

## CASN News January 2008

CASN News is supported by the Career Academy Support Network (CASN) at the University of California Graduate School of Education. CASN supports high schools and districts engaged in redesign, especially redesign that involves smaller learning communities and/or Academies. CASN supports the work of high schools so that all students graduate college-and-career ready.

In addition, CASN engages in research to build and share knowledge related to promising high school practices. For more information on CASN and for free, downloadable resources, see <http://casn.berkeley.edu>

In this edition:

- \* [School Programs With Flexible Hours Prevent Dropouts \(Texas\)](#)
- \* [Mississippi Develops Students as Drop-Out Prevention Ambassadors](#)
- \* [University of Oregon to Cover Tuition for Eligible Low-Income Students](#)
- \* [Google to Offer New Online Encyclopedia](#)
- \* [More High Schools Opting for Dual Enrollment](#)
- \* [Giving Disorganized Boys the Tools for Success](#)
- \* [Number of Video Game Courses in HSs Increases](#)
- \* [Apprenticeship Program for Incarcerated Youth May Be U.S. First](#)
- \* [Study: CA High Schools that Beat the Odds in Graduation](#)
- \* [A Sampling of SLC/Academy/HS Redesign Resources](#)
- \* [Some Web Resources for Teachers and Students](#)
- \* [Online Event: Schools Moving Up January 16 \(time sensitive!\)](#)
- \* [Some Upcoming Conferences and Events](#)
- \* [Some Funding and Award Opportunities](#)

"I am of the opinion that my life belongs to the community, and as long as I live it is my privilege to do for it whatever I can. I want to be thoroughly used up when I die, for the harder I work the more I live. I rejoice in life for its own sake. Life is no brief candle to me. It is a splendid torch which I have got hold of for a moment, and I want to make it burn as brightly as possible before handing it on to future generations."

- George Bernard Shaw

**SCHOOL PROGRAMS WITH FLEXIBLE HOURS PREVENT DROPOUTS (Texas)**  
Programs designed to keep teens from dropping out of school could become more

popular thanks to a new law that makes it easier for districts to obtain Texas state funding for students with nontraditional schedules. The bill's author said he hopes it encourages districts to offer evening or weekend classes for students who must work to support their families and cannot attend school during the conventional school day. (source: Houston Chronicle)

### **PROMISING PRACTICE: MISSISSIPPI DEVELOPS STUDENTS AS DROPOUT PREVENTION AMBASSADORS**

Several students from each Mississippi public high school have been tapped to serve as ambassadors for their classmates at a Mississippi Department of Education dropout-prevention summit. "The teen summit is about developing student leaders and encouraging peer-to-peer communication about the importance of staying in school," state Superintendent of Education Hank Bounds said.

### **UNIVERSITY OF OREGON TO COVER TUITION FOR ELIGIBLE LOWER-INCOME STUDENTS**

The University of Oregon has unveiled a plan, under which, starting with next year's freshmen, it will foot all tuition costs not covered by state and federal financial aid for those lower-income students who meet certain eligibility requirements. Students who qualify for the program who also earn exceptionally high grades may also receive free room and board.

### **GOOGLE WILL OFFER A NEW ONLINE ENCYCLOPEDIA**

Google will offer a new freely accessible online encyclopedia which will consist of material submitted by people who want to be identified as content experts and possibly profit from their knowledge. The concept poses a potential challenge to the nonprofit Wikipeda, which has drawn upon the collective wisdom of unpaid, anonymous contributors to emerge as a widely used online reference tool. But whether Google's effort will produce a resource that is more reliable than Wikipedia, which many educators do not allow as an authoritative source for student research papers, is open for debate.

### **MORE HIGH SCHOOLS OPTING FOR DUAL ENROLLMENT**

According to a profile of one Arizona program, dual enrollment partnerships appear to benefit all involved—colleges get increased enrollment and tuition dollars, students get access to college-level coursework, and high schools receive support to upgrade technology and expand professional development. Arizona Sun, 12/31/07

(NOTE Related news item: Recognizing that students were not achieving at the highest levels, one Illinois district instituted a multiyear plan for all students to graduate with college credit and/or a vocational certificate. Vertical teacher teaming and student counseling beginning in middle school are key parts of the initiative. See article: "Dual Enrollment and Advanced Placement: Partners for Student Success." March issue of Principal Leadership)

### **GIVING DISORGANIZED BOYS THE TOOLS FOR SUCCESS**

With girls outperforming boys these days, educators disagree about whether there is a crisis in the education of boys. Some suggest the need for more single-sex schools, more male role models, or new teaching techniques. But while they debate, others are focusing on helping male students increase their organizational skills because boys generally seem to have more difficulty getting organized and multitasking than girls do. Source: New York Times, 1/1/08.

### **NUMBER OF VIDEO GAME DESIGN COURSES IN HIGH SCHOOLS INCREASES.**

Sixteen-year-old Greg Condit sat enthralled with a virtual capture-the-flag game that included all the amenities: mountains, rivers, human-like characters and flags hanging in the air. However, Condit's attention was not involved in winning the game, but in designing it,

The project was part of a video game design course at a two-week summer camp coordinated by the Columbus-based Ohio Supercomputer Center. The camp's instructors believe high schools should seriously consider making video game programming part of the curriculum, as it engages students in math and science and prepares them for careers in a burgeoning field.

In Condit's game, to capture the flags, characters had to jump for the flags. This meant that Condit had to write the physics of that movement into the game code. In another project, aimed at getting a soccer ball to mimic real-life trajectory, students had to take into account gravity, wind and the rotation of the ball, all of which involves mathematics and physics.

Paul Ackerman, who teaches video-game design at Edgewater High School in Orlando, Fla., says "kids are engaged daily...they come to class early, and [he] has to kick them out when the bell rings."

According to a related Associated Press article, if we are still dismissive of the value of adding this to an increasingly watered-down curriculum, according to the Bureau of Labor Statistics, computer and mathematical science occupations are expected to grow by about 24 percent over the next decade, a rate that would add 822,000 new jobs.

### **APPRENTICESHIP PROGRAM FOR INCARCERATED TEENS MAY BE U.S. FIRST**

A new Sacramento County education-based training program will prepare incarcerated teens to begin an apprenticeship in welding, landscaping or construction after their release. "In the past, young men released from the Sacramento County Boys Ranch left with few job prospects," said David W. Gordon, Sacramento County's superintendent. "Now we can help these students prepare for careers. This new program offers hope." <http://www.sacbee.com/101/story/625213.html>

### **STUDY: CALIFORNIA HIGH SCHOOLS THAT BEAT THE ODDS IN GRADUATION**

This study, conducted by the California Dropout Research Project, identified 22 California schools that are "beating the odds" in terms of graduation rates, dropout rates, and test scores, compared to schools with similar demographics and challenges.

Four strategies emerged: 1) connecting with students; 2) engaging parents and community members to support school efforts; 3) providing interventions and supports to students at risk of dropping out; and 4) creating a culture of accountability and high expectations. Principals also cited district support as crucial to their success, which allowed them to exercise discretion over who was hired, and gave them considerable autonomy to introduce and/or alter programs as needed to achieve high standards. <http://www.lmri.ucsb.edu/dropouts>

### **A SAMPLING OF SLC/ACADEMY/HIGH SCHOOL REDESIGN RESOURCES**

(editor's note: Many of the following are CASN News "reruns," but there are also some new web links included in this list. Please share your own ideas for SLC/Academy resources that might be useful to others. Send resource suggestions to [patricia510@gmail.com](mailto:patricia510@gmail.com) )

**Ready or Not: Creating a High School Diploma That Counts.** Achieve, Inc. (2004) Washington, DC: Achieve, Inc. [http://www.achieve.org/files/ADPreport\\_7.pdf](http://www.achieve.org/files/ADPreport_7.pdf)

**An Action Agenda for Improving America's High Schools.** Washington, DC: Achieve, Inc., and National Governors Association (2005) <http://www.nga.org/Files/pdf/0502ACTIONAGENDA.pdf>

**Reinventing the American High School for the 21st Century.** Washington, DC: Association for Career and Technical Education (2006) [http://www.acteonline.org/policy/legislative\\_issues/upload/ACTEHSReform\\_Full.pdf](http://www.acteonline.org/policy/legislative_issues/upload/ACTEHSReform_Full.pdf)

**High Schools for the New Millennium: Imagine the Possibilities.** Bill and Melinda Gates Foundation (2007) <http://www.gatesfoundation.org/nr/downloads/ed/edwhitepaper.pdf>

**High Schools for Equity: Policy Supports for Student Learning in Communities of Color** Stanford School Redesign Network/Stanford School Redesign Network Leads, Stanford University <http://www.srnleads.org/press/news/hsfe.html>

**Ten Strategies for Improving High School Graduation Rates and Student Achievement.** Gene Bottoms, Southern Regional Education Board, High Schools That Work. (2006) [http://www.sreb.org/programs/hstw/publications/2006Pubs/06V65\\_10\\_StrategiesForImprovingGraduation.pdf](http://www.sreb.org/programs/hstw/publications/2006Pubs/06V65_10_StrategiesForImprovingGraduation.pdf)

**Meeting Five Critical Challenges of High School Reform: Lessons from Research on Three Reform Models.** Janet Quint, MDRC. (2006) <http://www.mdrc.org/publications/428/full.pdf>

**Resource Guide for Action: Transforming High Schools for All Youth,** National High School Alliance [http://www.hsalliance.org/call\\_action/index.asp](http://www.hsalliance.org/call_action/index.asp)

**Closing the Achievement Gap: Lessons from Successful Schools.** Shelley I Billig, Ivonne Jaime, et al., U.S. Department of Education, Office of Vocational and Adult Education. (2005) [http://www.eric.ed.gov/ERICDocs/data/ericdocs2/content\\_storage\\_01/0000000b/80/33/32/36.pdf](http://www.eric.ed.gov/ERICDocs/data/ericdocs2/content_storage_01/0000000b/80/33/32/36.pdf)

**What Really Works? Schools Succeed When Using the Key Practices of High Schools That Work**, Gene Bottoms, Southern Regional Education Board, High Schools That Work. (2006)

[http://www.sreb.org/programs/hstw/publications/2006pubs/06V21\\_What\\_Really\\_Works.pdf](http://www.sreb.org/programs/hstw/publications/2006pubs/06V21_What_Really_Works.pdf)

**Gaining Traction, Gaining Ground: How Some High Schools Accelerate Learning for Struggling Students.** The Education Trust (2005)

<http://www2.edtrust.org/NR/rdonlyres/6226B581-83C3-4447-9CE7-31C5694B9EF6/0/GainingTractionGainingGround.pdf>

**Report on Key Policies and Practices of Consistently High Performing High Schools.** National High School Center. (2006)

[http://www.betterhighschools.org/docs/ReportOfKeyPracticesandPolicies\\_10-31-06.pdf](http://www.betterhighschools.org/docs/ReportOfKeyPracticesandPolicies_10-31-06.pdf)

**Challenged Schools, Remarkable Results: Three Lessons from California's Highest Achieving High Schools.** Ida Oberman, et al., Springboard Schools. (2005)

<http://www.springboardschools.org/research/studies/HSBP-ES.pdf>

**High Quality High Schools.** Jean Rutherford. The National Center for Education Accountability, Just for the Kids. (2006)

[http://www.just4kids.org/en/files/Publication-High\\_Quality\\_High\\_Schools-03-07-06.pdf](http://www.just4kids.org/en/files/Publication-High_Quality_High_Schools-03-07-06.pdf)

**Building a Portfolio of High Schools: A Strategic Investment Toolkit.** Lili Allen et al, Jobs for the Future (2005) <http://www.jff.org/Documents/StrategicToolkit.pdf>

**High-Performing School Districts: Challenge, Support, Alignment, and Choice.** Bill and Melinda Gates Foundation. (2005)

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**On Course For Success: A Close Look at Selected High School Courses that Prepare All Students for College.** ACT and The Education Trust.  
[http://www.act.org/path/policy/pdf/success\\_report.pdf](http://www.act.org/path/policy/pdf/success_report.pdf) (2006)

**ACT National Curriculum Survey: 2005-2006.** ACT. (2007)  
<http://www.act.org/path/policy/pdf/NationalCurriculumSurvey2006.pdf>

**Toward a More Comprehensive Conception of College Readiness.** David T. Conley, Educational Policy Improvement Center. (2007)  
<http://www.gatesfoundation.org/nr/downloads/ed/researchevaluation/CollegeReadinessPaper.pdf>

**Understanding University Success.** David T. Conley, Center for Educational Policy Research, University of Oregon. (2003) [http://www.s4s.org/Understanding\\_Success.pdf](http://www.s4s.org/Understanding_Success.pdf)

**Getting High School Students Ready for College and a Rewarding Career.** Southern Regional Education Board, High Schools That Work (2005)  
[http://www.sreb.org/programs/hstw/publications/2005Pubs/05V76w\\_Getting\\_HS-Students\\_Ready.pdf](http://www.sreb.org/programs/hstw/publications/2005Pubs/05V76w_Getting_HS-Students_Ready.pdf)

**How is School Reform Tied to Increasing College Access and Success for Low-Income and Minority Youth?** Monica Martinez and Shayna Klopott. The

Pathways to College Network. (2004) <http://www.pathwaystocollege.net/pdf/HowisSchoolReform.pdf>

**Academic Rigor at the Heart of College Access and Success.** Pathways to College Network Clearinghouse.  
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**Closing the Aspirations-Attainment Gap: Implications for High School Reform.** Melissa Roderick, MDRC. (2006) <http://www.mdrc.org/publications/427/full.pdf>

**Forming a College-Going Community in U.S. Public High Schools.** Seattle, WA: B. Scheider, Bill & Melinda Gates Foundation. (2007)  
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**Getting There - and Beyond: Building a Culture of College-going in High Schools.** Center for Higher Education Policy Analysis, Rossier School of Education, University of Southern California.  
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[http://www.sreb.org/programs/hstw/publications/2007pubs/07V08w\\_online\\_newsletter\\_march2007.pdf](http://www.sreb.org/programs/hstw/publications/2007pubs/07V08w_online_newsletter_march2007.pdf)

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**First Things First's Family Advocate System: Building Relationships to Support Student Success.** Report prepared for the U.S. Department of Education. A.M. Klem, L. Levin, S. Bloom, & J.P. Connell. Philadelphia: Institute for Research and Reform in Education. (2003)  
[http://www.irre.org/publications/pdfs/building\\_relationships.pdf](http://www.irre.org/publications/pdfs/building_relationships.pdf)

**What is a college culture? Facilitating college preparation through organizational change.** K.A. McClafferty, P.M. McDonough, & A.M. Nunez. Paper presented at the American Educational Research Association, New Orleans, LA, April, 2002.  
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**What Matters for Staying On-Track and Graduating in Chicago Public Schools.** E. Allensworth & J.Q. Easton, Consortium on Chicago School Research at the University of Chicago. (2007) <http://ccsr.uchicago.edu/publications/07%20What%20Matters%20Final.pdf>

**Too Big to be Seen: The Invisible Dropout Crisis in Boston and America.** Boston Youth Transitions Task Force. (2006)  
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**Identifying Potential Dropouts: Key Lessons for Building an Early Warning Data System.** Craig Jerald. Achieve, Inc.  
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**Unfulfilled Promise: The Dimensions and Characteristics of Philadelphia's Dropout Crisis, 2000-2005.** Ruth Neild and Robert Balfanz. Center for Social Organization of Schools. [http://www.csos.jhu.edu/new/Neild\\_Balfanz\\_06.pdf](http://www.csos.jhu.edu/new/Neild_Balfanz_06.pdf)  
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**Lessons and Recommendations from the Alabama Reading Initiative: Sustaining Focus on Secondary Reading.** Amy Bacevich & Terry Salinger American Institutes for Research. (2006) [http://www.air.org/publications/documents/ARI%20Popular%20Report\\_final.pdf](http://www.air.org/publications/documents/ARI%20Popular%20Report_final.pdf)

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**Essential Elements of an SLC Evaluation: A Framework for Federal Smaller Learning Communities.** DTI Associates. (2006) <http://www.nwrel.org/scpd/sslc/tutorials/evaluation/resources/EssentialElements.pdf>

**Smaller Learning Communities Tutorials** Produced by the Northwest Regional Educational Laboratory, these tutorials are designed to address the needs of schools and districts planning to implement, and those in the midst of implementing, smaller learning communities. Five topics are featured: (1) Measurable Goals and

Objectives; (2) Evaluation; (3) Parent Engagement; (4) Scheduling; and (5) Instructional Improvement Teams. <http://www.nwrel.org/scpd/sslc/tutorials>

**Smaller Learning Communities Resource Warehouse**

The Smaller Learning Communities Resource Warehouse includes implementation tools, information, and how-to suggestions. Most of the resources have been created by SLCs during their implementation process. The SLC Resource Warehouse was developed by the Northwest Regional Educational Laboratory in partnership with DTI Associates, a Haverstick Company, under contract with the U.S. Department of Education. <http://www.slresourcewarehouse.com/index.cfm>

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**Small Learning Community/Career Academy Self-Assessment Guide,** Career Academy Support Network (CASN), University of California Berkeley Graduate School of Education. [http://casn.berkeley.edu/self\\_assessment.pdf](http://casn.berkeley.edu/self_assessment.pdf)

**Leading the Conversion Process: Lessons Learned and Recommendations for Converting to Small Learning Communities.** J.T. Fouts & D.B. Baker, et al. Fouts & Associates, L.L.C. (2006)  
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**Scheduling Guide for Small Learning Communities/Career Academies,** Career Academy Support Network (CASN), University of California Berkeley Graduate School of Education [http://casn.berkeley.edu/scheduling\\_guide.pdf](http://casn.berkeley.edu/scheduling_guide.pdf)

**Ten Steps in Developing a Schedule for a Small Learning Community of Students.** Atlanta, GA: Southern Regional Education Board, High Schools That Work (2005)

[http://www.sreb.org/programs/hstw/publications/2005Pubs/05V29\\_SmallLearningCommunities.pdf](http://www.sreb.org/programs/hstw/publications/2005Pubs/05V29_SmallLearningCommunities.pdf)

**Making the Move: How Freshman Academies and Thematic Small Learning Communities Can Support Successful Transitions to and through High School.** J. Kemple, J. Connell, N. Legters, & J. Eccles, Northwest Regional Educational Laboratory. (2006)

[http://www.nwrel.org/scpd/sslc/issue\\_papers/issue\\_paper\\_6\\_making\\_the\\_move.pdf](http://www.nwrel.org/scpd/sslc/issue_papers/issue_paper_6_making_the_move.pdf)

**Small Learning Communities and Tracking: Evidence from Five High Schools Divided into Schools-within-Schools.** Valerie E. Lee & Douglas D. Ready, Northwest Regional Educational Laboratory. (2006) [http://www.nwrel.org/scpd/sslc/issue\\_papers/issue\\_paper\\_7\\_evidence.pdf](http://www.nwrel.org/scpd/sslc/issue_papers/issue_paper_7_evidence.pdf)

**Small Learning Communities: Implementing and Deepening Practice.** Diana Oxley, Northwest Regional Educational Laboratory. (2006)

<http://www.nwrel.org/scpd/sslc/SLCBooklet.pdf>

**CSRQ Center Report on Middle and High School Comprehensive School Reform Models.** American Institutes of Research. (2006)

[http://www.csrq.org/documents/MSHS2006Report\\_FinalFullVersion01-02-07.pdf](http://www.csrq.org/documents/MSHS2006Report_FinalFullVersion01-02-07.pdf)

## **SOME WEB RESOURCES FOR TEACHERS AND STUDENTS**

### **Poetry 180: A Poem A Day for American High Schools**

Created by Billy Collins, former poet laureate of the United States, Poetry 180 is designed to make poetry an active part of students' daily experiences in American high schools. Poetry 180 provides a bank of contemporary poems, one for each day of the academic year, that may be downloaded, printed and shared. <http://www.loc.gov/poetry/180/>

### **Geography Zone**

The Geography Zone is designed to spread geography awareness and an understanding of places and cultures of the world. The site is primarily a platform for an ongoing on-line geography challenge game where users from all over the world can compete and demonstrate their knowledge of geography facts. You can

join the "Geography Challenge" without becoming a member of the site, but a free membership (requiring a username and password) allows you to track your progress and custom design individual geography quizzes. It's a dynamic, attractive site that is fun to use.

Suggestions for use in the classroom: Use the site on an interactive whiteboard and get the whole class involved in taking the Geography Challenge. Teachers can also create classroom groups using Gmail subaccounts or student email accounts, if they have them and school policies permit, and personalize specific geography quizzes or games for each student or group. Add the site to your class web page links so students can practice from home or individually. There is a moderate amount of advertising on the site, but it's all for their own geography-related products like puzzles, globes and maps.

<http://www.geographyzone.com/new/index.php?t=0>

### **ONLINE EVENT: SCHOOLS MOVING UP (TIME SENSITIVE!!)**

WestEd's SchoolsMovingUp website will feature another free Online Event, "Ideas in Action: Central Union High School" on Wednesday, January 16, 10:30 a.m. - 12:00 p.m. Pacific Time (1:30 p.m. - 3:00 p.m. Eastern Time).

Central Union High School serves a high minority, high poverty student population and has earned a "similar schools ranking" of 10 (on a 10-point scale) on the California Academic Performance Index (API) and recognition as a 2007 California Distinguished School. Central Union is beating the odds and demonstrating success with its students.

In this interactive presentation, school and district leaders interested in learning about innovative uses of data to direct instruction and meet students' needs will learn from principal Emma Jones. Jones will share how Central Union has improved instructional practice through a system and culture that incorporate routine formal and informal classroom observations, analysis of instructional techniques, and feedback on teacher practices.

Topics will include Central Union's focus on collaboration — both between the district and school and among school staff and administrators — to support instructional practices that boost student achievement. This webinar is presented by the American Institutes for Research and WestEd as partners in the California Comprehensive Center to highlight high-performing schools making a difference in student achievement.

See the Online Events page on SchoolsMovingUp for further information, including specific topics to be addressed by this event, and to register, at <http://www.schoolsmovingup.net/onlineevents>.  
<http://www.schoolsmovingup.net/events/centralunion>

### **SOME UPCOMING CONFERENCES AND EVENTS**

**Whole School Reform Symposium, Best Practices to Engage 21st Century Learners** February 8 - 10, 2008, International Center for Leadership in Education, Town & Country Resort & Convention Center, San Diego, CA <http://www.leadered.com>

**National Career Academy Coalition: Career Academy National Standards of Practice Workshop for District and High School Administrators**

NCAC is offering a two-day workshop for district and high school administrators on the Career Academy National Standards of Practice (NSOP). You will learn what the standards are, what they look like in high quality Academeis, and how best to support Academeis.

February 6-7, 2008 Houston, TX

Registration: NCAC Member: \$300; Non-Member: \$375 (includes materials and two lunches)

To Register or for more information: Janice Shinhoister 267-350-7677  
ncacPphmc.org <http://www.ncacinc.org>

Hotel: Hampton Inn & Suites (near Bush International Airport), 15831 JFK Boulevard, Houston, TX 281-442-2600 (\$129/night, conference rate #80545952)

**ASCD 2008 Annual Conference & Exhibit Show**

March 15 - 17, 2008; Ernest N. Morial Convention Center, New Orleans, LA  
<http://www.ascd.org>

(note; Save the dates: upcoming ASCD Summer Conference (June 27-29, 2008, Nashville, Tennessee); ASCD 2008 Conference on Teaching and Learning (October 24 - 26, 2008, Los Angeles, CA)

**A Semester of Service**

January 21 - April 27, 2008

Youth Service America is sponsoring a broad-based effort to involve every american young person (ages 5 -25) in a powerful Semester of Service.

For the last 20 years, millions of American children and youth have participated in highly visible service and service-learning projects on Global Youth Service Day (The Largest Service Event in the world) and for the last 14 years on Martin Luther King Day (A Day On, Not a Day Off).

In 2008, Youth Service America and the Corporation for National and Community Service, is encouraging students, ages 5 - 25, to link these two events by developing a semester long service-learning project that launches on Martin Luther King Day in January and culminates in Global Youth Service Day in April.

During these 12 weeks, youth will identify a problem or unmet need that affects their community, the nation, or the world. They will prepare a plan, take action to implement their solution, reflect deeply on their progress and next steps, and celebrate their success. To participate, send an email to [semester@ysa.org](mailto:semester@ysa.org)

### **CALIFORNIA PARTNERSHIP ACADEMIES CONFERENCE**

FYI: This Conference attracts a national audience. Always a good conference. March 24-26, 2008 <http://www.cde.ca.gov/ci/gs/hs/cpaconference.asp>

### **STANFORD'S SCHOOL REDESIGN NETWORK HOSTS STUDY TOUR TO HILLSDALE HIGH SCHOOL IN SAN MATEO, CA**

SRN LEADS is hosting Study Visits to Hillside High School in San Mateo, CA. These study visits take place January 29-30 (sold out), February 20-21, and April 30-May 1. SRN LEADS and Hillside staff have designed these visits to create a meaningful exploration of key issues of school redesign into smaller learning communities (SLCs).

Hillside started its redesign process in 2003, with equity as a major cornerstone. The student-centered, teacher-led redesign resulted in a change from a comprehensive high school of 1,200 into three SLCs of 400 students each. Hillside, which has seen successive gains in achievement since its redesign, was named a California Distinguished School for 2007 and is the recipient of a \$1.1 million grant from the U.S. Department of Education to support its SLC work.

The Study Visits provide time for participants to explore the school and to identify their own needs and goals and frame their own school context within the visit.

<http://www.srnleads.org/learning-events/institutes/hillside08.html>

## **On Our Watch: Preparing Urban Students for Life, Leadership, and Academic Excellence**

The Bay Area Coalition of Equitable Schools (BAYCES), the School Redesign Network (SRN Leads) and Oakland, California's EXCEL High School are sponsoring an urban small schools conference featuring keynote speakers Pedro Noguera and Linda Darling-Hammond. Visits to Oakland schools take place on April 25 and the conference takes place on April 26. Conference strands for educators, parents, and students include: identifying and developing emerging leaders, culturally relevant pedagogy, educating black and brown male students, identifying and serving underperforming students, practices for engaging all students in learning. In addition, specific strands will target parent organizing and engagement as well as student leadership.

BayCES is currently accepting presentation proposals, due in February 2008, and registration will open soon. <http://www.bayces.org>

### **SLC NATIONAL CONFERENCE: SHARING BEST PRACTICES & LESSONS**

Sponsored by Northwest Regional Educational Laboratories (NWREL) June 23 - 26, Las Vegas, NV <http://www.nwrel.org/scpd/sslc/events.php>

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### **SOME FUNDING AND AWARD OPPORTUNITIES**

#### **National Institute for Peace Essay Contest**

<http://www.usip.org/ed/npec/index.html>

#### **Teaching Tolerance**

Teaching Tolerance invites preK-12 classroom teachers to apply for grants of \$500 to \$2,500 to support projects designed to reduce prejudice among youth, improve intergroup relations in schools, and/or support educator professional development in these areas. There is no deadline for proposals.

Projects funded by Teaching Tolerance encourage intergroup relations and tend to be:

- Small-scale, resourceful and student-focused.
- Focused on character/moral education, conflict resolution, multiculturalism, community service, or other aspects of tolerance education.

- Clearly defined, well-integrated and related to students' own life experiences.
- Creatively resourceful and economically responsible, involving staff participation, community volunteers and in-kind contributions wherever possible.
- Embedded, rather than one-time-only, events or activities that impact student and educator attitudes of discrimination and bias. <http://www.tolerance.org/teach/grants/guide.jsp>

### **Toyota TAPESTRY Grants for Science Teachers**

Toyota Motor Sales, U.S.A., Inc. and the National Science Teachers Association are pleased to announce the 18th Toyota TAPESTRY Grants for Science Teachers program. This year, 50 large grants of up to \$10,000 each and 20-32 mini-grants of up to \$2,500 will be awarded to K-12 teachers of science in the United States.

Toyota TAPESTRY recognizes outstanding educators who are making a difference by demonstrating excellence and creativity in science teaching. The categories are Physical Science, Environmental Education, and Integrating Literacy and Science. TIME SENSITIVE! Deadline: January 28, 2007 <http://ecommerce2.nsta.org/toyota/>

### **Intel Schools of Distinction Program to Honor Excellence in Math and Science Education**

Every year, Intel honors U.S. schools that have demonstrated excellence in math and science education as Intel Schools of Distinction. One elementary, one middle, and one high school in each of two categories - math and science - receive \$10,000 cash grants and more than \$100,000 in products and services from sponsors.

One of the six winning schools is chosen as the Star Innovator and receives an additional \$15,000 grant from the [Intel Foundation](#) as well as additional products and services.

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, parochial schools in the United States, Department of Defense Dependents Schools, and Bureau of Indian Affairs schools. Deadline: February 14, 2007 <http://www.intel.com/education/schoolsofdistinction>

### **Disney Minnie Grants to Support Global Youth Service Day Projects**

The Walt Disney Company and Youth Service American will award grants of up to \$500 each to support youth-led service projects through the Disney Minnie Grant program.

These grants support youth (ages 5-14) in planning and implementing service projects in their community. Teachers, older youth (ages 15-25), and youth-serving organizations are also eligible to apply if they engage younger youth (ages 5-14) in planning and implementing the project. A significant part of the service must take place on Global Youth Service Day 2008, April 25-27. The program encourages youth to address important issues such as climate change, malaria or other infectious diseases, human rights, literacy, and others.

Applications are welcome from all countries. TIME SENSITIVE! Deadline: January 21, 2008. <http://www.srnleads.org/press/news/hsfe.html>

### **Go Overboard Challenge Grant**

Youth Venture, Burton Snowboards, and Justina Chen Headley are co-sponsoring the Go Overboard Challenge grant to fund the best youth-led ideas to change the world by giving away 12 grants, \$1000 each to encourage students to become change makers. Eligibility: Students aged 12-20 who have an idea as to how to improve their school, neighborhood, city, country or the world. Students need an adult sponsor, such as a teacher, to endorse their grant application. May 1, 2008.

<http://www.burton.com/website/ChallengeGrant.aspx>