

CCASN NEWS December 2013

WE WISH EACH OF YOU ALL THE JOYS OF THE SEASON. SEASON'S GREETINGS AND HAPPY NEW YEAR FROM ALL OF US AT THE COLLEGE AND CAREER ACADEMY SUPPORT NETWORK.

CCASN News is supported by the College and Career Academy Support Network (CCASN) CCASN is based in the Graduate School of Education at the University of California Berkeley and works primarily with high schools, districts, and states engaged in high school redesign. CCASN also collaborates with other organizations and stakeholders to support the college and career aspirations of youth.

To learn more about CCASN and for free, down-loadable resources; videos about academy practices; a curriculum database; an academy forms bank; and more, visit <http://casn.berkeley.edu>.

We also invite you to visit our College Going Culture/College Access website at <http://collegetools.berkeley.edu>

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DALLAS TO PILOT A 3-YEAR HIGH SCHOOL DIPLOMA PROGRAM

Dallas Independent School District (Texas) expects in the 2014-15 school year to pilot a three-year high-school diploma program that would allow students to graduate early but also ensure the district does not lose state funding. The plan calls for directing the funding into prekindergarten programs.

TEXAS TEACHERS, BUSINESS LEADERS COLLABORATE ON CAREER ENDORSEMENTS

Teachers and business leaders in Texas are working together to implement new graduation requirements that will allow students to receive endorsements reflecting their focus on science, technology, engineering and math; business and industry; public service; or arts and humanities. For students who have not yet decided on a career choice, there is a multidisciplinary study option.

A SHOUT OUT TO HOUSTON INDEPENDENT SCHOOL DISTRICT -- Houston was just awarded a \$30 Million District Race to the Top grant to support the implementation of Linked Learning District-wide.

TECH IN SCHOOLS: MONEY SAVED AND IMPROVED GRADES

When Lyndsey Winslett's daughter Ava was home sick last year for six weeks, the fourth-grader didn't miss a single lesson — her smiling face was right there in class with her friends, pixelated on a computer screen. Thanks to Alabama-based Huntsville City Schools' 1:1 program, which supplies one laptop or tablet for every child in grades 1-12, Ava's teacher was able to dial her student right into the classroom via Skype.

Increasingly, programs such as these are becoming more prevalent. Although many public schools in America are still struggling with budget cuts and classroom size, other school systems in Pennsylvania, California, Colorado and elsewhere are making the bold decision to put aside traditional textbooks in favor of laptops and e-readers. The goals -- Improving students' grades and saving money for schools and parents.

So far, it's working, says Huntsville City Schools Superintendent Casey Wardynski. Since implementing the program last year, in-school suspension is down by 29%, discipline on buses equipped with Wi-Fi is down by 76% and some schools have seen 12% gains in math and reading skills. (source: Main Street) http://www.mainstreet.com/article/family/tech-schools-money-saved-and-improved-grades?puc=yahoo&cm_ven=YAHOO

VOLUNTEERS HELP STUDENTS CONNECT LEARNING AND CAREERS

Massachusetts students at one middle school are learning from "Citizen Teachers" who teach students lessons in personal finance, robotics and other topics during the extended school-day program. Through the Citizen Schools program, volunteers teach real-world, hands-on lessons in their areas of expertise. The experience helps students "connect what they're learning in the school day to real world careers," said Jon Downing, who is in charge of the program at Edwards Middle School in Charlestown.

CHALLENGES FOR FOSTER YOUTH

About two-thirds of foster kids never attend college, and even fewer graduate; those who do have an uncommon resilience, writes Michael Winerip in The New York Times. In a 2010 study by the University of Chicago, only 6 percent of former foster youth had earned a two- or four-year degree by age 24. In contrast, 34 percent had been arrested by age 19. Evidence indicates that extra support can make a difference. A growing number of colleges -- from U.C.L.A. to Los Angeles City College -- have created extensive support programs aimed at current and former foster youth. At U.C.L.A., this includes scholarships, year-round housing for those with no other home, academic and therapeutic counseling, tutoring, healthcare coverage, campus jobs, bedding, towels, cleaning products, toiletries, and occasional treats. Seven states have particularly strong programs: California, Michigan, North Carolina, Ohio, Texas, Virginia, and Washington. These offer more comprehensive services than the comparatively light support from some institutions. Programs for foster youth have seen considerable growth in recent years, spurred in part by the 2003 creation of the Chafee grant program, an annual \$48 million federal appropriation that awards scholarships of up to \$5,000. Also important: legislation in 2008 that allowed states to extend federal aid programs for foster youth from age 18 to 21.

CORPORAL PUNISHMENT IN SCHOOLS PERSISTS IN 19 STATES

Three years ago, school officials in Marion County, Fla., banned corporal punishment, but this school year, students returned to class to find the discipline practice was once again firmly in place.

Marion County's back and forth on school spanking illustrates the persistence of corporal punishment in the nation's schools as a discipline technique for use on wayward students. Even as an increasing number of districts and states abolish the practice, corporal punishment remains a legal form of discipline in 19 states, most of them in the South, according to the Center for Effective Discipline, a nonprofit based in Columbus, Ohio, that provides educational information on corporal punishment and alternatives to its use. That's a decrease from 2004, when 22 states permitted the practice.

ARTICLE: The Power of Myth: THERE'S ONE KEY DIFFERENCE BETWEEN KIDS WHO EXCEL AT MATH AND THOSE WHO DON'T

NOTE: Connie Majka, a very special colleague from Philadelphia and NCAC, shared this article. Serendipitously, CCASN News had already found the same article featured in several education blogs and had "pegged" it as worth sharing. For the full article, see The link to Quartz that follows below. Thank you, Connie.)

<http://qz.com/139453/theres-one-key-difference-between-kids-who-excel-at-math-and-those-who-dont/>

STUDY: SCHOOL POVERTY – MORE THAN RACE – AFFECTS STUDENTS' COLLEGE-GOING

High-poverty schools sent significantly fewer graduates to college in 2012 than higher-income schools, regardless of the schools' geographic location or racial makeup, according to a new study by the National Student Clearinghouse Research Center. Yet in the longterm, more students may be making it to college than previously realized.

Schools with more than half of their students in poverty had lower rates of enrollment and lower rates of persistence in two- or four-year colleges than did higher-income schools, but these high-poverty schools looked very similar to each other, in terms of college-going patterns, regardless of whether they were located in urban or rural areas, or whether 40 percent of their students were minorities. Only in higher-income schools was the racial makeup of schools associated with lower college attendance, and even there, it was smaller than the gap between rich and poor.

REPORT: Americans between the ages of 16 and 24 fall behind their international peers in their ability to use technology to perform basic office tasks, ranking lowest of the 19 countries participating in that assessment, according to a new report (PDF) released by the Organisation for Economic Co-operation and Development.

DISSERTATION: TO JUST REACH FARTHER

Vera Jacobson, Director of the Business Technology Academy at Carlmont High School recently completed her dissertation: "To Just Reach Farther: Communication, Collaboration, and Credibility: Empowering Marginalized Youth With 21st Century Skills" Under google scholar, CCASN News will gladly provide a 20-page overview to anyone interested in learning more. email Patricia at patricia510@gmail.com

DOCUMENTARY: "THE GRADUATES" --PBS DOCUMENTARY FOCUSES ON SIX LATINO STUDENTS WHO MADE THE GRADE

Not many documentaries successfully juggle the stories of six individuals, but "The Graduates," a two-part PBS documentary focused on six young Latinos and the roots of the dropout problem for Latinos, manages to do this well.

We spend time with three young women in Part One and three young men in Part Two and also visit Lawrence, Massachusetts; the Bronx in New York City; Griffin, Georgia; Tulsa, Oklahoma; and San Diego, California. (See your local PBS station or pbs.org)

MORE RESOURCES FOR THE COMMON CORE:

Engage New York provides Common Core-aligned lessons and videos. <http://www.engageny.org>

Share My Lesson provides free Common Core-aligned lessons for ELA and Math, vetted and supported by the American Federation of Teachers. <http://www.sharemylesson.com>

The Stanford Center for Opportunity Policy in Education describes how Common Core Standards can be combined with career-based learning to support high-quality, relevant 21st century instruction. See: The Linked Learning Advantage https://edpolicy.stanford.edu/sites/default/files/publications/linked-learning-advantage-using-linked-learning-implement-common-core-state-standards_5.pdf

The National Parent Teacher Association provides grade-level guides in ELA and math to keep parents informed and engaged. <http://www.pta.org/parents/content.cfm?ItemNumber-2583>
(also available in Spanish)

The Council of Great City Schools has created "parent roadmaps" that provide grade-level guides to Common Core Standards in ELA and Math. <http://www.cgcs.org/Page/328>

The Teaching Channel provides videos showing Common Core-aligned lessons.

Achieve the Core "Steal these tools...This website is full of free content designed to help educators understand and implement the Common Core State Standards. It includes practical tools designed to help students and teachers see their hard work deliver results. Avhievethethecore.org was created in the spirit of collaboration. Please steal these tools and share them with others." <http://www.achievethecore.org>

FUNDING OPPORTUNITY: FEDERAL YOUTH CAREER CONNECT GRANTS
A Fact sheet on the new Youth Career Connect Funding Opportunity is available at <http://www.whitehouse.gov/the-press-office/2013/11/19/fact-sheet-youth-careerconnect-grants> Proposals are due on January 27, 2014.