

CASN NEWS February 2008

CASN News is supported by the Career Academy Support Network (CASN) at the Graduate School of Education, University of California Berkeley. CASN works with high schools and districts engaged in high school redesign, especially redesign which includes small learning communities, small schools, and/or Academies. CASN also works to build college going cultures, powerful teaching and learning, and community partnerships which expand opportunities for students and learning.

To learn more about CASN or for free, downloadable resources, visit

<http://casn.berkeley.edu>

Please share CASN News with others who might be interested. Reminders:

Any participant can post to CASN News, so please share high school items of interest and/or high school related queries. To subscribe to CASN News, simply send an email to

CASN_News-subscribe@yahoo.com .

"A school can create a "coherent" environment, a climate, more potent than any single influence -- teachers, class, family, neighborhood -- "so potent that for at least six hours a day it can override almost everything else in the lives of children." -- Ron Edmonds

"You must do the things you think you cannot do." - Eleanor Roosevelt

In this edition:

* [Bush Proposes Keeping Education Funding Essentially Flat](#)

* [More States Pay Students for Academic Achievement](#)

* [Mesa, Arizona District to Offer All Students I.B.](#)

* [Detroit HS Offers University classes on site \(dual enrollment\)](#)

* [Teens Say They Are Not Prepared for Technology-Related Careers](#)

* [New Mexico Hopes Dual-Enrollment Will Help Lower Dropout Rate](#)

* [Ohio Program Targets Ninth Grade Boys](#)

* [Students Monitor Schools' Environmental Impact \(Maryland\)](#)

* [Indianapolis Schools Target Dropouts](#)

* [Georgia County to Separate All Students By Gender](#)

* [Growing Up On Line: A Front Line Special](#)

* [An Alert for the Federal Grant Writers Amongst Us: Grants.gov Requires Use of Adobe Reader 8.1.1](#)

* [Report: The No Child Left Behind Act and the Individuals with Disabilities Education Act: A Progress Report](#)

[* Report: Enhanced Reading Opportunities \(ERO\) Study: Supplemental Reading Programs Appear to Work](#)

[* Guide: The Quick Nine: Strategies to Improve High Schools](#)

[* Policy Brief: Aligning High School Graduation Requirements with the Real World: A Roadmap for States](#)

[* Study: Math Course Taking Patterns and Achievement at the End of High School](#)

[* Report: Educators Praise Open Source Course Management Software](#)

[* Promising Practice: ZAP - Zeroes Aren't Permitted](#)

[* Emerging Practice: Using MIT Clips to Support Success for ELL Students](#)

[*** Emerging Practice: Data Dashboards - A Practical Data Management Tool ***](#)

[* Excerpt from an Opinion Piece: Programming - the New Literacy](#)

[* Web Resources for Students and Teachers](#)

[* Upcoming Events](#)

[* Funding and Award Opportunities](#)

BUSH PROPOSES KEEPING ED FUNDING ESSENTIALLY FLAT

President Bush has asked Congress to increase special-education services by about \$330 million, restore \$600 million cut by lawmakers from the Reading First program and to dedicate \$300 million to vouchers and \$100 million more to merit-play plans. The budget also calls for the eliminating 47 education programs -- including arts and mental-health services -- in an effort to save \$3.3 billion.

Other Ed funding changes proposed include:

- Eliminating the Career and Technical Education Program that provides over \$1.2 billion to equip kids with relevant and real-world experiences. (Perkins and Tech Prep)
- Eliminating the Education Technology State Grants Program.
- Providing a 3 percent increase (\$337 million) for IDEA, a far cry from the 40 percent the federal government has promised.
- Providing a 3 percent decrease (\$100 million) for Title II, Teacher Quality Grants.
- Eliminating the Rural Education Program.
- Eliminating Supplemental Education Opportunity Grants (campus-based aid), LEAP, Education Technology State grants, Even Start, Smaller Learning Communities, Arts in Education, School Counseling, and Special Olympics Education Program.
- Proposing significant cuts to numerous other programs including Safe and Drug-Free Schools State grants, Teacher Quality State grants, and funds for Teaching American History.

The next step is for the Congress to begin consideration of the budget and propose changes. Many in Congress have already indicated little support for this budget, and it is

likely that significant changes will be made by the House and Senate before the fiscal year begins in October.

As always, this is a time for education advocacy and to contact our elected federal representatives and speak out on behalf of education. It is also a time to do our part make education a more information issue in the November elections.

For more specific information about the President's FY2009 Education budget proposal, please see: <http://www.ed.gov/about/overview/budget/budget09/summary/index.html>

NOTE: (See section on programs proposed for elimination.)

MORE STATES PAY STUDENTS FOR ACADEMIC ACHIEVEMENT

In at least a dozen states around the country, schools and districts are paying students for high test scores, good grades, or attending tutoring sessions. These programs are usually funded by corporate or philanthropic foundations. Critics argue that the money undermines students' motivation to do quality work when they are not being paid. http://www.usatoday.com/news/education/2008-01-27-grades_N.htm

MESA, ARIZONA DISTRICT TO OFFER ALL STUDENTS I.B.

Mesa Public Schools could become the first district in Arizona to offer its students the rigorous college-prep International Baccalaureate program in every grade, kindergarten to senior year.

Educators last month reviewed for parents the IB launch next school year into Frost Elementary and Hendrix Junior High, linking study from the primary and middle school years into the established program at Westwood High.

"IB students aren't the only ones we accept, but they're the best prepared," Mark Jacobs, dean of the Barrett Honors College at Arizona State University, told about 65 parents during the first public meeting.

IB focuses on teaching critical-thinking skills, foreign languages and a global perspective.

DETROIT HS OFFERS UNIVERSITY CLASSES ON SITE (dual enrollment)

Renaissance High School students in Detroit, Michigan can now take Wayne State University classes from the comfort of their own school.

This partnership with Renaissance High School opens the door to educational opportunities that will help students early in their pursuit of a university degree, said Nancy Barrett, WSU provost and senior vice president. While still in high school, students will meet faculty and staff from the departments at Wayne State offering courses at Renaissance. They also will be introduced to the outstanding honors program at the university and several scholarship opportunities available to them as college freshmen.

Under the Renaissance dual enrollment plan, students are required to complete seven classes each semester enabling them to graduate with 280 credit hours while the Detroit Public Schools normally requires 230 hours.

Renaissance will keep the basic required curriculum of four years of English, math, science, foreign language and social studies but add dual enrollment classes based on the most common majors identified by their students on standardized tests.

These include business, engineering, medicine, communications, psychology and computer science. With this program, students can accumulate college credits and get a feel for their intended major in advance. A Renaissance grant will cover the tuition.

Seventy-three Renaissance students have enrolled in four WSU courses during the current winter semester registration period, according to WSU. Registrations for this term are still in progress.

Last fall semester, during the pilot launch of the dual enrollment program, 76 Renaissance students registered for three classes.

TEENS SAY THEY ARE NOT PREPARED FOR TECHNOLOGY-RELATED CAREERS

A recent survey that gauges Americans attitudes toward technology and innovation found that nearly three out of five American teens do not believe their high school is preparing them adequately for a career in technology or engineering. The survey, the 2008 Lemelson-MIT Invention Index, found that the disparity was even more pronounced with students of color and girls.

<http://www.eschoolnews.com/news/top-news/index.cfm?i=51750;hbguid=a3bd4267-11ec-4f3c-8f11-6183271a3220>

NEW MEXICO HOPES DUAL-ENROLLMENT WILL LOWER DROPOUT RATES

In order to lower dropout rates, a provision in New Mexico's high school redesign law will require students to take a dual-credit, advanced placement, or distance learning course in order to graduate. A recent Kids Count report found that New Mexico has one of the highest dropout rates in the country, coming in at 47th. http://www.lcsun-news.com/region/ci_8095493

OHIO PROGRAM TARGETS NINTH GRADE BOYS

A statewide program in Ohio targets boys who enter ninth grade with at least one of four risk factors: they're overage; they've failed two major courses in eighth grade; they've been suspended; or they have a record of low attendance. The program assigns each boy a personal motivator and a graduation action team at each school tracks his progress.

<http://www.cleveland.com/education/plaindealer/index.ssf?/base/isedu/120116703130070.xml&coll=2>

STUDENTS MONITOR SCHOOLS' ENVIRONMENTAL IMPACT

Youth-led 'green teams' at 42 middle and high schools in Montgomery County, Maryland, monitor energy use in the schools with tools such as light meters and infrared temperature guns. The teams also promote energy conservation among their peers. <http://www.washingtonpost.com/wp-dyn/content/article/2008/01/30/AR2008013001763.html>

INDIANAPOLIS SCHOOLS TARGET DROPOUTS

Indianapolis Public Schools are making an effort to lower the dropout rate by expanding opportunities to attend alternative schools, working with business to expand mentorships and financial support, and offering more flexible schedules.

GEORGIA COUNTY TO SEPARATE ALL PUBLIC SCHOOL STUDENTS BASED ON GENDER

A struggling, rural Georgia district will require all of its students to attend single-sex classes next fall, a move that the head of the National Association for Single Sex Public Education said may be illegal. "This is the worst kind of publicity for our movement," said Leonard Sax. "It misses the whole point. Our movement is about choice, about giving parents a choice. One size does not fit all. Even a small school district needs to provide choice." (sources: Atlanta Journal-Constitution/Associated Press; CNN)

GROWING UP ON LINE - A FRONTLINE SPECIAL

This Frontline special, available to watch online, offers a look at how the internet and social-networking sites have affected young people's lives. The program also offers follow-up resources for adults and teens. <http://www.pbs.org/wgbh/pages/frontline/kidsonline/>

AN ALERT FOR THE FEDERAL GRANT WRITERS AMONGST US: GRANTS.GOV REQUIRES USE OF ADOBE READER 8.1.1

Grants.gov has issued a warning for applicants regarding the use of Adobe Reader. All applicants should ensure that they are using Adobe Reader version 8.1.1. There is a corruption issue when different versions of Adobe Reader are used. The new version can be downloaded for free on the Grants.gov Web site.

While Grants.gov is moving toward providing all applications in Adobe Reader, the process is not yet complete. As a result, Grants.gov advises applicants to also have the PureEdge Viewer installed on their computers, PureEdge Viewer is also available at no cost on the Grants.gov Web site computers. <http://www.grants.gov/assets/AdobePEFAQs.pdf>

REPORT: THE NO CHILD LEFT BEHIND ACT AND THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT: A PROGRESS REPORT

This publication from the National Council on Disability documents trends in academic achievement of students with disabilities, and discusses the successes and barriers achieved by states, school districts, and other stakeholders as a result of the implementation of NCLB and IDEA. It also provides recommendations to policymakers

based on the research findings. The research was conducted by the Educational Policy Institute and the American Youth Policy Forum. http://ncd.gov/newsroom/publications/2008/NoChildLeftBehind_IDEA_Progress_Report.html

REPORT: ENHANCED READING OPPORTUNITIES (ERO) STUDY: SUPPLEMENTAL READING PROGRAMS APPEAR TO WORK

Poor reading ability is a key indicator of academic disengagement and ultimately dropping out of school. Unfortunately, a majority of ninth graders in low-performing high schools begin freshman year with significant reading difficulties. A new report from MDRC presents the early findings from the Enhanced Reading Opportunities (ERO) study, which is an evaluation of two supplemental literacy programs (Reading Apprenticeship Academic Literacy and Xtreme Reading). The programs intend to improve the reading comprehension skills of students who read at two to five years below grade level when they enter high school.

Research from MDRC suggests that the supplemental literacy programs had a statistically significant impact on improving student reading comprehension scores. The average student started the year reading at a grade level of 5.1, and those assigned to the ERO class were reading at a 6.1 grade level by the end of the year, compared to a 5.9 grade equivalent for students in the control group. Nevertheless, 76 percent of students enrolled in the ERO classes were still reading at two or more years below grade level. In addition, implementation of the program proved difficult. At some schools, classes did not start until six weeks into the school year and implementation fidelity was classified as poorly aligned with the program model for some participating schools. Still, when the program was run correctly, results followed. The impacts on reading comprehension were larger for the 15 participating schools where the program began within six weeks of the start of school and where implementation was classified as moderately or well aligned with the program model. <http://www.mdrc.org/publications/471/overview.html>
<http://www.mdrc.org/publications/471/full.pdf>

NOTE: A few news stories and blogs took a slightly different slant on the same study: Study: Increased Daily Language Instruction May Still Fall Short

Providing ninth-graders with an extra 45 minutes a day of literacy instruction may help boost their reading skills -- but not by enough to help them reach grade level by the end of a school year, the findings of a new federal study suggest. "We know very little about what it takes to improve reading skills of struggling adolescent readers," said James J. Kemple, director of the education research firm spearheading the study. "The fact that three-quarters of students would still be eligible for the programs at the end of the year also suggests there's a long way to go." (source: <http://cslaresearchupdate.blogspot.com/2008/02/literacy-study.html>, Boston Herald, etc.)

GUIDE: THE QUICK 9: STRATEGIES TO IMPROVE HIGH SCHOOLS

This guide from the North Central Regional Educational Laboratories and Learning Point Associates examines high school reform strategies that work, and provides next steps, research, and examples that demonstrate how educators can meet high school challenges. <http://www2.learningpt.org/catalog/item.asp?SessionID=737087016&productID=182>

POLICY BRIEF: ALIGNING HIGH SCHOOL GRADUATION REQUIREMENTS WITH THE REAL WORLD: A ROADMAP FOR STATES

Achieve, Inc. has a new policy brief that captures lessons learned by states that have implemented more rigorous graduation requirements. The brief addresses challenges of designing effective policy and offers strategies for implementation, communication, and coalition building.

<http://www.achieve.org/node/980>

STUDY: MATH COURSE TAKING PATTERNS AND ACHIEVEMENT AT THE END OF HIGH SCHOOL

National Center for Education Statistics (NCES) released a new study, Mathematics Coursetaking and Achievement at the End of High School: Evidence from the Education Longitudinal Study of 2002. This research examines the relationship between the number and types of math courses taken in the 11th- and 12th-grades and growth in math proficiency over that same time period. Discussed are coursetaking sequences prevalent among today's high school students in the second half of high school, socioeconomic characteristics of students who follow these sequences, and association between particular courses and sequences and math proficiency gains. In terms of learning in specific content areas, largest gains in intermediate math skills were made by those who followed the geometry- algebra II sequence. <http://nces.ed.gov/pubs2008/2008319.pdf>

REPORT: EDUCATORS PRAISE OPEN-SOURCE COURSE-MANAGEMENT SOFTWARE

The open-source course-management software Moodle offers educators the ability to develop tailored lessons, according to a new Consortium for School Networking report. "We kind of view it as a ... multipurpose tool," says networking and security manager Jeff Crawford, whose East Grant Rapids, Michigan, district introduced Moodle a few years ago. "It has done a lot of cool and creative things and provided [new] solutions for teachers and students."

eschoolnews article:

<http://www.eschoolnews.com/news/top-news/?i=51956;hbguid=8ee51238-9361-4b4b-87a4-31fd22152e04&d=top-news>

report: <http://www.k12opentech.org/implementation-study-3-moodle>

(NOTE: another online tech wiz recommends using edu 2.0 as a free web-hosted alternative to moodle. He adds that one advantage of edu 2.0 is that you do not need to manage a server or install anything as edu 2.0 is freely accessible via any web browser.)

PROMISING PRACTICE: ZAP (ZEROES AREN'T PERMITTED)

Noting that many of her students were failing courses because they did not turn in homework assignments, Oklahoma middle school principal Danna Garland launched a new program called Zeros Aren't Permitted, or ZAP. Students who fail to turn in homework must make up the assignments over their lunch period or after school; parents have been reacting positively to the new program.

CASN News Editor's note: a related piece Zeroes Aren't Permitted from an Entry on the Karl Frank Jr. Communicator Blog. The blog includes an excerpt from an article on the ZAP Method by Dr. Christa Warner in ASQ: American Society for Quality.

"The ZAP Method

At our school, we developed a program that resulted in 94% fewer failing grades. The program was called "Zeros aren't permitted" (ZAP). This program was difficult for some teachers to accept at first, because they had been practicing a "no late work" policy for a long time. But some teachers believed the policy was not teaching the students the meaning of responsibility.

As we held discussions, teachers began to understand that the ZAP program was teaching responsibility more than their previous method had. We discussed the fact that in real life, teachers aren't able to choose whether to do certain tasks, such as report cards or evaluations. We simply cannot call the superintendent and inform him or her that we will take a zero on our evaluations that were to be turned in on a specific date. We also discussed the amount of time we spent in grade level meetings talking about the same concern day after day, year after year, and how the old way didn't seem to be working.

Under ZAP, when students didn't turn their homework in, the teacher would send their names and the assignment to the cafeteria. When the students came to lunch, we would have them work on the assignments while they ate. The student could leave the cafeteria when the assignment was finished. Faculty would check it to make sure it was of quality. If the student didn't finish during the lunch period, we called the student's parents, and the student stayed after school to complete it. We explained to the parent and the student that the skill was so crucial for them to learn, we simply couldn't allow them to fail.

Visible Results

When we first initiated the ZAP program, about 30 students per grade level were involved. However, once the students understood the program wasn't going away, the number of students who were "zapped" dropped to about eight per grade level. Not only did the students become more responsible, their grades and achievement levels increased as well.

Classrooms throughout the United States are changing, and educators must be prepared. Students who are considered at-risk for factors such as socioeconomic status, limited English speaking ability, race or geographic location deserve a quality education.

Students who do not complete high school are at a disadvantage and will, over their lifetime, earn an average of \$200,000 less than students who graduate high school and, \$800,000 less than those who graduated college.¹⁰ With 50% of the prison population consisting of individuals who didn't complete high school, it is no longer just a school issue, but also a societal one."

And a sample ZAP policy for grades 4-12 from a District in Missouri (source: an email on an ed list-serve)

We also have a Zero Tolerance Policy on homework. For any missing or incomplete homework assignment, a student is assigned an after-school tutoring session THAT DAY. It runs from 2:50 (we release at 2:45) until 3:30. The only acceptable excuse for not attending is a previously scheduled doctor's appointment. A student that does not show up for any other reason is assigned one day of ISS.

It is up to each teacher's discretion as to what % penalty they give for the work not being done on time, but it is still much better than a 0!

I was leary at the beginning of the year that we would get a lot of flack from parents about this policy, but it has been working great! We have definitely noticed a difference in grades.

ZAP (Zeros Aren't Permitted) *Grades 4-12*

1. The student fails to turn in an assignment on time or turns in an incomplete assignment.
2. The teacher gives the student a "ZAP" (missing assignment) sheet to fill out, including their name, the assignment, and why it was incomplete. The teacher signs the sheet and the student must take it home for a parent signature.
3. Students have two choices to complete work:
 - a. Student must return ZAP sheet the next morning with the completed homework attached by 8:30 a.m. to receive 75% credit for their work.

b. Student chooses to not turn in homework and stays for ZAP (an after school tutoring session). The tutoring session runs for 55 minutes or until the student finishes the assignment, whichever is longer and the parent is responsible for transportation.

4. If the assignment and the ZAP Missing Assignment sheet are not returned by 8:30 a.m., the student will be required to call the parent and let them know that they have a late assignment and will be staying for the next ZAP tutoring session. The tutoring session needs to be completed after school that day, or before or after school the following day.

5. If the student does not attend their assigned ZAP session, their name will be given to the building principal and he/she will proceed with the following consequences.

a. If student misses 1 ZAP session, he/she will have to stay for 2 ZAP sessions.

b. If student misses the second ZAP session, he/she will be assigned an ISS (In-School Suspension). ISS offers 75% credit for the work completed.

6. Upon receiving a 4th ZAP tutoring session, the student will be required to serve 1 day of ISS.

At the end of each quarter the number of ZAP sheets and ZAP tutoring sessions will be reset and everyone starts with a clean slate.

EMERGING PRACTICE: USING MIT CLIPS TO SUPPORT SUCCESS FOR ELL STUDENTS

CASN News has included previous articles regarding the new Massachusetts Institute of Technology resource site for K-12 students and educators. The site includes more than 2,600 audio and video clips from college lectures as well as assignments and lecture notes. Some students are using this site to explore a subject on their own, but more and more teachers are incorporating clips from the site (and from similar sites) into their teaching. For example, high school biology teacher Rebekka L. Stone uses the clips regularly so her ELL students can rewind and listen to the lectures as often as they need. To access MIT opencourseware for high schools:

<http://ocw.mit.edu/OcwWeb/hs/home/home/index.htm>

***** EMERGING PRACTICE: DATA DASHBOARDS - A PRACTICAL DATA MANAGEMENT TOOL *****

NOTE: An emerging practice in many of our SLCs/Academies, classrooms, schools, and districts is the use of data dashboards. The following is from a Leader Talk blog posting about data dashboards by Greg Farr, principal of Shannon Learning Center in Halton City, Texas. Principal Farr shares how he generates data dashboards and how they are used in his school:

" Imagine driving across country in a car with no dashboard. You would not know if your oil pressure, water temperature, or gas level were ok. And if you're driving across Texas where speed limits drop from 65 to 35 as you enter small towns, you better have a reliable speedometer, too. Without a working dashboard you might be in trouble and not know until it's too late. When you think about it, a car's dashboard is really nothing more than a "critical data" management tool. At a glance you can tell the overall status of key indicators regarding the efficiency of your car.

The use of a dashboard to help monitor the key indicators of a school is also possible and extremely useful. As part of the implementation of the Baldrige Continuous Improvement Process, we use a campus dashboard to monitor key data benchmarks.

Following the development of our Campus Improvement Plan, the faculty discussed what criteria would tell them "at a glance" how well we were meeting targeted objectives. We decided on four criteria (out of numerous possibilities) that we wanted to monitor. These criteria are:

- **Each day's student attendance**
- **Campus discipline**
- **Campus safety**
- **Student completion rate (drop-outs)**

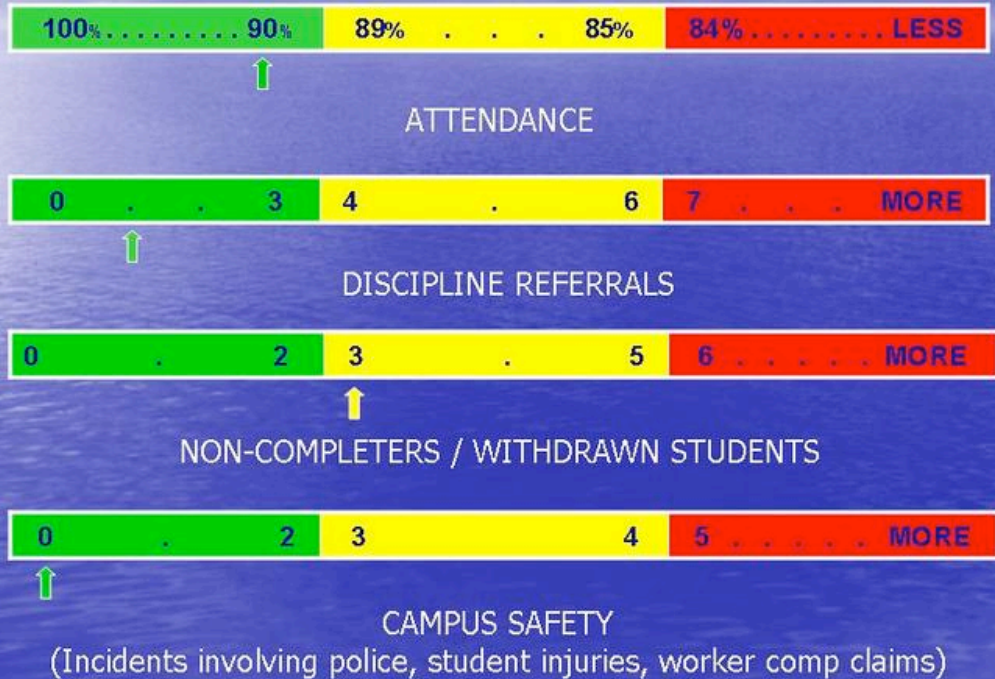
Of course, every campus may choose to track a different type of data on their dashboard. I've seen reading scores, passing rates, tardies, and a wide variety of other data tracked in classrooms and on other campuses. As long as the data being gathered and displayed is relevant and reflective of real goals that a school or teacher is aiming for, I believe you would find the use of dashboards tremendously beneficial.

The use of dashboards has been a very effective tool in both the dissemination and practical application of data. I have become so accustomed to having critical data available and visible that I cannot imagine going without it now. I would truly feel like I was driving my car with a dashboard. On days when I'm late posting data my staff asks me about it.

In effect, by merely glancing at our dashboard you get immediate feedback on four basic questions:

CONTINUOUS IMPROVEMENT PROCESS CAMPUS DASHBOARD

Cumulative Totals for Week of April 2, 2007



Are the students coming to school? We use the day's official ADA count taken at 10am each morning.

Are the students maintaining acceptable behavior? We define this by tracking the number of referrals to the Assistant Principal's office each day.

Is the school safe? We use a variety of indicators to define "safe". We track student injuries through the nurse's office, any reports of bullying or harassment as tracked through the AP's office, any calls placed for police or fire department assistance, and any worker compensation reports. (With the district's Construction Tech and Auto Tech programs located on this campus, we are particularly aware of student safety and must meet strict industry guidelines above the usual campus concerns.)

Are students staying in school? As the district's alternative center, we house a high school of choice - and one of this program's missions is drop-out recovery and prevention. This is a very important indicator for us to track.

The dashboard is made available to all stakeholders in three ways:



- A. There is a Campus Dashboard located in the Student Commons Area. This is the central hub of the building where hallways merge, vending machines are located, and everyone has to pass at some point during the day.
- B. The Campus Dashboard is sent out each morning to the entire staff via email. Along with the dashboard, the day's announcements are also included. Depending on the amount of information, on some mornings everything is recorded and sent as a podcast - which we refer to as DashCast.
- C. Finally, the Dashboard is posted on the school's website (including my webpage).

How much time does it take to gather, maintain, and create the dashboard each day?
Actually, once we had the data gathering parameters established, it became rather routine to pull it together. I make a call to the Attendance Office and ask for the number of students withdrawn and the reasons. I then call the Assistant Principal and ask for the number of that day's discipline referrals. I also ask if there have been any reports of bullying or harassment. I check with the SRO (School Resource Officer) for a report on any citations that may have been issued. I call the nurse and ask about student injury reports. Since I am required to write a report for any staff injuries, I already have that

information. I check the day's attendance at 10:30 on my computer. This entire process takes 5 - 10 minutes at the most.

The creation of the dashboards takes only a few minutes. I walk down to the Commons Area and change the dials to reflect the day's data. I open the dashboard file on my computer and move the arrows. I then attach the new data chart to an email and send it out.

On day's when I make a DashCast, it takes a little longer - usually about 15 - 20 minutes. I use Windows Movie Maker, CamStudio, and Audacity software to record the day's update. I prefer to make the DashCast before school starts. This way I can email it out to staff early enough for them to view it during the morning's advisory period. Many of the staff tell me they turn up the volume and let the students view the DashCast.

Has it made a measurable difference?

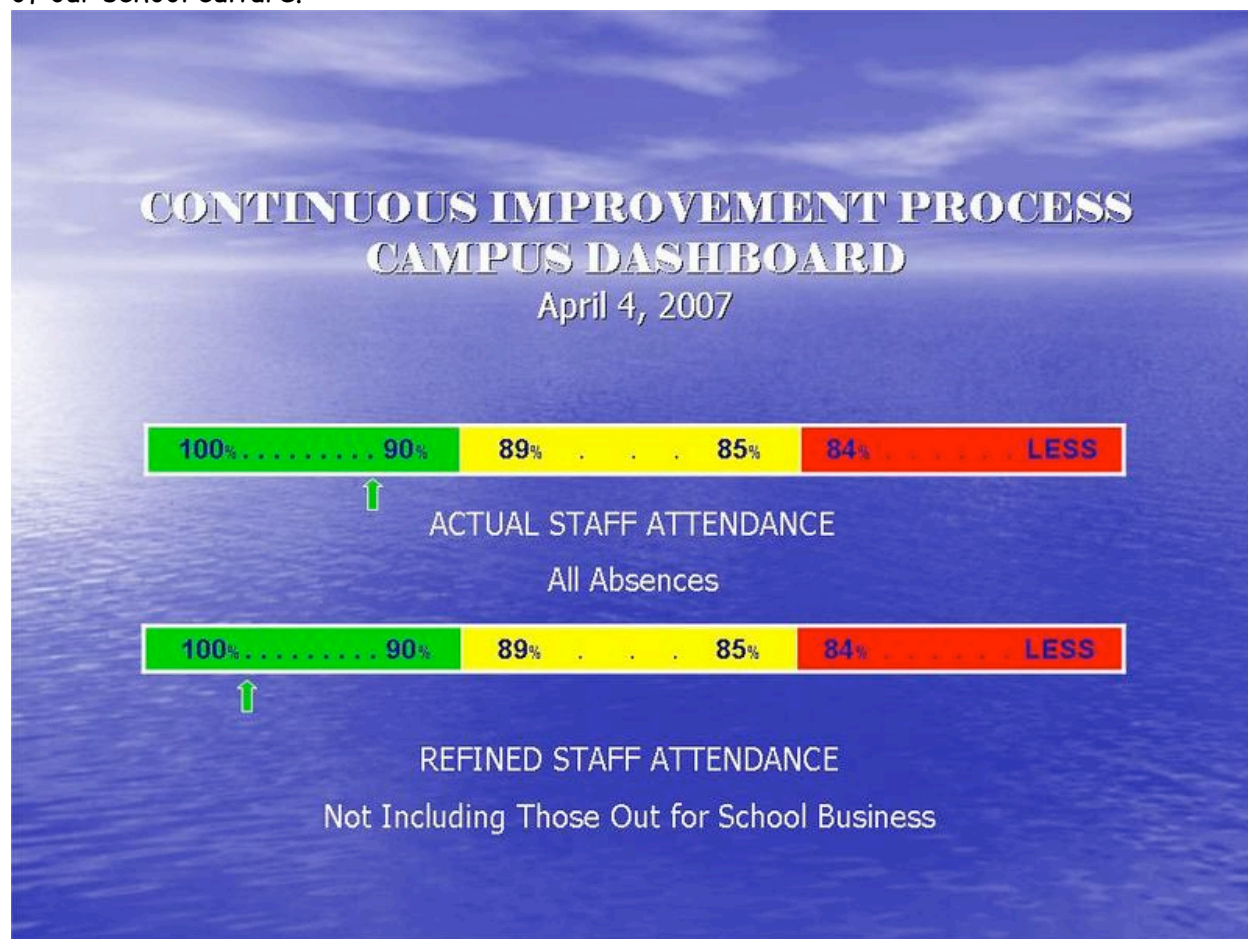
“The Dashboard helps teach students the real benefits of the responsible use of data in their daily lives.”

**Paulette Bangert
SLC Math Dept Chair**

Yes. As an example, the staff has told me that they are much more conscious of discipline referrals and make a strong effort to deal with problems in their classrooms rather than send a student to the office and see it reflected on the dashboard. Since we have started tracking referrals on the dashboard, referrals to the office have dropped to an average of 2 - 3 per week.

The entire office staff is always focused to our completion rate and when a student comes in to withdraw, they encounter a number of staff who try to counsel and encourage the student to reconsider - and many do.

I know that staff and students look at the dashboard regularly. Students often comment to me when I'm posting data in the Commons Area. The primary benefit has been that it brings data out into the public - raising awareness, keeping everyone focused on the objectives, and promoting discussion about our mission and goals. As I had a staff member once state, "The dashboard has made the application of data practical and a routine part of our school culture."



[There is one other dashboard that we use strictly in-house. We post staff attendance. We have found it beneficial to keep track of total daily staff attendance compared with daily staff attendance minus those who are out because of school business. It helps teachers be aware of how many days of direct instruction are being lost to off-campus meetings, workshops, conferences, training, competitions, etc.]

The dashboard serves two critical functions:

I. It Identifies Areas That Need Improvement

As principal, I am particularly tuned into the dashboard. More than just daily postings, I watch for trends that might indicate areas in which some type of intervention may be necessary. If any indicator moves into the Red Zone and stays there for more than a couple of days or weeks (as the case may be), we will take steps to evaluate, locate, and implement strategies to address the problem. Anything from student Focus Groups to faculty meetings, to Site-Based Committee meetings may be called to recommend strategies.

II. Communicates Campus Status to All Stakeholders

Our operations and data are open and available to all stakeholders - parents, staff, students, and community. We make every effort to let everyone know how we are doing. The dashboard has proven to be an invaluable tool in promoting communication."

Additional Resources

Malcolm and Me - How to Use the Baldrige Process to Improve Your School, Richard Maurer and Sandra Pedersen, Scarecrow Education, 2004

www.baldrige.nist.gov

www.jimshiple.net

To view Principal Farr's on-line dashboard: <http://www.birdville.k12.tx.us/schools/003/index.htm> (click on the Dashboards button on left of screen)

To view/hear a sample DashCast: <http://www.birdville.k12.tx.us/schools/003/index.htm> (doubleclick on Administration button, go to Podcasts From A Farr, download the Sample Dashcast)

EXCERPT FROM AN OPINION PIECE: PROGRAMMING: THE NEW LITERACY: POWER WILL SOON BELONG TO THOSE WHO CAN MASTER A VARIETY OF EXPRESSIVE HUMAN-MACHINE INTERACTIONS - Marc Prensky

"Already, various thinkers about the future have proposed a number of candidates for the designation "twenty-first-century literacy." That is, what are the key skills humans must possess in order to be considered literate? Some writers assume that the definition of literacy will continue to be what it always has been: "The ability to carefully read and write a contemporary spoken language." Others specify that the term will apply only to fluency in one or more of the languages spoken by the largest numbers of people, those certain to be important over the next nine decades of the century; candidates include Spanish, English, or Mandarin Chinese.

Still others expand the notion of twenty-first-century literacy beyond spoken and written language to include the panoply of skills often collected under the umbrella term multimedia (being able to both understand and create messages, communications, and works that include, or are constructed with, visual, aural, and haptic -- that is, physical -- elements as well as words). Some go on to find important emerging literacy in interactivity

and games. And there are those who say it includes all of the above, and might include other factors as well.

I am one of these last, in that I believe fluency with multiple spoken languages will continue to be important, and that multimedia, interactivity, and other game-derived devices will be increasingly significant tools for communicating twenty-first-century thought. Nonetheless, I firmly believe that the true key literacy of the new century lies outside all these domains.

I believe the single skill that will, above all others, distinguish a literate person is programming literacy, the ability to make digital technology do whatever, within the possible one wants it to do -- to bend digital technology to one's needs, purposes, and will, just as in the present we bend words and images. Some call this skill human-machine interaction; some call it procedural literacy. Others just call it programming." (source: Edutopia) To read the full opinion piece, see: <http://www.edutopia.org/literacy-computer-programming>

SOME WEB RESOURCES FOR STUDENTS AND TEACHERS

Black History Month Resources from Awesome Stories

http://www.awesomestories.com/sample_topics/black_history.shtml

Before You Write a Grant Proposal

The Ohio Literacy Resource Center (OLRC) at Kent State University provides advice and information on grant seeking and proposal writing on its Web site. OLRC's resources include information about identifying organizational strengths, weaknesses, and identity; finding projects that support the organization's mission; researching potential sources of funding; and a comparison of advantages and disadvantages between seeking funding from private and public grantors. In addition, a sample letter of inquiry and the components a mini-proposal are provided. <http://literacy.kent.edu/Oasis/grants/first.html>

Spelling Bee - Interactives (Grades 1 - 12)

Are you looking for a new way to integrate spelling into your lesson plans? This helpful website offers interactive spelling challenges for grades 1-12. Students type in their names, and are directed to short stories. The stories are cloze passages, i.e. have blanks for missing words. The website will read the stories to the students, or the students can read the stories themselves. There is also an option to click on the speaker sign next to the blank, to hear the word that needs to be spelled. The Spelling Bee requires FLASH. <http://www.learning.org/interactives/Spelling>

Way to Write: An Interactive Guide to Writing

This is a great site to use with students in the classroom. It deals with inspiration, organization, composition, revision, presentation, and correction of writing in a way that would enable students to link to each individual problem they might be having in that section.

In the Classroom:

This would be especially good site for working in the computer lab with students or even in portable classroom labs where students might work in pairs. There is much for students to peruse and use. You might choose one section for demonstration on a projector or whiteboard, then allow the students to look at different parts of the site as individuals.

NOTE: The site also has a link to the U of Calgary Grammar Site.)

<http://www.ucalgary.ca/UofC/eduweb/writing>

Taking It Global

By signing up for a free membership, high school students have an opportunity to enter a network of students from around the world. Even without a membership, students can find basic information about countries of the world, articles relevant to international youth, places to submit opinion pieces, and opportunities to learn about projects being undertaken by youth to support social justice and humanitarian concerns. A membership to the offerings of this site is a wonderful open door to tolerance and world awareness for young people around the globe. After signing up, members can also see sections for educators.

In the Classroom:

In the interest of internet safety, you may want to join as the teacher and have students use your account. Many ed tech specialists suggest never allowing students to set up individual accounts on any site in your classroom without parent permission or the support of your school administration. Assign your world cultures, government, or world language students to steep themselves in the issues of another country or plan a community action project to share as a class. <http://takingitglobal.org/>

Vocabulix (Grades 3 - 12)

This free site allows users to learn German, Spanish, or ESL (English) online by studying vocabulary and hearing it pronounced. Students can select English-Spanish or Spanish-English for example. In addition to learning word by word, viewers can select the conjugation approach and focus on verb forms. In this section, students must complete a sentence by inputting the correct verb tense in their selected language. Teacher-users can create their own lessons based on their needs, their previous results in the training, or their own ideas. A free login is required to participate in the lesson-creation section. This website will soon offer other languages, vocabulary and verb conjugations. NOTE: There are some ads to ignore, but they are not obtrusive. <http://www.vocabulix.com/>

SOME UPCOMING CONFERENCES AND EVENTS

Online Event: Interactive Webcast: Making Algebra Work: Instructional Strategies That Deepen Student Understanding, 2-3 p.m. (Eastern Time), Tuesday, February 19, 2008 This interactive webcast, hosted by The Center for Comprehensive School Reform and Improvement, a federally funded service center, will focus on the need for challenging mathematics courses especially algebra and instructional strategies in the algebra classroom that increase learning and deepen understanding. To register, visit the

webcast registration page: TIME SENSITIVE!! <http://www.newmediamill.com/webcasts/ccsri/register/>

Jon R. Star, Ph.D., assistant professor of education at Harvard Graduate School of Education, is the featured speaker. Also, a panel of researchers, mathematics teachers, and district-level mathematics experts will discuss what is important and effective when teaching algebra.

There is no charge for this event and it is open to the public, so please invite your colleagues to join in. Registration is required, and minimal information is requested. For more information, please contact Abner Oakes at abner.oakes@learningpt.org

ED Week Live Web Chat: Helping Struggling Students: Response to Intervention

Wednesday, February 20, 2 p.m. Eastern Time

This live Web chat will engage participants in talk about the growing use of and interest in "response to intervention," an educational approach for identifying students' academic problems and putting measures in place to help them succeed in school.

Response to intervention, also known as RTI in education circles, offers the promise of helping struggling learners early in their school careers by providing targeted, scientifically-based instruction. Congress, in the 2004 reauthorization of the Individuals with Disabilities Education Act, said that RTI can also be part of the process for diagnosing children with specific learning disabilities. Although interest in this approach is growing across the country, educators still have many questions about how to effectively implement the practice.

For background, please see <http://www.edweek-chat.org> to access Response to Intervention Sparks Interest, Questions and Embracing Response to Intervention.

About the guests:

Maurice McInerney, the managing director of the American Institutes for Research and the co-project director of the National Center on Response to Intervention, a federally-funded center that seeks to support widespread use of evidence-based practices in RTI; and

Evelyn Johnson, an assistant professor at Boise State University and the co-author of *RTI: A Practitioner's Guide to Implementing Response to Intervention*.

No special equipment other than Internet access is needed to participate in this text-based chat. A transcript will be posted shortly after the completion of the chat. For more information or to submit questions in advance, see <http://www.edweek-chat.org>
High Tech High, Winter Residency (San Diego, CA), February 27-29.

For more information, visit

http://www.hightechhigh.org/programs/professional_development.php or

contact Jennifer Husbands, jhusbands@hightechhigh.org .

California Partnership Academies Conference (always a good conference,

attracts a national audience) March 24-26, 2008 San Diego, CA

<http://www.cde.ca.gov/ci/gs/hs/cpaconference.asp>

Youth for a Change: The 19th Annual National Service-Learning Conference April 9-12, 2008 Minneapolis, Minnesota

<https://programs.regweb.com/metro/NYLC2008/index.cfm>

DBI Driven Mathematics Curriculum, April 4 - Amy Biehl High School, (Albuquerque, NM).

For more information contact Shalini Shanker, sshan@abhs.k12.nm.us, www.abhs.k12.nm.us

High Tech High Exhibition Residency, April 17-18 (San Diego,

CA). For more information, visit

http://www.hightechhigh.org/programs/professional_development.php or

contact Jennifer Husbands, jhusbands@hightechhigh.org

Bay Area Coalition of Equitable Schools (BAYCES) On Our Watch: Urban

Small Schools Symposium, April 25-26, 2008 Oakland, CA

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

Noble High School SLC Design Studio: Creating and Sustaining SLCs Where All

Students Achieve, North Berwick, Maine, April 30 - May 2, 2008

<http://www.nwrel.org/scpd/sslc/events/Event.php?EventID=50>

Developing Critical Thinking in a Heterogeneous Classroom, School of the

Future, April (New York, NY). For exact dates, contact Stacy

Goldstein, stacypaigeny@gmail.com www.sof.edu.

Smaller Learning Communities

(SLC) National Conference 2008 "From

Structure to Instruction: Sharing Best Practices and Lessons Learned

in SLCs and Small Schools" Las Vegas, Nevada June 23, 2008 - June 25,

2008

In partnership with NAF, CASN and NWREL, this SLC conference is designed by practitioners for practitioners to provide teachers, administrators and district staff with tools and strategies to strengthen their SLC practice. The conference is designed and delivered by experienced SLC practitioners as they reach out to other grantees to support their implementation. In keeping with the objective of connecting secondary schools with

post-secondary education, the conference will be held at the University of Nevada at Las Vegas. Sessions are grounded in best practices used by a cadre of SLC Practitioners and researchers on what they know works best in SLC settings. Sessions are in workshop format, and participating teams will leave the conference with plans to share with their teams at their local schools and districts. On-site coaching by Practitioner Advisers and researchers will be available for teams to help solidify their plans and troubleshoot anticipated barriers. Post-conference sessions will be held on June 25 from 8:00-5:00 to provide more in-depth focus on topics of special interest to school staffs and their leadership teams. <http://www.nwrel.orgscpd/sslc/events/Event.php?Events=66>

CESNW (Coalition of Essential Schools Northwest) and Small Schools Project - Symposium and Seminars, Mt. Rainier High School, Highline School District, June 23-27, 2008. Featured speakers include Deborah Meier and Kathleen Cushman. More info available in March at <http://www.cesnorthwest.org>

Model Schools Conference 2008

June 22 - 25, 2008 Orlando, FL

Theme: Great Challenges - Real Solutions - Right Now!

Highlights include:

- Model high schools, middle grade programs, elementary schools and CTE programs will share how they implemented a rigorous and relevant education for all students and achieved high levels of success.
- How-to sessions will provide practical solutions that can be put to immediate use to improve student learning.
- Six one-day PreConferences will be held on Saturday, June 30.
- Post-Conference during the afternoon of June 25 and in the morning of June 26.
- CTE Conference within a Conference (in partnership with the Association for Career and Technical Education (ACTE) and CORD's National Career Pathways Network)
- FOR MORE INFO: <http://www.modelschoolsconference.com>

Bay Area Coalition of Equitable Schools (BAYCES) Coaching for Educational Equity Institute, June 25 - 27 AND August 6 - 8.
<http://www.bayces.org/article/php/CFEE>

National Academy Foundation (NAF) 2008 Institute for Staff Development, July 8 - July 11, 2008 Orlando, Florida <http://www.naf.org>

22nd Annual High Schools That Work (HSTW) Staff Development Conference: Skills for Success in the 21st Century July 9 - July 12, 2008 Nashville, Tennessee <http://>

www.sreb.org/programs/hstw/professionalDev/SummerConference/2008Conferenceindex.asp

NATIONAL ENDOWMENT FOR THE HUMANITIES (NEH) SUMMER SEMINARS AND INSTITUTES 2008 (TIME SENSITIVE)

The National Endowment for the Humanities is an independent grant-making agency of the federal government. Each year the NEH offers teachers opportunities to study humanities topics in a variety of Summer Seminars and Institutes. The dates and duration of each project are listed under each title. **The application deadline is March 3, 2008 (postmark).**

Amount of Award All teachers selected to participate in a seminar or institute will be awarded a fixed stipend based on the length of the seminar or institute to help cover travel costs, books and other research expenses, and living expenses: \$1,800 (2 weeks), \$2,400 (3 weeks), \$3,000 (4 weeks), \$3,600 (5 weeks), or \$4,200 (6 weeks).

Eligibility Full-time teachers in American K-12 schools, whether public, private, or church-affiliated, as well as home-schooling parents, are eligible to apply to seminars and institutes. Americans teaching abroad are also eligible if a majority of the students they teach are American citizens. Librarians and school administrators may also be eligible. Applicants should consult the guidelines and application information received directly from seminar and institute directors concerning any additional eligibility requirements specific to the project. Selection committees are directed to give first consideration to applicants who have not participated in an NEH-supported seminar or institute in the last three years.

How to Apply Please mail or e-mail a request for application information and expanded project descriptions to the seminar and institute directors listed. When doing so, please include your regular mailing address because directors may send application material through the mail. You may request information about as many projects as you like, but you may apply to no more than one project. **Application deadline is March 3, 2008 (postmark).**

Information Please direct all questions concerning individual seminars and institutes, as well as all requests for application materials, to the appropriate director. General questions concerning the National Endowment for the Humanities' Seminars and Institutes Program may be directed to 202/606-8463 or e-mail: sem-inst@neh.gov.

Equal Opportunity Endowment programs do not discriminate on the basis of race, color, national origin, sex, disability, or age. For further information about NEH's EEO policy, write to the Equal Employment Opportunity Officer, National Endowment for the Humanities, 1100 Pennsylvania Avenue, NW, Washington, DC 20506. TDD (for the hearing impaired only)

202/606-8282.

Seminars A seminar for school teachers enables fifteen participants to explore a topic or set of readings with a scholar having special interest and expertise in the field. The core material of the seminar need not relate directly to the school curriculum; the principal goal of the seminar is to engage teachers in the scholarly enterprise and to expand and deepen their understanding of the humanities through reading, discussion, writing, and reflection.

The Arabic Novel in Translation July 7-August 1, 2008 (4 weeks)

Roger Allen, Department of Near Eastern Languages and Civilizations,
University of Pennsylvania, 36th and Spruce Sts., Philadelphia, PA 19104-6305
Information: Trish Maloney 610/328-8355 pmalone1@swarthmore.edu
(Seminar location: Swarthmore College, Swarthmore, Pennsylvania)

**Literary Piñeros and Piñeras and Their Travels in Early Modern Spain (In Spanish)
June 23-July 20, 2008 (4 weeks)**

Anne J. Cruz, University of Miami, and Adrienne L. Martiñán, University of California,
Davis
Information: Michelle Prats, Department of Modern Languages and Literatures,
University of Miami, P.O. Box 248093, Coral Gables, FL 33124-2074 305/284-5585
nehspainseminar@miami.edu
(Seminar locations in Spain: Madrid, Salamanca, Toledo, Seville)

**The Great Plains from Texas to Saskatchewan: Place, Memory, Identity
June 23-July 25, 2008 (5 weeks)**

Tom Isern, Professor of History, Minard Hall 412C, North Dakota State University, Fargo
ND 58105-5075, 701/799-2942, isern@plainsfolk.com
www.ndsu.edu/instruct/isern/seminar/

**The Political Theory of Hannah Arendt: The Problem of Evil and the Origins of
Totalitarianism June 29-August 7, 2008 (6 weeks)**

Kathleen B. Jones, Department of Women's Studies, San Diego State University
Information: Simone Arias, P.O. Box 17308, San Diego, CA 92117
sarias2@earthlink.net
www-rohan.sdsu.edu/~arendt/

Making Sense of 1989 July 20-August 1, 2008 (2 weeks)

T. Mills Kelly, Department of History and Art History, George Mason University, 4400
University Drive, MS 3G1, Fairfax, VA 22030,
703/993-2152

tkelly7@gmu.edu
chnm.gmu.edu/1989/exhibits/seminar/

Religion in English History and Literature from The Canterbury Tales Through Pilgrim's Progress June 23-July 18, 2008 (4 weeks)

John N. King

Information: Erin McCarthy, Department of English, The Ohio State University, 164 West 17th Avenue, Columbus, OH 43210

614/292-6065 mccarthy.201@osu.edu

people.cohums.ohio-state.edu/king2/ReligioninHistoryandLiterature/

Historical Interpretations of the Industrial Revolution in Britain June 30-August 1, 2008 (5 weeks)

Gerard Koot, Department of History, 285 Old Westport Rd., University of Massachusetts Dartmouth, N. Dartmouth, MA 02747 508/999-8305

gkoot@umassd.edu

www.umassd.edu/ir

(Seminar location: Nottingham, England)

Citizenship and Culture: French Identity in Crisis

June 29-July 25, 2008 (4 weeks), Nancy C. Mellerski and Michael B. Kline

Information: Nancy C. Mellerski, Department of French and Italian, Dickinson College Carlisle, PA 17013 717/245-1248

mellersk@dickinson.edu

users.dickinson.edu/~mellersk/nehfront.html

Roots: Teaching the African Dimensions of the Early History and Cultures of the Americas June 23-July 25, 2008 (5 weeks)

Joseph C. Miller, University of Virginia

Information: Lucy Dunderdale, Virginia Foundation for the Humanities, 145 Ednam Dr., Charlottesville, VA 22903-4629 434/924-6395

dunderlucy@gmail.com

The Abolitionist Movement: Fighting Against Slavery and Racial Injustice from the American Revolution to the Civil War

July 6-August 1, 2008 (4 weeks)

Richard Newman, Department of History, Rochester Institute of Technology, 92 Lomb Memorial Drive, Rochester, NY 14623

585/475-2438 rsngsm@rit.edu

(Seminar location: Library Company of Philadelphia, Pennsylvania)

Chaucer's Canterbury Tales June 22-July 18, 2008 (4 weeks)

David Raybin, Eastern Illinois University, and Susanna Fein, Kent State University

Information: David Raybin, English Department, Eastern Illinois University
600 Lincoln Avenue, Charleston, IL 61920, 217/581-2428

draybin@eiu.edu

www.eiu.edu/~neh2008/

(Seminar locations: London and Canterbury, England)

Authors in the Prado: Spanish Painting and the Literature It Inspired (In Spanish)

June 22-July 26, 2008 (5 weeks) John R. Rosenberg,

College of Humanities, 4002 JFSB, Brigham Young University, Provo, UT 84602

801/422-2775

neh@byu.edu

neh.byu.edu (Seminar location: Madrid, Spain)

The President and Congress: Constitutional Principles and Practices That Have Shaped

Our Understanding of the War Powers July 8-July 19, 2008 (2 weeks) Michael

Uhlmann, Department of Politics and Policy

Claremont Graduate University, 150 E. 10th Street, Claremont, CA 91711

Information: Susannah Patton

sgpatton@verizon.net (Seminar location: Washington, D.C.)

Poetry as a Form of Life, Life as a Form of Poetry July 6-July 25, 2008 (3 weeks)

Helen Vendler, Harvard University

Information: William Holinger, Harvard Summer School, 51 Brattle Street,

Cambridge, MA 02138, 617-998-8515

William_holinger@harvard.edu

www.summer.harvard.edu/2008/programs/neh/

Petrarch and Provence: Between Seclusion and the World June 30-July 25, 2008 (4

weeks) Ronald Witt, History Department, Duke University

Information: Betty B. Cowan, NEH Seminar, 2808 Ferrand Drive, Durham, NC

27708-0736, 919/383-3276

Betty.cowan@duke.edu

www-history.aas.duke.edu/nehsummer/ (Seminar location: Avignon, France)

Institutes An institute for school teachers, typically led by a team of core faculty and visiting scholars, is designed to present the best available scholarship on important humanities issues and works taught in the nation's schools. The 25 to 30 participating teachers compare and synthesize the various perspectives offered by the faculty, make connections between the institute content and classroom applications, and often develop improved teaching materials for their classrooms.

Mozart's Worlds June 16-July 11, 2008 (4 weeks), Richard P. Benedum
Information: Carolyn Ludwig, Humanities Office, University of Dayton,
Dayton, OH 45469-1549, 937/229-3490
carolyn.ludwig@notes.udayton.edu
www.udayton.edu/~nehinstitute2008 (Institute location: Vienna, Austria)

J.S. Bach in the Baroque and the Enlightenment June 30-July 25, 2008 (4 weeks),
Hilde M. Binford and Paul Larson
Information: Hilde M. Binford, Department of Music, Moravian College,
1200 Main Street, Bethlehem, PA 18018, 610/861-1691
hbinford@moravian.edu
home.moravian.edu/public/music/bach/
(Institute locations in Germany: Eisenach, Leipzig, Potsdam)

Houses of Mortals and Gods: Latin Literature in Context June 23-July 28, 2008 (5 weeks),
Therese Dougherty and Theresa Lamy, Department of Classical and Modern
Foreign Languages, College of Notre Dame of Maryland, 4701 N. Charles Street, Baltimore,
MD 21210, 410/532-5559
tdougherty@ndm.edu (Institute locations: Baltimore and Italy)

Thomas Jefferson: Personality, Character, and Public Life July 13-August 8, 2008 (4 weeks)
Peter Gibbon, Boston University,
School of Education, 2 Sherborn Street, Boston, MA 02215, 617/353-4817
peterhgibbon@comcast.net www.thomasjeffersonpersonalitycharacterandpubliclife.org
(Institute locations: Boston, Massachusetts, and Charlottesville, Virginia)

Political and Constitutional Theory for Citizens July 12- August 2, 2008 (3 weeks) Will
Harris, Center for the Constitution at James Madison's Montpelier
Information: John Hale, Center for Civic Education, 5145 Douglas Fir Rd.,
Calabasas, CA 91302-1440 818/591-9321 or 800/350-4223 hale@civiced.org (Institute
location: Los Angeles, California)

Multiple Perspectives on the Holocaust June 26-July 29, 2008 (5 weeks)
Norma J. Hervey, Department of History, and Information: Norma J. Hervey
Luther College, 700 College Drive, Decorah, IA 52101 563/387-1806
herveynj@luther.edu
history.luther.edu/institute/ (Institute locations: Prague, Berlin, Ravensbrueck, Krakow,
Auschwitz-Birkenau, and Washington, D.C.)

**Abolitionism and the Underground Railroad in Upstate New York
July 14-August 1, 2008 (3 weeks)** Graham R. Hodges, Department of History, Colgate
University, 13 Oak Drive, Hamilton, NY 13346
315/228-7517 315-228-7098 (fax) ghodges@mail.colgate.edu

Literatures, Religions, and Arts of the Himalayan Region July 7-July 31, 2008 (4 weeks) Todd Lewis, College of the Holy Cross, and Leonard van der Kuijp, Harvard University
Information: Todd Lewis, Box 139-A 425 Smith Hall, College of the Holy Cross, Worcester, MA 01610-2395 508-793-3436_
tlewis@holycross.edu

Winston Churchill and the Anglo-American Relationship July 13-August 2, 2008 (3 weeks) James W. Muller, University of Alaska, Anchorage
c/o The Churchill Centre, P. O. Box 945, Downers Grove, IL 60515-0945
888/972-1874 866/275-0477 (fax)
NEH2008@winstonchurchill.org
winstonchurchill.org/i4a/pages/index.cfm?pageid=1117
(Institute locations in England: Cambridge and London)

Voices across Time: Teaching American History through Song July 7-August 8, 2008 (5 weeks) Deane L. Root and Mariana E. Whitmer
Information: Mariana E. Whitmer, Center for American Music, University of Pittsburgh, Pittsburgh, PA 15260 412/624-4100
amerimus@pitt.edu
<http://www.voicesacrosstime.org>

From the Yucatan to "The Halls of Montezuma" $\frac{1}{2}$ Mesoamerican Cultures and Their Histories July 14-August 8, 2008 (4 weeks) Stephanie Wood and Judith Musick
Information: Stephanie Wood, WHP, 1201 University of Oregon, Eugene, OR 97403-1201, 541/346-5771
swood@uoregon.edu
whp.uoregon.edu/MesoInstitute/

Folger Shakespeare Library: Teaching Shakespeare 2008 Institute July 6-August 2, 2008 (4 weeks), Robert Young, Folger Shakespeare Library, 201 East Capitol Street, SE, Washington, DC 20003
Information: Niki Torres 202/675-0395
educate@folger.edu

SOME FUNDING AND AWARD OPPORTUNITIES

U.S. Department of Education Seeks Teaching Ambassador Fellows Secretary Spellings has announced the creation of Teaching Ambassador Fellowship positions for currently practicing, K-12 public school teachers at the U.S. Department of Education for the 2008-2009 school year. These positions will offer highly motivated, innovative teachers the opportunity to contribute their knowledge and experience to the national dialogue on public education. The Fellowship includes two kinds of opportunities for teachers across

the U.S. Up to 20 Classroom Fellows will remain at their schools under their regular teaching contracts and will be paid to participate in additional Department discussions and projects throughout the school year on a part-time basis. Up to five Washington Fellows will be chosen to become full-time, paid federal employees in Washington, D.C. for the school year, working on education programs and participating in policy discussions.

Teaching Ambassador Fellows will be selected based upon their record of leadership, impact on student achievement, and potential for contribution to the field. Highly qualified K-12 public school teachers who have spent at least three years in the classroom are eligible to apply. Teachers must be currently practicing in and employed by a public school district to be eligible. To ensure collaboration at the school and district levels, teacher applicants must have the full support of their school principals.

Applications are due by April 7, 2008. Teaching Ambassador Fellows will be named by early summer for the 2008-2009 school year.

See <http://www.ed.gov/programs/teacherfellowship> to learn more. Be sure to click on all of the links to review the following:

Program Overview (<http://www.ed.gov/programs/teacherfellowship/programoverview.html>)

Eligibility (<http://www.ed.gov/programs/teacherfellowship/eligibility.html>)

Applicant Info (<http://www.ed.gov/programs/teacherfellowship/applicant.html>)

Application Instructions (<http://www.ed.gov/programs/teacherfellowship/applicationinstructions.html>)

FAQs (<http://www.ed.gov/programs/teacherfellowship/faq.html>).

Google Logo Design Competition for K-12 Students

Students nationwide will compete to design a Google logo, to be displayed on the portal's search page on May 22. The winning K-12 artist will win a \$10,000 college scholarship as well as a \$25,000 technology grant for the student's school. <http://www.google.com/doodle4google/>

Excellence Through Ethics Scholarship Essay Contest

Junior Achievement and Deloitte sponsor the fourth annual "Excellence through Ethics" essay contest which asks students to apply their knowledge of ethical decision-making and share their views on the importance of ethics in business. To enter, students must compose an original essay of 500 words or less in response to an ethical dilemma posted on Junior Achievement website. Maximum Award: \$5,000.

Eligibility: high school seniors. Deadline: March 28, 2008.

(NOTE: There is also information on a World Bank student essay contest on the Junior Achievement website.)

<http://www.ja.org>

Idea Locker Digital Arts Challenge for Students

<http://www.bkfk.com/Modules/Competition/Competition.aspx?Section=sayit>

American Institute of Aeronautics and Astronautics Classroom Grants

<http://www.aiaa.org/content.cfm?pageid=244>

Horace Mann Scholarships for K-12 Educators

Horace Mann is dedicated to serving the needs of the educational community. The Horace Mann Companies is offering \$30,000 in scholarships for public and private school K-12 educators to take college courses.

In April 2008, The Horace Mann Companies will announce the recipients. One recipient will receive \$5,000 in scholarship funds payable over four years, and fifteen other recipients will receive \$1,000 each in scholarship funds payable over two years. Twenty additional recipients will each receive one-time \$500 awards.

Scholarship money will be paid directly to each recipient's college or university for tuition, fees and other educational expenses.

Scholarship applicants will be judged on a written essay and school and community activities. Financial need is not a consideration, but applicants who have all educational expenses paid through other scholarships and/or grants are ineligible.

Program is not open to residents of Hawaii, New Jersey and New York.

<https://www.horacemann.com/resources/scholarships.aspx>

Bridgestone Firestone Driving Safety Film Contest for Teens

The Bridgestone Firestone 2008 Safety Scholars Video Contest will award college scholarships for the most compelling and effective videos that drive home life-saving messages on auto and tire safety, and includes a chance for young filmmakers to have their auto safety videos broadcast as a public service commercial. Maximum Award: \$5,000 scholarship and a new set of Bridgestone tires. Eligibility: high school students. Deadline: June 24, 2008.

Carol M. White Physical Education Program

The Carol M. White Physical Education Program (PEP) provides grants to local educational agencies (LEAs) and community-based organizations (CBOs) to initiate, expand, or enhance physical education programs, including after-school programs, for students in kindergarten through 12th grade. Grant recipients must implement programs that help students make progress toward meeting State standards.

The grant supports only programs that initiate, expand, and improve physical education programs (which may include after-school programs) in order to make progress toward meeting State standards for physical education for kindergarten through 12th grade students by (1) providing equipment and support to enable students to participate actively in physical education activities; and (2) providing funds for staff and teacher

training and education.

Eligible applicants are LEAs, including charter schools that are considered LEAs under State law, and CBOs, including faith-based organizations provided that they meet the applicable statutory and regulatory requirements. The Department of Education limits eligibility to LEAs or CBOs that do not currently have an active grant under the PEP program. For the purpose of this eligibility requirement, a grant is considered active until the end of the grant's project or funding period, including any extensions of those periods that extend the grantee's authority to obligate funds.

Up to 112 awards ranging from \$100,000 to \$500,000 will be awarded.

Applications must be transmitted by March 24, 2008.

<http://a257.g.akamaitech.net/7/257/2422/01jan20081800/edocket.access.gpo.gov/2008/E8-2936.htm>