/debate-transcri.html>

### **MASSACHUSETTS EDUCATION PLAN FEATURES SEAMLESS SYSTEM**

Massachusetts Gov. Deval Patrick's 55-point pre-K through college education plan -- which includes free community college and a statewide teacher contract -- gained a national platform during his speech at the Democratic National Convention.. "We wanted to have a seamless system where kids don't fall in between the cracks," said S. Paul Reville, a well-known Harvard University researcher who is the state's new education secretary.

### **MASSACHUSETTS DUAL-ENROLLMENT PROGRAM**

Hundreds of Massachusetts students are taking college courses while still in high school as part of a \$2 million dual-enrollment program the governor hopes will better prepare students for college. Such students are more likely to graduate from high school and attend college, a 2007 report found.

### **MORE HIGH SCHOOLS DROPPING CLASS RANKINGS**

Some high-performing high schools are dropping class rankings to give students a better chance of getting into top colleges and universities. High achievement caused some districts to take a closer look at the ranking system when students with GPAs of 4.05 weren't making the top 10% of their class, and students with a 3.8 GPA didn't clear the top 20%. Although college admission officials nationwide have reportedly begun placing less emphasis on class rankings, some admissions official worry about having the data withheld, claiming it forces schools to place undue emphasis on ACT and SAT scores. (source: Milwaukee Journal Sentinel)

### **STANDARDIZED GPA DRAWS SCRUTINY FROM TEXAS EDUCATORS**

High school courses in such things as arts, career or technical fields would no longer count toward students' GPAs under a proposal being considered by the Texas Higher Education Coordinating Board, which oversees public colleges and universities and is trying to develop a formula for high schools to use in calculating GPAs to ensure a uniform standard for higher-education admissions. Under the plan, only courses in English, math, science, social

studies and foreign languages would count toward a four-point grading scale, with AP, IB and dual-enrollment courses meriting an extra point.

### **TEXAS BUSINESS GROUP CALLS FOR GREATER COLLEGE READINESS**

Texas Coalition for a Competitive Workforce, a coalition of business and research groups, has called on state legislators and education officials to do something quickly about the inadequate skills of many students graduating from Texas high schools. The coalition wants an immediate raising of curriculum standards to reflect the knowledge and skills students need to be ready for college. The group also called for school performance ratings to be based on the percentage of students who are on track for college or career readiness, or who are making progress and will be on track for college readiness in three years. Says Jim Windham, chairman of the Texas Institute for Education Reform: "Today, 65 percent of new jobs created in the U.S. require some college or equivalent skills. However, research shows that the vast majority of Texas students -- more than 80 percent in some cases -- fail to meet college readiness benchmarks."

[http://www.dallasnews.com/sharedcontent/dws/news/texasouthwest/stories/DN-workforce\\_03tex.ART.State.Edition1.27683a7.html](http://www.dallasnews.com/sharedcontent/dws/news/texasouthwest/stories/DN-workforce_03tex.ART.State.Edition1.27683a7.html)

### **MINORITIES' COLLEGE-ENROLLMENT GAINS TRAIL MINORITY POPULATION GROWTH**

Despite a big increase in the number of minority students enrolling in college in recent years, a report by the American Council on Education says, that gain has not kept pace with demographic changes. "The tradition of young adults in the United States attaining higher levels of education than previous generations appears to have stalled," the report declares, "and for far too many people of color, the percentage of young adults with some type of postsecondary degree compared with older adults has actually fallen." The report also notes that educational attainment among racial groups is widening. With respect to high school completion, it says the rate for African Americans remained "relatively flat" (at about 76 percent) over the past two decades. Hispanics, even with some improvement, continued to have the lowest rate (68 percent) among all racial and ethnic groups, while Asian Americans had the highest rate (about 91 percent). Read the AP's account at:

[http://news.yahoo.com/s/ap/20081009/ap\\_on\\_re\\_us/colleges\\_minorities](http://news.yahoo.com/s/ap/20081009/ap_on_re_us/colleges_minorities)

[http://www.acenet.edu/AM/Template.cfm?Section=Press\\_Releases2&TEMPLATE=/CM/HTMLDisplay.cfm&CONTENTID=29423](http://www.acenet.edu/AM/Template.cfm?Section=Press_Releases2&TEMPLATE=/CM/HTMLDisplay.cfm&CONTENTID=29423)

### **POWERFUL LEARNING: LONG TERM PROJECTS HELP BUILD UNDERSTANDING, CRITICAL THINKING SKILLS**

Critical thinking and other valuable skills are best developed by inquiry-based teaching, according to a book co-authored by educational policy analyst Linda Darling-Hammond, a Stanford University professor. Such projects should be closely tied to curriculum, be driven by students and focus on real-world problems, researchers say. This links includes an overview of ideas from Powerful Learning: What We Know About Teaching for Understanding <http://www.edutopia.org/inquiry-project-learning-research>

### **REPORT: STUDENTS STRUGGLE ON FIRST NATIONAL ALGEBRA II EXAM**

Across 12 states, nearly 90,00 students took the first national Algebra II end-of-course exam and, on average, answered just one-third to one-fifth of the problems correctly, according to a new report by Achieve, the nonprofit that helped devise the exam. "We were not surprised," said Michael Cohen, Achieve's president. "We knew that a rigorous algebra test, pegged at a college-readiness level, was not something a lot of students would do well on ...

[but] it's a big reminder of how much further we have to go." See "American Diploma Project: Algebra-End-Of-Course Exam: 2008 Annual Report" at <http://www.achieve.org>

**REPORT: OUT OF MANY, ONE: COMMON STATE COLLEGE AND CAREER-READY STANDARDS**

Achieve, Inc. released this new report, which features the work of 15 states that raised standards to ensure that their high school graduates were prepared for college, career, and life. Researchers found a high degree of consistency among the states around a common core of knowledge in English and mathematics. The report tracks the voluntary standard-setting efforts in 16 early-adopter states, including Arizona, Arkansas, Georgia, Indiana, Kentucky, Louisiana, Maryland, Michigan, Minnesota, New Jersey, New Mexico, Ohio, Oklahoma, Rhode Island, Tennessee and Texas. All of the states discussed in the report are members of Achieve's American Diploma Project Network. <http://www.achieve.org/files/CommonCore.pdf>

**KIDS COUNT 2008 Data Book Online**

The Annie E. Casey Foundation has released its annual *Kids Count* report. The data cover a range of topics related to the well-being of children in our society, such as indicators concerning health and wellness, educational attainment, and socioeconomic status. State-by-state profiles are also available. <http://www.kidscount.org/datacenter/database.jsp>

**REPORT: GIVEN HALF A CHANCE: SCHOTT 50 STATE REPORT ON PUBLIC EDUCATION AND BLACK MALES**

The Schott Foundation for Public Education has published the latest report in their series on Black males and education. This report ranks states on the graduation rates of Black males in their high schools. According to the report, the performance gaps result mainly from the poor quality of many of the schools where Black students are concentrated. The report recommends monitoring the distribution and use of education funds in states where less than half of Black males graduate or where the graduation-rate gap between Black and White males exceeds 15 percentage points. <http://blackboysreport.org>

**OPINION: STUDENTS MAY DO BETTER WHEN THEIR TEACHERS HAVE LIGHTER LOADS** The overall number of students assigned per teacher may have a direct bearing on student proficiency levels, says UCLA management professor and author William G. Ouchi. Total student loads per teacher, or TSL, "may be the single most important fact to know about a school, particularly a middle school or high school," he writes in a new book to be published next year. (NOTE: see accompanying *CASN News - the HS Files: Stories From Our High Schools* October 2008) for Jay Mathews column on "Beware of Easy School Fix")

**ED DEPARTMENT UNVEILS COLLEGE WEB SITE** The U.S. Department of Education has launched a new web site ( <http://www.college.gov> ) aimed at motivating students to go to college. The site which features video testimonials from students, includes links to statistics about how much more money college graduates earn pointers on how to find academic and financial support, and a customizable checklist of steps for students to take.

College.gov delivers the following unique features:

- Inspiring videos of college students sharing their stories and experiences about how they overcame obstacles to achieve their college dreams;
- Fresh design picked by students that boasts a non-government look-and-feel;
- An interactive tool for students to create an "I'm going" personalized roadmap that details the steps to take to get to college;
- Content organized and presented in a way for students to easily find the answers to their higher education questions: Why Go? What to Do? and How to Pay?

See: <http://www.college.gov>

NOTE: Another Department of Ed website, College Navigator, makes the search for a college easier and also has links to information on applying for federal aid for education and to an online version of the Occupational Outlook Handbook. <http://www.collegenavigator.gov>)

### **IN OUR GLOBAL VILLAGE - Crossing continents through literacy**

The village of Kambi ya Simba, near the famed Serengeti Plains in East Africa, is poor by almost every measure.

With no electricity or running water, families eke a living from the soil.

Three summers ago, What Kids Can Do's (WKCD's) Barbara Cervone and a dozen secondary school students in this remote village set out with digital cameras and tape recorders to document daily life there. The resulting book, IN

OUR VILLAGE: KAMBI YA SIMBA THROUGH THE EYES OF ITS YOUTH, has been a best seller.

However, in the book's preface the Tanzanian students say, "It astounds us--and we remain unconvinced--that anyone outside our village would care about our lives and our challenges."

Responding to the doubts of the students in Kambi ya Simba, more than 35 groups of youth and their adult mentors on five continents have been creating photo essays about their own "village," whether it be Los Angeles or a hamlet in Vietnam. They send one copy of their book, when published, to Kambi ya Simba. They share the other copies with their local community.

The students span grades 3 to 12, and their teachers include language arts, social studies, science, media and arts.

Recently, WKCD created a virtual (online) library where others can see the amazing books being created by the "In Our Global Village" (IOGV) project. The site also includes curriculum materials, information for those interested in joining IOGV and producing books with their own students, video clips from Kambi ya Simba, a photo gallery, and more.

At a time when so many tensions strain our global ties, this small project shows the power of young people and their adult allies to make common ground. <http://www.inourvillage.org/> [http://inourvillage.whatkidscando.org/global\\_village\\_project.html](http://inourvillage.whatkidscando.org/global_village_project.html)

## **DIFFERENT STUDENTS, DIFFERENT APPROACHES: FALL 2008 ISSUE OF THE TEACHER PROFESSIONAL DEVELOPMENT SOURCEBOOK**

This particular online issue from Teachers' Magazine is focused on Differentiated Teaching and Learning. While most articles describe K-8 classrooms, there are some useful descriptions, practices, and ideas. <http://www.teachermagazine.org/tsb/index.html>

**PUTTING KIDS ON THE PATHWAY TO COLLEGE RUBRIC** Putting Kids on the Pathway to College How is Your School Doing? was developed from findings in Beating the Odds, by Annenberg Institute researchers Carol Ascher and Cindy Maguire. Ascher and Maguire studied thirteen high-performing New York City high schools whose incoming ninth-graders had high poverty rates and far-below-average reading and math scores but produced four-year graduation rates and college attendance above the district average, and well above other high schools serving similar students. The initial version of this rubric was designed as a research tool to interview and observe in these "beat the odds" schools.

Key Components of the rubric are based on "findings in the literature on high school improvement, as well as on actual practice..." The four key components are: \* academic rigor \* network of timely supports \* culture of college access \* effective use of data For each key component, there is also a set of indicators of good practice <http://www.annenberginstitute.org/Products/CollegePathwaysRubric.php>

## **SOME ED NUMBERS & RESOURCES FROM WHERE WE STAND/PBS**

Last month, PBS stations nationally aired Where We Stand: America's Schools in the 21st Century, a documentary that looks at key issues in U.S. education and compares the American public school system to education in China and Finland. The documentary offered several interesting statistics:

- 40% of our nation's high schools don't offer college prep classes.
- The U.S. Chamber of Commerce gives most states a C, D, or F in preparing students for the workplace.
- In 1970, the average college graduate earned about 45% more than a high school graduate. Today, it is 84%.
- In 1995, the United States was number one in the world in college graduation rate. In 2005, it was 15th.
- U.S. students rank 25th in math and 21st in science out of 30 developed countries, according to PISA (Program for International Student Assessment).
- As many as 50% of teachers in the U.S. leave the profession within their first five years.
- Students of high-performing teachers progress three times as fast as those with low-performing teachers.
- The United States pays teachers less, as a percentage of the country's GDP, than 25 other developed countries.  
Source: [www.pbs.org/wnet/wherewestand/reports/achievement/video-report/20](http://www.pbs.org/wnet/wherewestand/reports/achievement/video-report/20)
- NOTE: You can watch short segments from the PBS show: Where We Stand on the accompanying web site.
- Topics include:
  - Segment One: Globalization: The U.S. is in an economic race, competing with countries around the globe. The outcome of that contest will have a lot to do with our schools.
  - Segment Two: Teachers: Everyone agrees that teachers are the single most important factor in student performance. But what makes a great teacher? And how do we best recruit, retain, and reward them?
  - Segment Three: Achievement: The education system is a national and state economic crisis.
- Future graduates will not be able to compete for jobs in our global economy. Are alternative schools the answer?

- Segment Four: Testing: No Child Left Behind: NCLB has dramatically changed the landscape of our schools. Due to be reauthorized next year, it's likely to top the agenda of the next President. What is its future?
- Segment Five: Finance: School finance is one of the most vigorously debated issues in education reform. One of the key questions: should the federal government pump more money into America's schools?
- <http://www.pbs.org/wnet/wherewestand/>
- One of the features on the Where We Stand website is "2008 Presidential Candidates: Where Do They Stand?"
- See: <http://www.pbs.org/wnet/wherewestand/featured/the-2008-presidential-candidates-where-do-they-stand/140/>

### **The Video Clips: High School:**

These instructional scenarios were produced by the Ohio Resource Center for Mathematics, Science, and Reading as part of Project AdLIT: Advancing Adolescent Literacy Instruction Together. They capture actual instructional lessons from high school classrooms in Ohio and are good both for our own professional development and for use in high school Education Academies. (NOTE: the same website also has a series of classroom videos of middle school teaching and learning.) See <http://www.ohiorc.org/adlit/video>

In *[Electrician for a Week](#)*, a teacher supports and encourages inquiry-based learning in a lab setting as students explore electric circuitry and its real-world applications.

In *[Exploring Character Complexity with Catcher in the Rye](#)*, a high school humanities teacher and her 9th grade students explore the complexities of fictional characters.

### **SOME WEBSITES OF INTEREST FOR TEACHERS AND STUDENTS**

#### *[Hubble Legacy Site](#)*

View outstanding and remarkable pictures taken from the Hubble Space Telescope. Click on "Information Center" for information about the gallery, the project, frequently asked questions, and other astronomy resources. View the "Image Gallery" by category (Galaxies, Nebulae, Star Fields and Globular clusters, or Solar System Objects,) an index view, or a gallery view. The "Pan and Zoom Gallery" uses Flash to provide controls to navigate the image as well as zoom in and out. View pictures in the "Black and White Gallery" as well as beautiful "Hubble Art." Click on any image in the "Black and white Gallery" to view the image, learn about the image, and choose picture formats. This site requires Flash. <http://heritage.stsci.edu/>

#### *[English Feed](#)*

View outstanding and remarkable pictures taken from the Hubble Space Telescope. Click on "Information Center" for information about the gallery, the project, frequently asked questions, and other astronomy resources. View the "Image Gallery" by category (Galaxies, Nebulae, Star Fields and Globular clusters, or Solar System Objects,) an index view, or a gallery view. The "Pan and Zoom Gallery" uses Flash to provide controls to navigate the image as well as zoom in and out. View pictures in the "Black and White Gallery" as well as beautiful "Hubble Art." Click on any image in the "Black and white Gallery" to view the image, learn about the image, and choose picture formats. This site requires Flash. <http://Englishfeed.com>

### ICT Tools and Bloom's

This single web page is a treasure for any teacher who uses technology as a teaching tool. The site offers a taxonomy of technology tasks. It provides a way to analyze & evaluate your uses of technology & assignments you give to students & uses the new Blooms as a taxonomy to analyze technology tasks. The site provides specific tasks for each level of the taxonomy. For example, at the highest level on the taxonomy, students *Create*. Some of the "action words" used at the *Create* level include design, build, construct, devise, produce, & plan. Before you plan an electronic activity or form your expectations, take a moment to look at what you are really asking your students to do. Have you pushed them beyond simple comprehension? Is there another way to do the task that will develop higher order thinking? Have you planned a sequence to move from lower to higher level thinking? Do your students' projects reflect more than fact-spitting & really CREATE..or does the glitz disguise a lotta LOTS? Since few teachers today ever experienced learning *with* technology, this page provides a new vision in deceptively simple form. Some links require Adobe Acrobat. <http://edorigami.wikispaces.com/Bloom's> and ICT tools

### **K12ONLINE CONFERENCE - Grades 0 - 12**

This annual "conference" started in 2006, costs nothing, and connects participants with teachers and education professionals all over the world in live or near-live interaction. Always held during the second half of October, the conference features "presenters" using technology tools to share their experiences using technology and best practices to change the way learning occurs in their schools and classrooms. They describe it as "a conference by educators for educators around the world interested in integrating emerging technologies into classroom practice."

Each year the strands vary, so be sure to visit the site early to learn more about the current focus. Every teacher can find something to learn and stretch without being overwhelmed. Also, don't miss the "Fireside Chats," opportunities to talk live with the presenters and ask questions. NO question is too minor or "dumb." <http://www.k12onlineconference.org>

### **A BIT MORE ON EDUCATION AND THE NEXT PRESIDENT: McCAIN AND OBAMA ADVISORS TO DEBATE**

On October 21, the education advisors to the presidential candidates will face off in a debate at Teachers College at Columbia University in New York City. The debate will feature Lisa Graham Keegan, former Arizona Superintendent of Public Instruction and advisor to Senator John McCain (R-AZ), and Linda Darling-Hammond, the Charles E. Ducommun Professor of Education at Stanford University and advisor to Senator Barack Obama (D-IL).

The debate is set to begin at 7:00 p.m. EST and will be webcast by Education Week. Susan Fuhrman, president of Teachers College, will serve as the moderator.

Individuals who want to examine the candidates' education platforms prior to the debate can do so by visiting the following websites:

Senator McCain: <http://www.johnmccain.com/Informing/Issues/>

Senator Obama: <http://www.barackobama.com/issues/>

To register for the webcast, visit <http://www.edweek.org/ew/index.html> and look for a banner with information on the debate in the upper right corner of the page.

## **SOME UPCOMING EVENTS**

National Career Academy Coalition (NCAC) Conference

The National Career Academy Coalition (NCAC) Conference 2008 will be held at the Hyatt Regency Jacksonville Riverfront Hotel, November 8th-10th, in Jacksonville, Florida. This year's theme is Passport to Career Academies. [http://ncacinc.com/index.php?option=com\\_content&task=view&id=41&Itemid=35](http://ncacinc.com/index.php?option=com_content&task=view&id=41&Itemid=35)

*California Partnership Academies Conference*

March 26 - 28, 2009, 21st Annual California Partnership Academies Conference, "Where Visions Converge" JW Marriott Resort & Spa, Palm Desert, CA Registration Form, Call for Presenters Form (due Nov. 21, 2008), and Roundtable Discussions Form (due Nov. 21, 2008) <http://www.cde.ca.gov/ci/g/his/cpaconference.asp>

*Conversion Summit*, SeaTac, Washington: Tyee Campus of Coalition of Essential Schools (CES) Small Schools February 4-5, 2009

In 2004 Tyee High School, a traditional comprehensive school, made a critical decision to break down into three small autonomous CES schools. From that first moment, their work has been driven by a need to create greater educational equity in their school community. Join us for a two-day Conversion Summit at the new Tyee Campus to learn about the challenges they have faced and the enormous changes they have undergone to arrive at three new small autonomous CES schools. The Summit offers an opportunity for those learning about the conversion process to hear first hand accounts from educators, students and parents as well as to explore data that demonstrates the increasing student achievement that has occurred under this new structure. CES Affiliate Fee: \$450.00 Non-Affiliate Fee: \$500.00 <http://essentialschools.org>

*CES School Study Tour, Greater Boston Area* February 9-11, 2009

CES National is offering a school study tour of several exemplary CES small schools located in the greater Boston area. The tour is open to educators, parents, students, and anyone interested in experiencing Essential schools in action. The CES School Study Tour begins in Boston, the birth place of the Boston Pilot Schools, and includes visits to CES small schools. You will gain new insight into CES best practices and take back tools and skills to share with your own schools. The Boston Arts Academy, Fenway High School, Francis Parker Charter Essential School, The Met, Peace Street Campus in Providence Rhode Island, Samuel Mason elementary, and Mission Hill Elementary are among the schools confirmed for the tour. CES Affiliate Fee: \$450.00 Non-Affiliate Fee: \$500.00 <http://essentialschools.org>

*Horace on the Hill: Educating Our Lawmakers*, Washington, D.C. February 24-25, 2009

As we enter a new year with the inauguration of a new president, it is the perfect time for CES educators to better understand how law and policy impacts education and the students we serve. Join us on Capitol Hill to meet with lawmakers and represent the voice of equitable small schools. As part of this two-day event, you will participate in an engaging training session designed to increase your understanding of national education policy and the impact it

has on local conditions, and also learn strategies to educate policymakers on the needs of the students and families we serve. The event also includes a visit to a new small CES high school, Capital City Public Charter School. CES Affiliate Fee: \$200.00 Non-Affiliate Fee: \$250.00 <http://essentialschools.org>

## **SOME FUNDING AND AWARD OPPORTUNITIES**

### *Donors Choose*

A recent issue of Edutopia features an article on DonorsChoose. Since 2000, more than 42,000 school projects have received funding through DonorsChoose.org, which now serves public schools in all fifty states. So far donors have given more than \$18 million to fund projects in participating classrooms and schools. The article explains how DonorsChoose works and provides a list of hints for getting projects funded. <http://www.edutopia.org/donorschoose-school-supplies-donation>

### *Teachers in Space: STEM Pathfinder Competition*

The Teachers in Space program wants to put a thousand astronaut teachers into American classrooms within the next decade. Private companies are developing a new generation of reusable space vehicles that will dramatically improve safety and reduce the cost of human spaceflight. The Teachers in Space program is working with many of these companies to make sure that teachers are among those who have a chance to participate. Applicants to the STEM Pathfinder competition are asked to submit a proposal for an experiment that can be performed during a suborbital space flight. Maximum award: a suborbital space flight. Eligibility: K-12 teachers of science, technology, engineering, and/or math. Deadline: Nov. 3, 2008. <http://www.teachersinspace.org/apply/apply.htm>

### *Earthwatch Institute: Educator Fellowships*

Earthwatch Institute Educator Fellowships bring teachers into the field to learn about cutting-edge research and conservation efforts. Educator Fellows work alongside leading environmental scientists, learning field-research methods and helping to conserve threatened natural and cultural resources. Maximum award: full cost of an expedition, including all research costs, meals, housing, and on-site travel. Eligibility: current, in-service K-12 classroom educators in the United States. Deadline: Nov. 17, 2008. <http://www.earthwatch.org/aboutus/education/edopp/edfelfund>

### *Bill of Rights Institute: Essay Contest*

High school students nationwide are invited to participate in the Bill of Rights Institute's "Being an American" essay contest, which explores the rights and responsibilities of American citizenship. Maximum award: \$5,000 and an all-expenses-paid weekend trip to Washington, DC. Eligibility: U.S. students grades 9-12. Teachers must submit students' essays. Deadline, Dec. 1, 2008. <http://www.beinganamerican.org/>

### *Knowles Science Teaching Foundation Fellowships*

Knowles Science Teaching Foundation fellowships are awarded to qualified young men and women committed to teaching high school science and/or mathematics in American schools. Maximum award: five years of professional and financial support, valued at \$150,000. Eligibility: individuals who have earned at least a bachelor's degree in a biological science, physical science, mathematics, or engineering before the fellowship begins in June 2009. Deadline: Jan. 14, 2009. [http://www.kstf.org/teaching\\_fellowships\\_home.aspx](http://www.kstf.org/teaching_fellowships_home.aspx)