

CASN NEWS December 2008

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NOW THAT THE ELECTIONS ARE OVER (AND CABINET MEMBERS ARE NAMED): LIKELY CANDIDATES FOR SECRETARY OF EDUCATION

President-elect Obama will likely take several weeks to name a Secretary of Education and his choice will most likely have a background in elementary- & secondary-level schools, according to the Chronicle of Higher Education. The Chronicle weighs possible candidates for the top spot at the Department of Ed, drawn from Obama campaign advisers, current and former governors and state education officials, policy research professionals, and people Mr. Obama knows through personal friendships or Illinois ties. These include: Linda Darling-Hammond, a campaign adviser and education professor at Stanford University; Arne Duncan, chief executive of the Chicago public school system; James B. Hunt, Jr., a former governor of North Carolina who served on the federal Commission on the Future of Higher Education; Governor Janet Napolitano of Arizona; Andrew J. Rotherham, a campaign adviser and co-founder of Education Sector; and Jonathan Schnur, chief executive of New Leaders for New Schools. Among other

names floated are W. Gaston Caperton III, president of the College Board; Robert E. Wise, Jr., president of the Alliance for Excellent Education; Governor Kathleen Sebelius of Kansas; Governor Timothy M. Kaine of Virginia; Sharon P. Robinson, president of the American Association of Colleges for Teacher Education; Michael Cohen, president of Achieve; Joel I. Klein, chancellor of the New York City public schools; Paul G. Vallas, superintendent of the Recovery School District of New Orleans and a former chief executive of the Chicago public schools; Michelle Rhee, chancellor of the Washington, DC, public school system; Michael Johnston, director of the Mapleton Expeditionary School of the Arts; and retired general and former secretary of state Colin L. Powell. <http://chronicle.com/free/2008/11/6631n.htm>

DARLING-HAMMOND CHOSEN TO HEAD OBAMA ED TRANSITION/ POLICY REVIEW

Stanford University professor and prominent education researcher Linda Darling-Hammond has been appointed to lead the Obama transition team's review of federal education policy. There has been mixed reaction to her appointment. Educators and researchers are pleased. "It would be a breath of fresh air to have somebody in the Education Department who has been an educator," said Gerald E. Sroufe, the director of government relations for the American Educational Research Association.

Others, however, are not as excited about Darling-Hammond's role. Those that support strong accountability programs and the expansion of charter schools are afraid that she will not experiment boldly with education choice or different ways to recruit and compensate teachers. Many Democrats that want greater accountability and encourage the competition created by charter schools favor district leaders like Arne Duncan, the chief executive officer of Chicago Public Schools. Duncan favors charter schools and supports the Teach for America program that places recent college graduates without education credentials into classrooms across the nation.

Darling-Hammond has spoken several times in recent weeks about what the new administration's plans for education are. According to an insider at a speech to the Council of Chief State School Officers that was closed to reporters, the president-elect has promised that education funding will not be cut. In a speech sponsored by the National Academy of Education, Darling-Hammond said that Obama proposes to spend \$30 billion to pay for campaign promises, including \$10 billion for pre-K programs, teacher recruitment and retention, and tuition tax credits.

While Darling-Hammond is leading the transition team, it is unclear what role she will play in the new administration. In the past, education secretaries have been former governors or others with significant administrative and political savvy. <http://www.edweek.org/ew/articles/2008/12/03/14transition.h28.html>

THOUSANDS OF STUDENTS IN MASSACHUSETTS RECEIVE FREE COLLEGE TUITION

Nearly 17,500 Massachusetts high school seniors will get four years of free tuition at state colleges and universities because of scores of "advanced" on either the math or English portions of the state assessment exams and at least "proficient" on the other.

NEARLY 800 COLLEGES TO DROP SAT REQUIREMENT

Amid concerns that SAT results are not valid predictors of college success and that the test favors wealthier students who can afford tutoring, nearly 800 colleges will soon drop the test as a requirement for admission. The decision comes on the heels of a new report released by the National Association for College Admission Counseling that urges colleges to downplay the results of the test in their acceptance decisions and to consider ending the SAT requirement altogether. However, the vast majority of colleges say they have no plans to drop the test, which they believe is a useful predictor of college readiness. (source: Boston Globe)

THREE STATES TAKE ON HIGH SCHOOL INNOVATIONS FOR GLOBAL READINESS

In education circles, we talk a lot about school reform, but most of what we do would not fall under the heading of bold or daring or courageous. Abandoning what is comfortable and known is never easy as is evidenced by the fact that America's public education system still looks much like it did 100 years ago. The states of Massachusetts, New Hampshire, and Utah are undertaking a redefinition of high school as outlined in a 2006 report "Tough Choices or Tough Times" by the New Commission on the Skills of the American Workforce, writes the Christian Science Monitor. The report calls for restructuring school systems and redirecting money toward universal prekindergarten and higher teacher salaries, among other steps it says will better prepare students for the 21st-century global economy.

New Hampshire will let students leave high school as early as age 16 to pursue college or career training after passing a state board exam. Massachusetts has created a panel that will share student health, social services, and education information in an early-warning data system that will identify and help students at risk of dropping out.

Massachusetts also included in its new 10-year plan a way for teacher-created and run schools. Similar to charter schools, these schools would remain within the regular school system and its funding streams. And Utah has created a 21st Century Workforce Initiative to address the 57 percent of the state's high school graduates who don't go on to postsecondary education.

<http://www.csmonitor.com/2008/1114/p02s04-usgn.html>

BIG PICTURE SCHOOLS PUT STUDENTS IN CHARGE OF LEARNING

Nearly 95% of students at the 60 Big Picture schools nationwide go on to college after designing their own curricula with the aid of a hands-on adviser and internship mentors. "This program is about helping a kid find their passion," said Big Picture adviser and former science teacher Leonardo Oppedisano. "I am not a vessel with information trying to impart it all on them. I am advising them on the path that they should take toward learning. It is much more a cooperative relationship." <http://www.boston.com/news/>

education/k_12/articles/2008/11/15/nh_educators_found_ny_school_for_at_risk_students/

SIGN OF THE TIMES: TEACHER SELLS ADS ON STUDENT TESTS
<http://www.eschoolnews.com/news/around-the-web/index.cfm?i=56285>

NEW SURVEY PROFILES STATES' USE OF DATA FOR STUDENT ACHIEVEMENT

The Data Quality Campaign -- a national effort to encourage and support state improvement on the collection, availability, and use of education data and to improve student achievement -- has released, "Measuring What Matters: Creating Longitudinal Data Systems to Improve Student Achievement." This survey of all 50 states and the District of Columbia, finds that six states have all 10 elements of a comprehensive data system that can track student progress from preschool through college, and 48 states have at least half the elements. (For a description of the 10 elements, see HERE [<http://www.dataqualitycampaign.org/>].) This was up from zero states in 2005. 47 states plan to have eight or more of the 10 elements in place within three years. The survey found, however, that only 21 states have a teacher identifier system with the ability to match teachers to students; another 13 states plan to have this element by 2012, but 17 states report no plans to implement it. Only 17 states collect student-level course completion and transcript information, and at least nine have no plans to do so. And 29 states have the ability to collect college readiness test scores, but at least 12 states have no plans to implement this element. States report that it's not a lack of technological know-how that keeps them from doing this work, but the lack of political will and resources to implement the elements and change the culture around data use.

Read the release: http://www.dataqualitycampaign.org/files/news-dqc_marks_3_years-111508.pdf

See the report: http://www.dataqualitycampaign.org/files/publications-measuring_what_matters.pdf

REPORT: THE SCHOOL ENVIRONMENT AND ADOLESCENT WELL-BEING: BEYOND ACADEMICS

While the primary function of schools is the academic development of students, we all know their reach is far greater. Students spend much of their day in school or school activities. A new report by Child Trends, "The School Environment and Adolescent Well-Being: Beyond Academics," examines the school environment in the larger context affecting multiple aspects of youth development: health, safety, social support, academics, and civic engagement. The brief is designed to build awareness about the multitude of ways schools touch the lives of their students and the policies that drive them. However, despite the fact that schools play an important role in shaping adolescents, it is not their job alone. The rest of the community – including families, health care providers, and after-school programs – must also be involved in their development. http://www.childtrends.org/Files//Child_Trends-2008_11_14_RB_SchoolEnviron.pdf

K-12 ONLINE LEARNING REPORT

The North American Council for Online Learning has released the third in a series of annual reports on the status of online learning nationally, writes eSchool News.

"Keeping Pace with K-12 Online Learning" looks at two areas of virtual schooling: state-led online programs and state-level policies governing online education, and the ways that the two intersect. The report states that online learning continued to grow in school year 2007-2008, both in the number of new programs and the improvement of existing programs, and many states have passed new legislation to promote further growth. Given this expansion of online learning opportunities, the study issues a number of policy recommendations, which include the creation of national content standards; the inclusion of online instruction practices in teacher college curricula; the revision of district accounting measures that take into account the particulars of virtual schooling; and the establishing of standard metrics for basic quality assurance, such as consistent measures for course completions. As of this fall, 44 states offer significant online learning opportunities for students.

<http://www.eschoolnews.com/news/top-news/index.cfm?i=55790>

<http://www.nacol.org/docs/Keeping%20Pace%20with%20K-12%20Online%20Learning%202006.pdf>

Concurrent Courses Initiative: New Website on College and Career Readiness

This new website from the Community College Research Center provides research studies and other resources that demonstrate the feasibility of using career-technical dual enrollment programs to enhance college and career pathways for low-income youth who are struggling academically. NOTE: The site includes links to publications, resources, and info on exemplary dual enrollment programs.

www.concurrentcourses.org/

Got the HOTS for Inquiry?: A Digital Workshop from the U.S. Ed Department

This digital workshop presented by Gail Wortmann shows you how you can increase student learning by integrating inquiry and Higher Order Thinking Skills (H.O.T.S.) into instruction, discusses how to incorporate inquiry and the revised Bloom's Taxonomy into student assessment, disaggregate the "scientific method" and connect it to inquiry, and discuss assessments for inquiry and H.O.T.S. Many science classroom activities are also presented within this digital workshop. <https://www.t2tweb.us/Digital/About.asp>

The Exchange: National Student Deliberation

The Exchange is a way for high school students to discover how their peers in their classrooms and around the country view important constitutional issues facing the nation. The Constitution Center produces three programs a year, each on a different constitutional topic. Each program features classroom based curriculum and a live video conference event, allowing students from around the country to deliberate face to face.

The next installment of The Exchange will take place on Wednesday December 17, 2008, when students deliberate the question: Is the Constitution color-blind? The concept of a color-blind Constitution was first used to dismantle legal discrimination

against African Americans in the 19th century and is now at the forefront of the debate over affirmative action. http://www.constitutioncenter.org/ncc_edu_TheExchange.aspx

UPCOMING EVENTS

NASSP CONVENTION - BREAKING RANKS 2009 SECONDARY SCHOOL SHOWCASE

NASSP and The Center for Secondary School Redesign are proud to present the Breaking Ranks 2009 Secondary School Showcase. The showcase, which will premiere at the NASSP Convention in San Diego, CA, on February 26, will feature teams from 18 diverse, high-achieving middle level and high schools who will share their proven strategies for addressing today's top education issues.

” Register for the showcase and the NASSP Convention by visiting www.nasspconvention.org. Preregistration deadline is February 6, 2009.

SOME FUNDING AND AWARD OPPORTUNITIES

Entries Invited for Intel Schools of Distinction Awards in Math and Science

The annual Intel Schools of Distinction Awards recognize U.S. schools that implement innovative, replicable programs that inspire their students and lead to positive educational outcomes in the areas of math and science.

In order to be considered as an Intel School of Distinction, schools must develop an environment and curricula that meet or exceed benchmarks, including national mathematics and science content standards.

The awards program is open to K-12 public, private, charter, and parochial schools in the United States, Department of Defense Dependents Schools, and Bureau of Indian Affairs schools. Home schools are not eligible. The applicant school's program must have at least three years of results data, whether NCES or other comparable data. Eighteen finalists will be selected in April, three from each grade range (K-5, 6-8, and 9-12) in each of the two categories of math and science. Six winners, selected out of the eighteen finalists, will each receive \$10,000 from the Intel Foundation and more than \$100,000 worth of products and services from the program award sponsors. One of the final six winners will be identified as the Star Innovator for 2009. This school will receive an additional \$15,000 cash grant from the Intel Foundation as well as additional services and products from the award sponsors.

Eighteen schools — three elementary, three middle, and three high schools in each of two categories (math and science) — will be selected as finalists and will receive a cash grant of \$2,500 from the Intel Foundation. Six winners — one elementary, one middle, and one high school in each of the two categories — will each receive \$10,000 cash grants and more than \$100,000 in products and services from sponsors. One of the six winning schools will be chosen as the Star Innovator, and will receive an additional \$15,000 grant from the Intel Foundation and products and services from sponsors.

<http://www.intel.com/education/schoolsofdistinction/index.htm>

The American Historical Association: Beveridge Family Teaching Prize

The American Historical Association Beveridge Family Teaching Prize recognizes excellence and innovation in elementary, middle school, and secondary history teaching, including career contributions and specific initiatives. Maximum award: \$1500, plus travel expenses for group leader to travel to annual meeting in January 2010 to accept award. Eligibility: K-12 teachers in groups. Deadline: March 16, 2009. <http://www.historians.org/teaching/beveridge.htm>

Lemelson-MIT InvenTeams: High School Invention Grants

Lemelson-MIT InvenTeams grants foster inventiveness among high school students. InvenTeams composed of high school students, teachers and mentors are asked to collaboratively identify a problem that they want to solve, research the problem, and then develop a prototype invention as an in-class or extracurricular project. InvenTeams are encouraged to work with community partners, specifically the potential beneficiaries of their invention.

The mission of the InvenTeams program is to excite high school students about science, math, engineering, entrepreneurship and invention; empower students through problem solving; and encourage a sustainable culture of inventions in schools and communities.

Science, mathematics, and technology teachers at public, private, and vocational high schools may apply.

Grants of up to \$10,000 support each team's efforts. (In recognition of their dedication, teachers who facilitate extracurricular invention projects can designate up to \$2,000 of their grant towards a teacher's stipend.)

Applying for an InvenTeam grant is a two-step process. The initial application is available online each fall and due in the spring (for grants awarded the following academic year). Up to 35 Excite Award recipients are selected from these applications, notified in the spring, and asked to complete a final application due in the following September. For 2010 InvenTeams, application deadlines are as follows:

- Early feedback deadline: March 20, 2009
- Initial application deadline: April 24, 2009 (Up to 35 applicants from the initial pool will be selected as finalists and invited to submit a final InvenTeams application.)
- Final application deadline: September 11, 2009

<http://web.mit.edu/inventeams/apply.html>

Captain Planet Foundation

The mission of the Captain Planet Foundation is to fund and support hands-on, environmental projects for children and youths. The Foundation's objective is to encourage innovative programs that empower children and youth around the world to work individually and collectively to solve environmental problems in their neighborhoods and communities. Proposals must promote understanding of environmental issues, focus on hands-on involvement, and involve children and young adults ages 6-18.

All applicant organizations or sponsoring agencies must be exempt from federal taxation under the Internal Revenue Code Section 501, in order to be eligible for funding (this includes most schools and non-profit organizations).

Generally, the range of grants awarded by the Foundation is \$250 - \$2,500.

Deadlines for submitting grant applications are March 31, June 30, September 30, and December 31. In order to receive funding for a summer program, the application should be submitted by the December deadline.

<http://www.captainplanetfoundation.org/default.aspx?pid=3&tab=apply>

Dell Scholars Program

The Dell Scholars Program Scholarship is funded by the Michael & Susan Dell Foundation, a private family foundation funds programs that foster high-quality public education and childhood health, and improve the economic stability of families living in poverty. One of the goals of the Dell Scholars Program is to improve the outcomes of underserved students through the opportunities a bachelor's degree can provide. As a result, the scholarship may usually be used at any regionally-accredited two-year or four-year nonprofit institution in the United States where credits can be earned towards a baccalaureate degree, including community and junior colleges.

All applicants must be U.S. citizens or permanent residents with a minimum of a 2.4 grade point average on a 4.0 scale. All applicants must have financial need as confirmed through eligibility for a Federal Pell Grant. Only seniors who have participated in a Dell Scholars Program approved college readiness program are eligible to apply for the scholarship program.

Scholarship funds may be used for tuition, fees, books, and room and board. Upon the Foundation's approval, it may also be possible to use the funds for approved internships and study abroad programs. The application process closes on January 15, 2009.

<http://www.dellscholars.org/public/>

Fiskars' Project Orange Thumb to Support Garden Programs

Deadline: February 17, 2009

Launched in 2003, Fiskars' Project Orange Thumb has awarded grants totaling more than \$300,000 to over a hundred community groups, schools, churches, and other organizations for their garden programs.

This year, the program will award grants to twenty organizations in the United States and Canada. Each grantee will receive up to \$1,500 in Fiskars garden tools and up to \$800 in gardening-related materials (i.e. green goods). Four grants will also be awarded to groups in Australia. Each of those recipients will receive up to \$1,000 in Fiskars Tools and up to \$1,000 in gardening-related materials.

Gardens and/or gardening projects geared toward community involvement, neighborhood beautification, sustainable agriculture, and/or horticultural education are eligible. Community garden groups as well as schools, youth groups, community centers, camps, clubs, and treatment facilities are all encouraged to apply. Only group applications will be considered; single individuals are not eligible for a Project Orange Thumb grant.

<http://fconline.foundationcenter.org/pnd/15015939/projectorange>

Gates Millennium Scholars Program (GMS)

The goal of GMS is to promote academic excellence and to provide an opportunity for outstanding minority students with significant financial need to reach their highest potential by:

- Reducing financial barriers for African American, American Indian/Alaska Native, Asian Pacific Islander American and Hispanic American students with high academic and leadership promise who have significant financial need;
- Increasing the representation of these target groups in the disciplines of education, engineering, library science, mathematics, public health and the sciences, where these groups are severely underrepresented;
- Developing a diversified cadre of future leaders for America by facilitating successful completion of bachelor's, master's and doctoral degrees;and
- Providing seamless support from undergraduate through doctoral programs, for students selected as Gates Millennium Scholars entering target disciplines.

Students are eligible to be considered for a GMS scholarship if they:

- Are African American, American Indian/Alaska Native, Asian Pacific Islander American or Hispanic American
- Are a citizen, national or legal permanent resident of the United States
- Have attained a cumulative high school GPA of 3.3 on an unweighted 4.0 scale or have earned a GED
- Will be enrolling for the first time at a U.S. accredited college or university as a full-time, degree-seeking, first-year student in the fall 2009
- Have demonstrated leadership abilities through participation in community service, extracurricular, or other activities
- Meet the Federal Pell Grant eligibility criteria
- Have completed and submitted all three required forms (Nominee Personal Information form, Nominator form, and Recommender form) by the deadline

The GMS Scholarship Award provides support for the cost of education by covering unmet need and self-help; renewable awards for Gates Millennium Scholars maintaining satisfactory academic progress; graduate school funding for continuing Gates Millennium Scholars in the areas of computer science, education, engineering, library science, mathematics, public health or science; and leadership development programs with distinctive personal, academic and professional growth opportunities.

Scholarship applications must be submitted online by January 12, 2009 at 11:59 p.m. EST or the paper application postmarked on or before January 12, 2009.

<http://www.gmsp.org/>

Fund for Teachers

Fund for Teachers enriches the personal and professional growth of teachers by recognizing and supporting them as they identify and pursue opportunities around the globe that will have the greatest impact on their practice, the academic lives of their students, and on their school communities.

Eligible applicants must be employed by a school or district in an eligible geographic area; teach in a pre-K through 12th grade classroom at least 50% of the time; and have at least three years of classroom teaching experience. Applicants must have the intention of returning to teaching in their district in the consecutive school year.

Eligible applicants may apply for up to \$5,000 individually or up to \$10,000 per team.

Online applications are due by January 30, 2009.

<http://www.fundforteachers.org/apply.html>

Toshiba/National Science Teachers Association National ExploraVision Awards Program

All inventions and innovations result from creative thinking and problem solving. The Toshiba/National Science Teachers Association ExploraVision Awards Program encourages kids to create and explore a vision of future technology by combining their imaginations with the tools of science. Maximum award: U.S. EE Savings Bond worth \$10,000 at maturity for each student. Eligibility: U.S. or Canadian citizens or legal residents, living within the United States, U.S. Territories or Canada who are full-time students grades K-12 attending a public, private, or home school. Deadline: January 28, 2009.

<http://www.exploravision.org/about/>

Coming Up Taller Awards

The President's Committee on the Arts and the Humanities: Coming Up Taller Awards recognize and reward outstanding after-school and out-of-school arts and humanities programs for underserved children and youth. Maximum Award: \$10,000. Eligibility: programs initiated by museums, libraries, performing arts organizations, universities, colleges, arts centers, community service organizations, schools, businesses, and eligible government entities. Deadline: January 30, 2009.

<http://www.pcah.gov/cut.htm>

Heinz: Ketchup Creativity Contest

The H.J. Heinz Co. is sponsoring a contest for young artists, in which winners' designs will be on single-serving Heinz Ketchup packets for 2009. Maximum award \$1,000 award for art supplies, \$1,000 worth of Heinz Ketchup, and the winner's art framed for display. Eligibility: students grades 1-12. Deadline: February 28, 2009.

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

National Fluid Milk Processor Promotion Board/USA Today: SAMMY Scholarship Awards

Twenty-five student-athletes will win the Scholar Athlete Milk Mustache of the Year (SAMMY) Award, which entails a scholarship and a spot in a Milk Mustache ad to run in USA TODAY. Maximum award: \$7,500, an all-expense-paid trip to Disney's Wide World of Sports in Orlando, FL, and a spot in a Milk Mustache ad. Eligibility: legal residents of the 48 contiguous United States or the District of Columbia, and as of November 6, 2008, enrolled as full-time student in a state-accredited private or public high school, in good standing in grade 12, and a participant in a high school sport or club sport during the 2008-2009 school year. Deadline: March 6, 2009.

<http://sammy.bodybymilk.com/>