

CASN NEWS APRIL 2009

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A CALL FOR CAREER ACADEMY TESTIMONIALS, BEST PRACTICES, USEFUL FORMS AND TOOLS

The Career Academy Support Network (CASN) team -- in partnership with the National Academy Foundation (NAF), MDRC and others -- is working on a new book on Career Academies. We are also in the process of updating and enhancing many of our CASN Guides and the CASN Forms and Tools Bank. We are inviting all Academy colleagues and practitioners in the field to share:

- your Academy testimonials (the type of Academy quotes from teachers, students, and parents, and partners we tend to include in our Academy brochures, recruitment forms, etc.
- descriptions of best or emerging practices related to the various critical elements of Academy implementation (support for student success; curriculum integration; Academy project-based

- learning; building a college and career going culture; building and sustaining strong advisory boards and industry/postsecondary/community partnerships;
- effective Academy forms and tools (recruitment, monitoring student success, etc.)

What are your suggestions/lessons learned for those starting a new career academy? What should be the roles of teachers, principals, school districts, and partners in academy implementation/operations? What are your best practices and/or advice related to effective Academy teacher teaming? assuring Academy curriculum that prepares students for both college and careers? enabling more powerful and equitable teaching and learning? designing and implementing curriculum integration and project-based learning? building an Academy college and career-readiness culture? providing quality work-based learning, including academy internships? student voice and empowerment? providing Academy service learning opportunities? supporting and monitoring student growth and success? developing and sustaining industry/postsecondary/government/community partnerships and advisory boards? home-school partnerships? mentoring and other adult connections? strategies for successful scheduling of academies, including cohort scheduling for students and common planning time for teachers (whatever your school's bell schedule)? best practices in addressing Academy costs, budgets, and resource development? Academy self-assessment, reviews of progress, use of national Academy standards, continuous improvement cycle? your own brilliant, outside the box solutions to developing strong, sustainable Academies which provide powerful learning experiences for students and cultures of high expectation and high support?

Please send any quotes/testimonials, descriptions of practices, advice from the field, and/or forms/tools to CASN c/o patricia510@gmail.com Please include your name, the Academy with which you are associated, and your contact information as we want to give credit for sharings.

U.S. SECRETARY OF EDUCATION CALLS FOR LONGER SCHOOL YEAR

U.S. Secretary of Education Arne Duncan said Tuesday that his plans for school reform include making sure students spend more time in school. "I fundamentally think that our school day is too short, our school week is too short and our school year is too short. You're competing for jobs with kids from India and China. I think schools should be open six, seven days a week, 11, 12 months a year," Duncan said while touring two Denver schools.

ED STIMULUS FUNDING SIGNALS LIKELY CHANGES IN NCLB

Provisions for education funding in the stimulus bill likely provides "clues" as to the administration's position on the impending overhaul of the No Child Left Behind Act (NCLB), according to The New York Times. To receive federal education aid, the bill dictates that governors must raise statewide standards to a new, tougher benchmark: High school graduates must succeed without remedial classes in college, the workplace, or the military. Governors must also ensure that the most effective teachers will be assigned equitably to all students (rich and poor) in their states *and* must commit to building statewide data systems to link teachers with student test scores.

Some aspects of stimulus funding also signal more financial support for the 6,000 schools that are designated as needing corrective action or restructuring due to falling short of testing targets under the present terms of NCLB.

<http://www.nytimes.com/2009/04/15/education/15educ.html>

FORMER WEST VIRGINIA GOVERNOR TALKS ABOUT THE COSTS OF DROPOUTS

Students who dropped out of school rather than graduating in 2008 likely will cost the U.S. a total of \$319 billion over their lifetimes, said former West Virginia Gov. Bob Wise, who heads the Alliance for Excellent Education, an advocacy group focused on high schools. "The first group affected when a student drops out of high school is the student themselves, but there's another group affected as well. It's the rest of us. It's you, me, all of us," Wise told teens at an Atlanta town hall meeting.

FOUNDATION NAMES FIVE DISTRICTS AS FINALISTS FOR BROAD PRIZE FOR URBAN EDUCATION

Five urban school systems have been named finalists for the prestigious Broad (rhymes with road) Prize for Urban Education: Houston's Aldine school district, Florida's Broward County schools, Georgia's Gwinnett County schools, California's Long Beach district and the Socorro district in El Paso, Texas. The award honors districts that have reduced the achievement gap, especially among disadvantaged students. The winner receives \$1 million for college scholarships and each of the four runner-up districts receives \$250,000 for student scholarships. For more information, see <http://www.broadprize.org> and/or <http://www.broadfoundation.org>

SUPPORT GROWS FOR NATIONAL EDUCATION STANDARDS

A growing number of governors and education leaders -- including U.S. Education Secretary Arne Duncan -- now support national education standards, although some educators fear national standards would limit local control and teachers' discretion. Past federal efforts to introduce national standards or exams have met intense political criticism, but the patchwork state standards under NCLB have come under fire as well.

(source: Education Week)

SHOWDOWN OVER EDUCATION FUNDING FOR THE STATES

Treasury checks for the first \$44 billion infusion of education stimulus money are being sent to states this week. Along with the money, the U.S. Department of Education released guidance on how states and districts can use the funds being received under the Title I, IDEA, and State Fiscal Stabilization Fund (SFSF) programs.

The first down payment is intended to help states address growing budget shortfalls and to stave off large numbers of teacher layoffs. It includes half the money states will receive from the Title I and IDEA portions of the stimulus and two-thirds of the money from SFSF. Money going out this week includes \$5 billion for Title I; \$5.65 billion for IDEA; and \$26.6 billion for K-12 and higher education programs in the SFSF and another \$6 billion that can be used for other state services, including education.

The Department will be releasing the other half of the Title I and IDEA funds this summer and fall, at which time states can also apply for the remaining SFSF funds, including \$13.1 billion specifically for education and \$2.9 billion for government services.

According to federal officials, how states and districts utilize this first round of funding for education reform—particularly in improving standards, data systems, teacher effectiveness, and low-performing schools—will be a key consideration in awarding subsequent innovation grants next year as part of the Secretary's \$5 billion Race to the Top Fund.

In addition, Education Secretary Arne Duncan has threatened to "come down like a ton of bricks" on states that channel education stimulus money to any use other than teacher retention. In a high-profile move, Gov. Mark Sanford of South Carolina, head of the Republican Governors Association, wants to pay down state debt and has said he'll refuse the federal

money otherwise. Gov. Linda Lingle of Hawaii (R) wants to fill a non-education budget gap, and Gov. Butch Otter of Idaho (R) wants to hold the money in reserve. The White House Budget Office has publicly denied Mr. Sanford's request, but loopholes for both states and school districts may allow the governors to go forward. Of the \$100 billion for education, \$40 billion is part of a fund to stabilize state and local budgets, and has fewer restrictions, but the administration is pushing for its particular use. Across the country, nine percent of teachers face layoff because of budget cuts, according to a University of Washington study, and California alone has issued pink slips to 26,500 teachers.

Spending Priorities

The U.S. Department of Education has outlined ways school districts should use their shares of the federal stimulus package, which could provide up to \$100 billion for K-12 education over two years. The main chunks of money flowing to districts come from several pots, and many of the suggestions below can be funded through multiple sources.

Title I

- Identify and use effective teachers as coaches and mentors.
- Create summer programs for algebra and other college-prep courses.
- Partner with colleges and nonprofit groups to create early-college programs.
- Close low-performing schools and reopen them with new staffs, new programs, and additional learning time.

State Fiscal Stabilization Fund

- Create new, fair, reliable teacher-evaluation systems based on objective measures of student progress and multiple classroom observations.
- Train educators to use data to improve instruction.
- Purchase instructional software, digital whiteboards, and other interactive technologies and train teachers in how to use them.

Individuals with Disabilities Education Act

- Offer training and dual certification for teachers of English-language learners and students in special education.
- Implement online individualized education programs (IEPs) aligned with state academic standards.
- Hire transition coaches to help graduating high school seniors find employment or get postsecondary training.

Source: U.S. Department of Education

RELATED OPINION PIECE: DUNCAN SHOULD TIGHTEN GUIDELINES ON ED STIMULUS FUNDS

U.S. Education Secretary Arne Duncan should tighten guidelines for education stimulus funds for states, writes The New York Times editorial board. As written, the guidelines contain too many loopholes, allow states to redirect funds to other areas and do not mandate that states begin needed reforms before receiving the majority of the funds, the editorial board writes.

<http://www.nytimes.com/2009/04/09/opinion/09thu2.html>

ROOTS OF FEDERAL ELL CASE RUN DEEP; SUPREME COURT RULING IN SUIT COULD RESONATE FAR BEYOND ARIZONA

Seventeen years ago, Miriam Flores sent her 5-year-old namesake off to school in Nogales, Arizona, a small city on the U.S.-Mexican border. Come fall, she'll send 5-year-old Isabella, her youngest, and this time around, the 42-year-old Mexican-born homemaker hopes her daughter will get a better education.

The U.S. Supreme Court will hear oral arguments later this month from a class action Ms. Flores joined on behalf of her first child in 1996. The lawsuit, *Flores v. State of Arizona*, contends that programs for English-language learners in Nogales are deficient and receive inadequate funding from the state.

Since it was filed in 1992, the lawsuit has pitted state officials against one another, and it has forced Nogales and school districts statewide to change the way they serve English-learners, including separating them for long periods of the day from other students.

Its outcome before the Supreme Court could have further ramifications, not only for Arizona but also for districts and ELLs nationwide.

One of the state's arguments is that compliance with the No Child Left Behind Act trumps civil rights law, said Roger L. Rice, the executive director of Multicultural Education, Training, and Advocacy Inc., a Somerville, Mass.-based advocacy group for ELLs.

"If the court were to buy that argument," said Mr. Rice, "that would mean that if people around the country said, 'My state doesn't have an appropriate program for ELLs,' the state could say, 'We get our funding from NCLB [and comply with the law], so we must be doing all right.' "

On the other hand, he said, if the court ruled in favor of the *Flores* side of the case and said clearly that states have an obligation to sufficiently fund ELLs under civil rights law, advocates could go to court in states that don't provide any additional funds for such students and make the same argument that the Nogales parents have made. (source: Education Week) <http://www.edweek.org/ew/articles/2009/04/08/28flores.h28.html>

RECESSION FORCES STUDENTS TO RECONSIDER POST HIGH SCHOOL PLANS

In the heat of a turbulent economy, a new survey of prospective college students found that 70% are looking for cheaper college options. Over half are searching out less expensive colleges and another 47% are planning to work as freshmen. Others will rely more heavily on financial aid. However, many parents are still confused about their financial aid options. Only 17% of parents reported that they were "extremely familiar" with the financial aid they could receive. To help clear some of the confusion, high schools can take the opportunity to step in and hold college financial aid workshops for students and parents. (source: U.S. News and World Report)

STUDENT FITNESS BILL WOULD REQUIRE NEW DATA TRACKING FOR SCHOOLS

If passed, new federal legislation may hold K-12 educators accountable for a portion of their students' health. Recently introduced to Congress, the FIT Kids Act amends the No Child Left Behind Act to require that all schools, districts, and states include data about the quantity and quality of physical education (PE) in the school report cards they send to parents. The bill would require schools to demonstrate progress toward meeting the national goal of 225 minutes of PE weekly for students in middle level and high schools. Schools also would need to measure

attendance rates at required PE classes and report on the space they use primarily for PE activities. (source: *ESchool News*)

A TREND TOWARD SUSTAINABILITY: STUDENTS WORK TOGETHER TO BUILD GREEN HOME

Students at the Arlington Career Center in Virginia have spent seven months building a scale model of an environmentally friendly house that can be used to teach community members. The project is part of a national trend toward teaching sustainability lessons in schools.

<http://www.washingtonpost.com/wp-dyn/content/article/2009/04/14/AR2009041403559.html>

BRINGING DEMANDS OF ADULT LIFE INTO THE CLASSROOM

The Baltimore County school district has partnered with universities, defense contractors, and a video game developer to challenge students with the kind of problem-solving that employers might expect, *The Baltimore Sun* reports. "We wanted students to have an experience that would be more typical of what they'd have, hands-on, in the real world," said Maria Lowry, principal of Chesapeake High School, a participant in the pilot program. "We're trying to bring the outside in." Lockheed Martin and Northrop Grumman, who are working with the school system, see the virtual concept as a way to cultivate interest in science and engineering.

When students learn about engineering, math, and science in school, it's abstract, said Stephanie Hill, vice president of Lockheed's MS2 Integrated Defense Technologies. "If they can actually apply the skills to a real problem that's exciting, with real engineers," she said, "it will encourage the students to not only be interested in engineering and technology but to stay interested."

Senior Victoria Wallace added that with this exposure, she and her peers will graduate ahead of the curve: "We're coming out of high school with some skills that people go into their freshman year of college to acquire."

SHOULD ATHLETES BE ALLOWED TO SKIP P.E.?

About a dozen Cincinnati-area districts are allowing some student athletes, cheerleaders and band members to opt out of state-mandated gym classes. Some educators say such students already are committed to physical fitness, while others argue that physical education can teach teens about lifelong fitness and nutrition. <http://news.cincinnati.com/article/20090413/NEWS0102/904130354/1055/NEWS>

FLORIDA MAGNET PROGRAMS PREPARE STUDENTS FOR CAREERS IN EDUCATION

Ninth-grade students in a Florida district are getting a head start in a possible teaching career through a high-school magnet program designed for those interested in becoming educators. Students practice the use of classroom technology, learn how to emphasize important information in lessons and study other topics. The program intends to add more grade levels, and upper-level students will have the chance to shadow teachers, work in elementary schools and perhaps even go to college for free. <http://www2.tbo.com/content/2009/apr/12/na-program-molds-teachers-of-tomorrow/news-breaking/>

TWO RECENT ARTICLES FROM CHICAGO CATALYST: "OFF THE JOB TRACK" AND "COLLEGE VERSUS CAREER"

According to Chicago Catalyst, "only a fraction of the students who take career education classes (in Chicago Public Schools) end up with with good training that could help them land viable jobs." The article goes on to describe how CPS is turning its sights on how best to prepare students for the work world. "College Versus Career" describes how efforts to improve career education are often complicated by concerns that certain students will be steered away from college." <http://www.catalyst-chicago.org>

GETTING SMARTER: A FRAMEWORK FOR DISTRICTS - FROM THE ANNENBERG INSTITUTE

Redesigning the "Central Office"

Educators and community leaders recognize that districts must play a vital role to ensure results and equity for all students. But the current structure and operations in most "central offices" are inadequate. To play their role effectively, districts must be redesigned. What would a redesigned district central office look like? What functions would it perform? The latest issue of *Voices in Urban Education* examines district redesign from a range of perspectives.

From the Smart District Framework:

- Lead for Results and Equity
- Focus on Instruction
- Manage Human Capital
- Use Data for Accountability and Continuous Improvement
- Build Partnerships and Community Investment
- Align Infrastructure with Strategic Vision

To read several full articles and see excerpts from others on Redesigning the Central Office, visit: <http://www.annenberginstitute.org/VUE/>

STUDY: IMPORTANCE OF SOFT SKILLS TO FUTURE SUCCESS

High-school students who are active in extracurricular activities and have good social skills and work habits are more likely to have more advanced education and earn more later in life than peers with similar academic scores but fewer "soft skills," according to a study. "If we only look at standardized test scores, we're only considering part of the equation for success as an adult in a global marketplace," said Christy Lleras, a University of Illinois professor of human and community development.

POLICY BRIEF: ONE NATION LEFT BEHIND

A new policy brief by the Alliance for Excellent Education decries the "tunnel vision" the United States displays in the "global schoolhouse." Our competitors "eagerly compare, or benchmark, their performance and standards against each other -- and particularly against top performers." They "take their international assessment performance results seriously," and "take advantage of opportunities to compare policies and practices so that they can learn and improve." The United States, world leader in many areas, ignores opportunities to learn from its international peers in education. In the 1960s, data show the U.S. produced the greatest high school completion rates among 23 member nations in the Organisation for Economic Co-operation and Development. It has since fallen to 18th out of 23, and from 1995 to 2005, the national college graduation rate fell from second to 15th. With recent globalization, American workers spend "dramatically" more time performing higher-level cognitive tasks that take problem-solving ability and effective communication with sophisticated tools. Much less time is spent in routine manual tasks, such as installing parts or packing items on assembly lines, and routine cognitive tasks, such as taking simple customer orders or maintaining inventory counts. Consequences of this are too important to ignore, the Alliance says.

<http://www.all4ed.org>

OPINION: GRAPPLING WITH THE NEW REALITIES IN PUBLIC EDUCATION

In an opinion piece in U.S. News & World Report, Richard Whitmire recounts a pleasant exchange with a college-educated employee at a car rental office, which underscored for him

the new reality in American education. It's not news that a bachelor's degree has supplanted a high school diploma as a requirement for employment, but Whitmire contends it's not that jobs have gotten more complex. It's that high school no longer supplies the skills to multitask and communicate with customers. "Whether your bank teller has a high school degree or a Ph.D. says little about international competitiveness," he writes, "but it says a lot about economic survival, which is what high school students should care about." What politicians have been slow to grasp, he feels, is that "the need to push education beyond high school goes far beyond the somewhat esoteric 'international competitiveness' issue that think tankers extol. All the best solutions focus on dangling bankable job skills before high school graduates not likely to see themselves as college material." This demographic is overwhelmingly male, and remains "oblivious" to the "college-is-the-new-high-school" reality.

<http://www.usnews.com/articles/option/2009/3/27/no-jobs-without-college-as-employers-treat-degree-as-a-minimum.html>

OPINION: IF LEGISLATION IS THE PROBLEM, CIVIC ENGAGEMENT IS THE SOLUTION

In a post on Alexander Russo's This Week In Education blog, frequent contributor Margaret Paynich writes that she came away from Jay Mathew's recent book "Work Hard. Be Nice" with several conclusions. In the first place, she feels that our school systems and school structures "were designed for educating students from hundreds of years ago," and are no longer geared toward helping teachers and students achieve to their fullest, despite our claims. In her view, legislation that is "passed without proper attention to those who have to carry it out" makes up a large part of the problem, and public engagement is a way to fix things. "I believe that the public needs to demand a solution from their legislators," she writes. "Education professionals have been doing the best they can -- but I don't think they can do it alone anymore." For her part, Paynich will be involved in a pilot project in Rhode Island, in which she will be "walking door-to-door this summer introducing individuals to the school committee, showing them after-school and mentoring programs they can volunteer for, and hoping to inspire individuals to take a better responsibility for their role as citizens."

<http://scholasticadministrator.typepad.com/thisweekineducation/2009/04/paynich-the-message-of-kepp.html>

SOME WEB RESOURCES FOR TEACHERS AND STUDENTS

The ELT Portal: Movies

This site features interactive ESL and ELL lessons to go with popular movies and TV commercials. The activity formats include matching and cloze passages. The lessons are divided by "Easier," "More Challenging," or "Most Challenging." Two types of lessons include vocabulary previews and "fill-in-the-blank cloze" of the movie dialog which appears while the movie or TV clip is playing. The site is growing, with more commercials and films appearing regularly. NOTE: There is also a supplementary section in Word which contains discussion questions for the movies. Some of the clips require QuickTime and/or Flash. <http://eltportal.net/movies1.html>

Find a Country - Improve Your Geography Skills

This site offers an interactive world map quiz. You are asked to type in your name and click *Start Game*. The site asks you to identify various countries on the map by clicking on them. If you are incorrect, the correct location is highlighted. You can play again and again, with a new game (and locations) each time. This is great for reinforcing world map skills!

Visual Explanation of U.S. Financial Crisis 2008 - 2009

This informative, short video (4-minutes) helps to explain the U.S. Financial situation of 2008-2009. The video highlights some basic economic principles and explains some what has

happened with credit, mortgages and investments. <http://sayitvisually.com/index.php/financesaidvisually.html>

WESTED's SCHOOLS MOVING UP WEBINAR: MAKING PROGRESS ON ESSENTIAL STANDARDS & ASSESSMENT REFORMS - 4/21

WestEd's SchoolsMovingUp website will feature another free webinar, "Making Progress on Essential Standards and Assessment Reforms," on Tuesday, April 21, from 10:30 a.m. - 12:00 p.m. Pacific Time (1:30 p.m. - 3:00 p.m. Eastern Time).

Stanley Rabinowitz, Director of the WestEd/CRESST Assessment and Accountability Comprehensive Center, will describe innovative state-level strategies to define, develop, and benchmark (nationally and internationally) rigorous college/career-ready core standards. These strategies include considerations for English learners, students with disabilities, and low-performing students.

Rabinowitz will also discuss implications of such standards for high-quality assessment systems that are aligned and balanced. He will highlight:

- * evidence-based principles and best practices for rigor and quality that states cannot afford to ignore, with special attention to subgroups of students at risk for academic failure,
- * methods to ensure proper articulation, PK-13, within and across content areas,
- * approaches to identify and integrate content knowledge and essential skills,
- * examples from states that are adhering to best practices, and
- * how state policies and strategies based on best practices will play out whether the state is working alone, part of a regional consortium, or linking to a national core.

See the webinars page on SchoolsMovingUp for further information, including specific topics to be addressed by this webinar, at <http://www.schoolsmovingup.net/webinars>. To sign up for this event, please visit <http://www.schoolsmovingup.net/webinars/arrastandards> and select "Attend this Webinar." You will then be prompted to login or register for free on the site as needed. For more information, contact Julie Duffield at jduffie@wested.org or 415.615.3213. For technical questions, contact Dan Wilson at dwilson@wested.org or 510.302.4265. (NOTE: There is an archive of previous SchoolsMovingUp webinars on the schoolsmovingup website. The 4/21 webinar will be posted by 4/22.)

REMINDER: MAY IS NATIONAL EXHIBITION MONTH

The Coalition of Essential Schools (CES) sponsors a nationwide campaign to promote and celebrate student exhibitions of work. Now in its fourth year, National Exhibition Month mobilizes hundreds of schools and organizations to participate in activities that make their student exhibition work public and to advocate for the use of exhibitions in their local contexts.

The CES National Exhibition Month website offers guidelines and tools to help you create a successful local event and reach out to the public and the media. There is also a video clip from the EssentialVisions DVD series that shows students preparing for and executing their senior exhibition. In addition, you can find a list of the schools that will be participating this year, with their dates and activities. <http://www.essentialschools.org/exhibition.html>

SOME UPCOMING EVENTS

Coalition of Essential Schools (CES) Summer Small Schools Institute

On May 1, registration opens for the 2009 CES Small Schools Summer Institute, "The Essentials of Small Schools: Principles and Practices for Equity and Achievement." The Institute will take place July 13-17 in Providence, Rhode Island, the birthplace of CES.

Some of the key features include: speaker Mica Pollock, author and professor at the Harvard Graduate School of Education; speaker Deborah Meier, long-time CES practitioner and CES

board members, speaker Dennis Littky, co-director of Big Picture Learning; and a CES 25th anniversary special event, "A Town Hall Meeting: 25 Years of Changing Schools, Changing Lives." <http://www.essentialschools.org/events.html>.

NWREL's High School Learning Communities National Conference

Las Vegas, NV - June 21-24, 2009

Designed by practitioners for practitioners, this conference provides teachers, administrators, and district staff with programmatic tools and strategies to strengthen their high school redesign efforts.

Sessions will be in workshop format with on-site coaching by practitioners and technical assistance providers to help teams solidify their plans and troubleshoot anticipated barriers.

Participants will leave the conference with plans to support their redesign implementation that they can share with their local school and district teams. Building on last year's highly successful sessions, the conference will feature:

- Presentations by practitioners with "in the trenches" experience in transforming high schools
- Topical workshops and personalized coaching sessions that will give teams and individuals access to expertise as they tackle the intensive work of structural and instructional improvement
- Strategies for changing classroom practices, differentiated instruction, teaming, aligning core and CTE, expanding leadership, and supporting students for all postsecondary options
- Motivational keynote sessions, networking luncheons, and exhibits showcasing a range of resources available to small schools, career academies, and small learning communities <http://www.nwrel.org/slconference/2009>

Graduation by Exhibition - Senior Projects & Graduation Portfolios - Federal Hocking HS

May 14-15, Federal Hocking High School, Stewart, OH. www.federalhocking.k12.oh.us/extra/hs/index.htm.

Buck Institute of Education (BIE) Project Based Learning Academy

June 15 marks the launch of the BIE 2009 Project Based Learning Academy, which features a 3-month series of workshops focused on general PBL training as well as specialized learning labs on a variety of related topics, including Career Technical Education, Web 2.0 tools, curriculum mapping, administrative planning, and community based projects. Sessions are limited to 25 participants.

All sessions are held at BIE headquarters in Novato, CA (see registration form for travel information). Cost is \$450 for a one-day workshop and \$850 for a two-day workshop and

includes all materials, breakfasts and lunches, a copy of the BIE PBL handbook or a related text and admission to one BIE-sponsored webinar.

http://www.bie.org/index.php/site/PBL/professional_development/#academy

Coaching for Educational Equity Institute

Offered twice this summer: June 24-25 & August 5-7, Oakland, CA

<http://www.bayces.org/article.php/CFEE>

High Tech High Summer Institute

June 24-26, High Tech High, Summer Institute, San Diego, CA. For more information, visit: www.hightechhigh.org/.

International Center for Leadership in Education - Models Schools Conference

June 28 - July 1, Atlanta, Georgia <http://www.modelschoolsconference.com>

Boston Arts Academy Summer Institute for Arts in Education

June 29 - July 2, Boston Arts Academy, Boston, MA. www.bostonartsacademy.org/.

National Academy Foundation (NAF) Staff Development Institute and Leadership Summit

July 7 - 10, Phoenix, Arizona (Leadership = July 7-8; Staff Development July 9-10) <http://www.naf.org>

SREB High Schools That Work (HSTW) Staff Development Summer Institute

July 8 - 11, Atlanta, Georgia <http://www.sreb.org/SummerConference/index.asp>

Coalition of Essential Schools (CES) Small Schools Summer Institute

July 13-17, Providence, RI. www.essentialschools.org/events.html.

Equity-Based Critical Friends Group Coaches Training,

August 4-8, Leadership High School, San Francisco, CA (NOTE: Leadership HS is also offering opportunities to learn about senior exhibitions on various dates in June.) www.sfcess.org/events.html.

National Career Academy Coalition Annual Conference

November 1 - 3, 2009, Philadelphia <http://www.ncacinc.com/>

SOME FUNDING AND AWARD OPPORTUNITIES

What Kids Can Do: Speech Contest 2009

As Graduation Day approaches, What Kids Can Do invites students to raise their voice and let others know what matters most to them in this moment and in the years ahead. This year's theme: "Crisis and Hope in These Trying Times." Maximum award: \$100 gift certificate from amazon.com. Eligibility: anyone from age 12 to 19, writing in English. Deadline: May 18, 2009. http://www.wkcd.org/featurestories/2009/03_WKCD%20speech%20contest/index.html

State Farm/National Youth Leadership Council: Project Ignition

State Farm and the National Youth Leadership Council are sponsoring Project Ignition, which funds programs that give high school students and their teachers the chance to work together to address the issue of teen driver safety. Maximum award: \$10,000 for teen-driver safety efforts. Eligibility: students grades 9-12. Deadline: June 30, 2009. <http://www.sfprojectignition.com/>

Toshiba America Foundation

Toshiba America Foundation is a non-profit grantmaking organization dedicated to supporting science and mathematics education in the United States. The Foundation contributes to the quality of science and mathematics education by investing in projects designed by classroom teachers to improve instruction for students in grades K-12. The Foundation strongly encourages projects planned and led by individual teachers or teams of teachers for their own classrooms.

Public schools and private, 501(c)(3) nonprofit schools throughout the U.S. are eligible to apply. Grants of \$5,000 or less are awarded throughout the year. For grants larger than \$5,000, applicants must submit grant proposals by August 1, 2009. http://www.toshiba.com/tafpub/upload/page/100045/25964_Executive.pdf

Verizon Foundation

The Verizon Foundation is in the business of improving lives in literacy, knowledge and a readiness for the 21st Century. The Foundation's three initiatives are helping people to:

1. increase their literacy and educational achievement

2. avoid being an abuser or a victim of domestic abuse
3. achieve and sustain their health and safety.

Proposals will be considered from eligible tax-exempt organizations in certain 501(c)(3) subsections as defined by the [Internal Revenue Service](#) (IRS). Proposals will also be considered from elementary and secondary schools* (public and private) that are registered with the [National Center for Education Statistics](#) (NCES). Proposals may also be considered from eligible tax-exempt organizations in the subsection 170(B)(1)(a)(i) - Church, provided that the proposal will benefit a large portion of a community without regard to religious affiliation and does not duplicate the work of other agencies in the community.

Grants generally range from \$5,000 to \$10,000 each.

The Verizon Foundation will review unsolicited proposals until October 31, 2009. <http://foundation.verizon.com/grant/guidelines.shtml>

Nike Inc. Cash Grants

Nike Inc. envisions a world where the power of sport builds valuable skills: leadership, conflict resolution, equity and trauma relief. The corporation works with experienced partners in youth and education to address needs of vulnerable populations by linking experts with low-income youth, minorities, young women, and youth living in conflict situations. Nike is also interested in seeing excluded youth have greater access to sports programs that are designed to unleash human potential.

Grants are made to nonprofit organizations or collaborations among organizations.

A minimum of \$315 million in grants, product donations, and in-kind support through 2011 will be made to give excluded youth greater access to sport programs designed to unleash human potential

Eligible proposals are reviewed throughout the year. http://www.nikebiz.com/responsibility/downloads/HTA_Cash.pdf

Wells Fargo

Wells Fargo works with communities where it is located to help them succeed. Over the last two years, the bank has given nearly \$200 million in grants to nonprofits and schools. The company provides grants to nonprofits that support education, community development, human services, arts and culture and the environment. All projects should serve low- and moderate-income populations.

In the area of education, Wells Fargo has helped teachers stock classrooms, students fill backpacks, and schools get the extra funding needed to provide high quality education.

Each of the 23 states where Wells Fargo does business has its own guidelines. Applicants should review specific guidelines prior to developing and submitting a proposal.

Proposals are accepted from nonprofits with an IRS 501(c)(3) tax designation, governmental, and tribal entities.

Of the nearly \$200 million in grants made over the last two years, education projects have received 31% of the grants made.

Wells Fargo accepts applications throughout the year. <https://www.wellsfargo.com/about/csr/charitable/where>