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

We also invite you to check out the new College Tools for Schools website which CASN helped to develop in partnership with U.C. Office of the President and University Educational Partnerships. See <http://collegetools.berkeley.edu>

"To restructure, we must first look deeply at the goals that we set for our children and the beliefs that we have about them." - Asa Hilliard III

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MORE HIGH SCHOOL STUDENTS TAKE COLLEGE CLASSES

Beginning with college algebra in the seventh grade, Ankit Gandhi took 16 classes at the University of South Florida before he even graduated from C. Leon King High School in Tampa. He did it in part to challenge himself

academically, but he also thought it might help when the time came to pursue his bachelor's degree in earnest. "Everyone takes AP classes," the 18-year-old says, "so you always have to do a little more to distinguish yourself." Gandhi was admitted to 14 schools, including Duke and MIT, and will attend Penn State in the fall.

What Gandhi did—earning high school and college credits (usually from a community college) at the same time—is called dual enrollment and has long been an option for students who want more rigorous work than their high school offers. It can also help students cut down on the cost of college by transferring credits. But increasingly, more students are enrolling in dual-credit courses because they think it will help them get into a selective college.

MORE STATES RECONSIDERING HIGH SCHOOL EXIT EXAMS

A growing public backlash against exit exams, coupled with high failure rates among students, has prompted several states to offer alternatives to the exams, such as end-of-course tests in discrete subject areas, according to a Center on Education Policy report. "States are beginning to face the music and to face the actual fact that nontrivial numbers of kids are being told they aren't going to get a diploma," said Chester E. Finn Jr., president of the Thomas B. Fordham Institute, a Washington policy institute.

THE NEXT KIND OF INTEGRATION

A Supreme Court ruling last June declared that the racial-integration efforts of two Kentucky school districts were unconstitutional—yet it stopped short of prohibiting districts from making school assignments based on class. Now districts across the country are considering the implementation of class-based integration. The Wake County School District in North Carolina, one of the best known examples, followed the simple strategy: no poor schools, no bad schools. Although it achieved great success with its integration model, not all districts will or can yield the same results. *New York Times* <http://www.nytimes.com/2008/07/20/magazine/20integration-t.html>

DEMAND FOR MANDARIN CLASSES/TEACHERS SKYROCKETS

The demand for Mandarin Chinese programs for students across the U.S. is skyrocketing, but a shortage of qualified Mandarin teachers has some districts in Ohio relying on three-year Chinese Teacher Guest Programs. Universities in the state are scrambling to offer teacher-certification courses to native Mandarin speakers based in the U.S. (source: Toledo Blade)

STUDENTS' SUCCESS BEGINS WITH BELIEF SYSTEM

When Richard Esparza became the principal of Granger (WA) High School, most of his students were headed for jobs working the fields of Yakima Valley, alongside their families. Determined to prove that poverty isn't a predictor of success, Esparza set out to change an entire belief system. By setting high expectations for *all* students, regardless of socioeconomic status, Esparza altered the trajectory of his students' lives. This year, 90% of Granger's seniors graduated within four years and of those graduates, 90% will be going on to some kind of postsecondary education. *Seattle Post-Intelligencer* http://seattlepi.nwsourc.com/opinion/368712_grangercomment29.html

DO STUDENT INCENTIVE PROGRAMS WORK?

Texas schools that pay students to improve their performance have had success in boosting participation in AP classes, according to an upcoming study to be published in Education Next. But other schools have reported mixed results, leading some to question the expansion of such efforts when so little research is available. "If we are going to invest, why don't we invest in something that we know does work, like reducing class size or extended learning time?" asks Pedro Noguera, a New York University sociology professor. (New York Post) (Wall Street Journal)

http://www.nypost.com/seven/08202008/news/regionalnews/schools_cash_to_kids_plan_doesnt_pay_off_125250.htm

<http://online.wsj.com/article/SB121928822683759447.html>

Related Research: <http://www.hoover.org/publications/ednext/27020009.html>

FOR MANY FIRST-GENERATION COLLEGE STUDENTS, IT'S STILL A BIG STEP

Even though more and more college students have parents who went to college themselves, an estimated 35 percent of today's freshmen are still the first in their families to make the transition from high school to college. For many such first-generation students, that step remains challenging, observes the Northwest Herald in suburban Chicago, and to ease the transition, they often start out in community colleges. At McHenry County College in Crystal Lake, Ill., for example, the number of first-generation students was 44 percent higher last fall than in the previous year, the Herald reports. It points to federal statistics showing that about 43 percent of first-

generation students leave postsecondary education without earning a degree, but it adds that certain strategies may improve their prospects. The newspaper quotes Kathleen Cushman, who has written a two-book series called "First in the Family," as stressing the value of giving the students "some kind of experience on a college campus early enough in high school that they can imagine themselves there."

<http://www.nwherald.com/articles/2008/08/17/news/local/doc48a7f1208189f994974821.html>

SOME REPORTS OF INTEREST

Report: New Federal Data on High School Graduates and Dropouts (2005-06) from National Center for Education Statistics. <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2008353>

Report: ELL Assessment

ELL Policies, Testing Programs Vary Substantially From State to State

<http://www.cse.ucla.edu/products/reports/R737.pdf>

<http://www.cse.ucla.edu/products/summary.asp?report=737>

Report: Making Time: What Research Says About Reorganizing School Schedules

Center for Public Education The traditional school schedule -- 180 six-hour days per year --- remains largely intact, but changes in school schedules can boost efficiency. <http://www.centerforpubliceducation.org/site/c.kjJXJ5MPIwE/b.2086551/k.9967/>

[Making time What research says about reorganizing school schedules.htm#Block_vs_period_scheduling](http://www.centerforpubliceducation.org/site/c.kjJXJ5MPIwE/b.2086551/k.9967/)

SOME WEB RESOURCES FOR TEACHERS AND STUDENTS

Acid Stomach - Lesson

The purpose of this lesson is to develop an understanding of how aspirin works and how understanding its interaction with other chemicals in the body aided doctors in medical research. The lesson begins with an article on the history of the development of aspirin. Students then complete a lab that compares the reaction of regular aspirin, buffered aspirin, and enteric aspirin in neutral, acidic, and basic solutions. They then analyze the results of the

experiment to gain insight into how this information was used by researchers to solve some of the problems associated with aspirin.

<http://www.sciencenetlinks.com/lessons.cfm?BenchmarkID=8&DocID=380>

The Credibles

A second place winner in the 2007 ThinkQuest International competition, this site was developed by a group of students from Singapore and Indonesia. Thinkquest sites are created as part of an international web competition, by teams of students at various levels or teacher education candidates. The site provides a concise overview of some of the dangers of depending upon the internet for information. There are links to discussions of censorship, sensationalism, and legitimacy along with a glossary and lists of resources. There is a good discussion about the use of Wikipedia as a research tool, the importance of password security and information about phishing, online advertising, and virus protection. Although our students may be prodigious consumers of the internet, they are often not as sophisticated as they believe themselves to be. This site highlights some of the pitfalls and dangers of believing everything you read online. FYI: Parts of this site require Flash. <http://library.thinkquest.org/06aug/00446/home.html>

Plus a few online recommendations from Teachers in the Field:

The Story of Stuff with Annie Leonard (consumerism) <http://www.storyofstuff.com>

Food Wars (organic food vs. food "industrial-complex" a la Star Wars; animation) <http://www.youtube.com/watch?v=SI4nYc77TAU>

Food Fight is an abridged history of American-centric war, from World War II to present day, told through the foods of the countries in conflict. <http://www.touristpictures.com/foodfight/>

SOME UPCOMING EVENTS/DATES TO SAVE

Coalition of Essential Schools (CES) Fall Forum 2008

The Coalition of Essential Schools Fall Forum 2008 will be held in Charlotte, North Carolina, November 6-8, at the Westin Charlotte Hotel. This year's theme is "Live It. Learn It. Change It." Connect with thousands of K-12 educators, students, parents, and other leading thinkers who are changing lives through learning. Registration opens August 25, 2008. Visit the Fall Forum Web Page for the details on pre-conference programming, speakers, hotel registration, and more:

<http://ent.groundspring.org/EmailNow/pub.php?module=URLTracker&cmd=track&j=225174471&u=2356593>.

National Career Academy Coalition (NCAC) Conference 2008

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

SOME GRANTS, AWARDS, AND OPPORTUNITIES

Student Opportunity: Weather Channel's Forecast Earth Summit

Weather Channel Seeks High School Student Participation in Forecast Earth Summit The Weather Channel's Forecast Earth is inviting high school students to apply to be part of the Forecast Earth Summit, December 5-7, 2008, in Washington, D.C. Interested freshmen, sophomores, and juniors may submit a 200-word essay outlining what they personally are doing to combat climate change, along with contact information and a photo. For more information, visit <https://www.forecastearthsummit.org>

Freedoms Foundation's Leavey Awards for Excellence in Private Enterprise Education

The Freedoms Foundation's Leavey Awards for Excellence in Private Enterprise Education honor outstanding educators who excite a commitment in their students to the free enterprise system and unleash the entrepreneurial skills of their students at the elementary, junior high school, high school, and college level. Maximum award: \$7,500. Eligibility: U.S. citizens or permanent residents employed full time as educators at an accredited American school (grades K-12), college, or university. Deadline: Oct. 1, 2008. <http://www.freedomsfoundation.org/leavey-awards>

Siemens Foundation: Siemens Student Competition in Math, Science & Technology

The Siemens Competition in Math, Science & Technology recognizes remarkable talent early on, fostering individual growth for high school students who are willing to challenge themselves through science research.

Maximum award: \$100,000. Eligibility: U.S. high school students. Deadline: Oct. 1, 2008. <http://www.siemens-foundation.org/en/competition.htm>

Toshiba America Foundation: Grants for Science and Math Education

Toshiba America Foundation Education Grants contribute to the quality of science and mathematics education in U.S. communities by investing in projects designed by classroom teachers to improve science and mathematics education. Maximum award: \$1,000. Eligibility: K-12 teachers in public or private (nonprofit) schools. Deadline: Oct. 1, 2008. <http://www.toshiba.com/tafpub/jsp/about/HowApply.jsp>

Pay It Forward Foundation Grants

Pay It Forward Foundation Offers Mini-Grants for Youth which are designed to fund one-time-only service-oriented projects identified by youth as activities they would like to perform to benefit their school, neighborhood, or greater community. Projects must contain a "pay it forward" focus -- that is, they must be based on the concept of one person doing a favor for others, who in turn do favors for others, with the results growing exponentially -- to be considered for a mini-grant of up to \$500. Because funding is limited, projects requesting smaller amounts will be given priority. Deadline: September 15, 2008 <http://payitforwardfoundation.org>

Student Volunteers Invited to Apply for Prudential Spirit of Community Awards

The Prudential Spirit of Community Awards, sponsored by Prudential Financial and administered by the National Association of Secondary School Principals, are designed to honor middle and high school students for volunteer community service. Eligible applicants include any young person in the United States who is in grades five through twelve and who has engaged in a volunteer activity that occurred at least partly during the twelve months prior to the date of application.

Local honorees are selected in November, and from these winners two state honorees are chosen in each state and the District of Columbia. Out of the state honorees, ten national honorees are selected and announced at a ceremony in Washington, D.C., in May of 2009. State Honorees receive an award of \$1,000 and an all-expense-paid trip to Washington, D.C., for national recognition events. National Honorees receive

an additional award of \$5,000. Deadline: October 31, 2008 <http://www.prudential.com/spirit/>

Samsung's Hope for Education Contest

Hope for Education was created by Samsung in 2004 to support U.S. schools K-12 with the latest technology products to assist in the educational process. Each year the program challenges students, teachers, parents or anyone who knows of a school in need to write an essay regarding the importance of technology in education, & how it can benefit a school in their community. Essays are evaluated by an independent judging committee and winners earn various awards of Samsung products for their designated school. 62 grants, range 30,000 - 200,000.

VERY TIME SENSITIVE, but only involves an essay of up to 100 words. DEADLINE: August 31, 2008.

"How has technology educated you on helping the environment and how or why has it changed your behavior to be more environmentally friendly?"

Essays should focus on:

1. *How current or emerging technologies increase your awareness and understanding of environmental issues, and cause you to make environmentally friendly changes in your life.*
2. *How technology products can be made, used and disposed of in an environmentally friendly manner.*
3. *Why technology will play an increasingly important role in educating people and helping them to change their lives in an environmentally responsible way.* <http://pages.samsung.com/us/hopeforeducation/index.html>

Lowe's Charitable & Educational Foundation: Toolbox for Education Grant Program

Lowe's prefers funding requests that have a permanent impact such as facility enhancement (both indoor & outdoor) as well as landscaping/clean up type projects. Projects that encourage parent involvement & build stronger community spirit are favored. Please note the grant money cannot be used to pay for memorials, stipends, salaries, artists in residence, field trips, scholarships, or third party funding. Only 10% of any award granted can be used toward outside resources such as labor, installation, consultation & delivery. <http://www.toolboxforeducation.com/>

Disney Minnie Grants

Youth Service America (YSA) & Disney know that youth of all ages can be involved in volunteer service projects. Children can solve community problems by working with their families, schools, friends, & neighbors.

http://tools.ysa.org/downloads/grants/disney/Introduction_and_requirements_English.pdf

American Immigration Law Foundation (AILF)

American Immigration Law Foundation (AILF) will award grants of \$100 to \$500 to fund activities that are innovative & support AILF's mission of promoting benefits of immigrants to our nation.

Applicants are limited to educators teaching in public or private K-12 schools. Proposals that are classroom-based will receive strong consideration. Deadline: November 28, 2008. <http://www.aif.org/teach/grants.shtml>