

CASN News July 2012

CASN News is supported by the Career Academy Support Network and is based in the Graduate School of Education at the University of California Berkeley. CASN works primarily with high schools and districts engaged in high school redesign and with other stakeholders who support the college and career aspirations of youth.

To learn more about CASN and for free, down-loadable resources; videos about academy practices; an academy forms bank; and more, visit <http://casn.berkeley.edu> We also invite you to visit our College Going Culture/ College Access website at <http://collegetools.berkeley.edu>

"Education is the most powerful weapon which you can use to change the world."
- Nelson Mandela

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NEW YORK CITY STEPS UP EFFORTS TO INTEGRATE THE COMMON CORE STATE STANDARDS

Education officials in New York City recently directed school principals to step up efforts to integrate the Common Core State Standards into next year's instruction. A pilot program this year has some schools using the new standards in math and English

classes. Under the guidance for next year, the standards will be further expanded in those subjects and used for some science and social studies as well.

DRAFT OF K-12 NEXT GENERATION SCIENCE STANDARDS AVAILABLE FOR COMMENT

A draft of the K-12 Next Generation Science Standards has been released for public comments. The standards -- an attempt by 26 states to improve U.S. science education and address the shortage of science and technology workers -- requires a deeper understanding of fewer concepts, said Janey Kaufmann, a Scottsdale, Ariz., school official and member of the state committee that reviewed the draft. The public comment period ends June 1. <http://www.nextgenscience.org/>

CINCINNATI (OHIO) DISTRICT OFFICIALS AND TEACHERS' UNION CLASH OVER NEW TEACHER-EVALUATION PROGRAM

Cincinnati public-school officials and the teachers' union have been lauded for serving as a model of collaboration in such areas as teacher recruitment, and training, but the two groups are at odds over a new teacher-evaluation program. District officials want to begin the program in which 50% of a teacher's evaluation will be based on student test scores next year. Union officials want to wait to implement the program until teachers -- and student test scores -- have time to adjust to the more rigorous assessments resulting from the Common Core State Standards.

DEPARTMENT OF DEFENSE ADOPTS COMMON CORE STANDARDS FOR K-12 SCHOOLS SERVING MILITARY FAMILIES.

Schools serving Department of Defense families have adopted the Common Core State Standards. The move has been in the works since 2011, but was officially announced recently. It means that 87,000 students and 8,700 teachers in 194 schools in 12 countries will now be learning and teaching according to common core standards, just like the millions of students and teachers in the District of Columbia and the 46 states that have already adopted the common core.

NEW NAF ASSESSMENT MEASURES CAREER-RELATED CONTENT

The National Academy Foundation (NAF) and WestEd recently unveiled a new assessment to measure career-related content. The NAF Student Certification Assessment System has been piloted in select schools over the past two years, and will be rolled out this fall to one-third of the 60,000 students in NAF academies. Just as college-admissions officers look at a student's grade-point average, potential employers can benefit from knowing a graduate's job-skill proficiency. Students who complete career-themed programs are also often strong candidates for college, but it is hard to quantify readiness. The NAF certificate has three parts: project assessments, in which students are evaluated on curriculum-based, classroom projects that demonstrate proficiency in technical content and skills; end-of-course exams, which include questions to reflect depth of career knowledge; and work-based learning assessments, for which supervisors will give feedback on student ability to apply career and technology knowledge in an internship. The assessments have had input from industry

professionals to reflect what is needed in the workplace. The NAF system is intended to complement the Common Core State Standards. To learn more see <http://www.naf.org>

A BID FOR SPECIFICITY

Instructional approaches associated with special education are gaining traction as states and districts are faced with implementing the Common Core State Standards, reports Nirvi Shah in Education Week. Two strategies -- universal design for learning (UDL) and response to intervention (RTI) -- have been frequently cited in NCLB waiver requests for Common Core implementation. Broadly, UDL involves creating lessons and classroom materials flexible enough to accommodate different learning styles. The RTI approach can identify learning problems early and introduce focused lessons -- interventions -- to address those problems. The instructional methods have gained popularity because otherwise, educators are faced with narrow mandates and a broad population. "Without a system to be responsive to student need, we're back where we started with standards: aiming at the middle. There was going to be nothing intrinsically new unless we seized upon an opportunity to make this about every kid," explains Emilie Amundson of the Wisconsin Education Department. New approaches to instruction won't erase the challenges of implementing standards that are more rigorous than current state standards. But it may make implementation more responsive, and mitigate fears that the standards will once again turn students with disabilities into scapegoats for poor performance.

<http://www.edweek.org/ew/articles/2012/04/25/29cs-speded.h31.html>

STUDENT MAKES VIDEO ABOUT TOP STUDENTS NOT PASSING HIGH-STAKES STATE EXAMS

A high-school senior in Florida recently produced a video with help from a digital educator, in which she featured seven top students who failed state exams on their first try. In the video, the students describe how the high-stakes exams affected their lives, with some being shifted from Advanced Placement to remedial courses. A Florida school board member also is featured in the video, describing his experience taking -- and failing -- a test similar to those administered to students.

(To see the video, Search/google "Student video: How High-Stakes Tests Affect Kids." This will take you the 5/10/2012 edition of a popular education-related Washington Post blog -- The Answer Sheet. The 5/10/2012 online article includes the embedded video.)

<http://www.washingtonpost.com/blogs/answer-sheet>

NEW STUDY: BROADENING THE BENEFITS OF DUAL ENROLLMENT: REACHING UNDERACHIEVING AND UNDERREPRESENTED STUDENTS WITH CAREER-FOCUSED PROGRAMS by Katherine L. Hughes, Olga Rodríguez, Linsey Edwards, and Clive Belfield (July 2012)

This new CCRC study suggests that career-focused dual enrollment programs — in which high school students take college courses for credit — can benefit underachieving students and those underrepresented in higher education. The study found that California students who participated in dual enrollment were more likely than

similar students in their districts to graduate from high school, enroll in four-year colleges, and persist in college. They also accumulated more college credits and were less likely to take remedial classes. The three-year study, funded by The James Irvine Foundation, examined the outcomes of almost 3,000 students participating in eight dual enrollment programs across California. Sixty percent of participants were students of color, forty percent came from non-English speaking homes, and one third had parents with no prior college experience.

The report, *Broadening the Benefits of Dual Enrollment: Reaching Underachieving and Underrepresented Students with Career-Focused Programs*, briefs for policymakers and practitioners, and related reports are available for download at <http://www.concurrentcourses.org/publications.html>.

STUDY CALLS FOR STUDENT MOTIVATION IN IMPROVEMENT PLANNING

It seems common sense that if student achievement is the measure of school improvement, the students themselves need to be engaged, yet it seems student motivation isn't often directly addressed in programs to improve student scores.

A new Center on Education Policy [report](#) argues that educators and policymakers often overlook the importance of student buy-in and motivation when planning school improvement initiatives. While no one system or incentive will encourage all students, CEP researchers argue that educators should consider what we know about student motivation when designing programs for school improvement.

The report from the Washington-based think tank describes four foundations of student motivation:

- Competence, in which students think they have the ability to do what is being asked;
- Control, or students believing they have choice in what to do and can affect the outcome;
- Interest, in which students perceive value in the task or learning; and
- Relatedness, or believing that doing the task or gaining the knowledge will gain them social approval.

For example, efforts to "personalize" the class environment—creating smaller schools or keeping teachers with the same class for several grades, for example—may improve students' social relatedness. Moreover, CEP highlighted that poorly targeted incentives do little good.

"Rewarding specific actions that students can control, such as completing homework, yields better results than rewarding accomplishments that may seem beyond their reach or out of their control, such as whether they earn an A grade," the report says.

<http://www.cep-dc.org/displayDocument.cfm?DocumentID=405>

EDUCATION AND THE INCOME GAP -- (Linda Darling-Hammond)

Despite much handwringing about low educational attainment in the United States these days, American students in schools where less than 10 percent of children live in poverty score first in the world in reading, writes Linda Darling-Hammond on the Answer Sheet blog in The Washington Post. Our lower international standing, says Darling-Hammond, is because high-achieving countries like Finland and Singapore have social safety nets that ensure virtually all schools have fewer than 10 percent of students living in poverty. Across 14 wealthy nations, our poverty rate for children is by far the highest -- 22 percent of all U.S. children. And our programs to counter poverty are much weaker. Many American children lack preschool, health care, and other supports. The proportion of children without stable housing has increased dramatically in the past few years. The drop in America's relative international rankings at the same time as the rise of child poverty and educational funding inequity is cited as a sign that drastic reform measures -- test-based accountability and privatization of schools -- are urgently needed. But the data demonstrate something different: Darling-Hammond says our crisis is grounded in our unwillingness to provide needed supports in far too many communities.

http://www.washingtonpost.com/blogs/answer-sheet/post/education-and-the-income-gap-darling-hammond/2012/04/26/gIQAhn0LkT_blog.html

ONLINE RESOURCES FOR STUDENTS AND TEACHERS

Classroom Earth (National Environmental Education Foundation) Helps 9-12 teachers include lessons on the environment.

Includes lessons for Foreign Languages, Language Arts, Mathematics, Science, Social Studies, and the Arts. Also, includes strategies for teaching about the environment, environmentally-related grants and funding opportunities (Digital Wish, Exploavision, Kids to Parks Day Class Contest, Siemens We Can Change the World Challenge, Toyota Tapestry Grants, etc.) Among the highest rated resources are the following lessons: Champions of the Land, Build a Model Wind Turbine, Energy Audit Toolkit, Why Save Species? PLT GreenSchools! Investigation.

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

Forensics - grades 7-12 (Nancy Clark)

This teacher-created Forensics site is a compilation of ideas for learning activities, resources, and laboratory activities.

<http://www.nclark.net/ForensicChem>

Forensic Science: Let the Evidence Reveal the Truth (grades 5-12) a site that created by a ThinkQuest team that includes high school students. The site contains case studies, lesson plans, experiments, and resources. There are sections of the learning quest related to the crime scene, autopsy, piecing together identity, tracing the evidence, narrowing the suspects, murder tools, crimes of stealth and more.

<http://library.thinkquest.org/04oct/00206/index1.htm>

NBC LAUNCHES THE SCIENCE OF THE SUMMER OLYMPICS: ENGINEERING IN SPORTS VIDEO SERIES

With the 2012 Summer Olympic games underway, NBC Learn—the educational arm of NBC News—has a new video series called “[Science of the Summer Olympics: Engineering in Sports](#).” This 10-part series explores the engineering and technology behind individual summer Olympic events.

The videos include a look at how engineers are designing faster pools and building safer helmets; the analysis of every motion involved in a weightlifter’s lift and a sprinter’s sprint; and analysis of how the principles of engineering are helping disabled athletes excel in such diverse sports as wheelchair rugby, basketball, and racing.

In many of the videos, the engineering is explained by capturing the athletes’ movements with a state-of-the-art, high-speed Phantom camera, which has the ability to capture movement at rates of up to 10,000 frames per second. These dynamic visuals allow for frame-by-frame illustrations of specific principles such as mobility and speed. Athletes who participated in the videos include swimmer Missy Franklin, boxer Queen Underwood, weightlifter Sarah Robles, runners Jenny Simpson and Usain Bolt, and decathlete Bryan Clay.

The series is a continuation of the Emmy award-winning “Science of…” partnership between NBC Learn and the National Science Foundation. Other videos from the partnership include the [Science of the Winter Olympics](#), [Science of NFL Football](#), and [Science of NHL Hockey](#).

<http://www.nbclearn.com/portal/site/learn/science-of-the-summer-olympics>

A FEW FUNDING RESOURCES AND IDEAS

Target Store Education Grants (Target gives 5% of its profits to Education and the Arts or approximately \$2M each week in support of K-12 schools and non-profits.. Schools and/or teachers can apply via an on-line application process for grants for field trips (approximately \$700) or for grants for Arts, Culture, and Design in Schools. There are also funding opportunities related to early childhood literacy. <http://www.target.com/site/en/company/page.jsp?contentId=WCMP04> or search Target Store education grants

Lowe's Toolbox for Education Lowe's is now accepting online applications for \$5000 grants. This year Lowe's will donate \$5 million to public schools and public school parent teacher groups -- at more than 1,000 different public schools. The Fall 2012 cycle is open; however, Lowe's only accepts the first 1500 applications. (NOTE: One grant cycle ends October 12, 2012 and a 2nd 2012-2013 grant cycle ends February 15, 2013. <http://www.toolboxforeducation.com>

Funding Factory FundingFactory's Recycling Program encourages learning institutions across the country to collect empty laser and inkjet printer cartridges and used cell phones from their communities. These include used cell phones and printer

cartridges consumed in both homes and businesses. Collected qualifying items earn points, which are then exchanged for new computer technology and recreation equipment. In this way FundingFactory connects community, education and the environment. <http://www.fundingfactory.org>

Start a “Gift Registry” Gift registries aren't just for weddings anymore. At [DonorsChoose \(www.donorschoose.org\)](http://www.donorschoose.org), public school teachers can post online requests for equipment and supplies. [Supply Our Schools \(www.supplyourschools.org\)](http://www.supplyourschools.org) allows teachers in low-income school districts to register for classroom supplies. [Digital Wish \(www.digitalwish.com\)](http://www.digitalwish.com) allows teachers to create a classroom technology wish list that supporters can browse and fund. Sites such as Kickstarter (www.kickstarter.com), while mainly for individual funding seekers, provide a funding platform for creative projects (art, design, film and video, dance, food, music, fashion, photography, publishing, technology, theatre, etc.). Similarly, sites such as Indiegogo (www.indiegogo.com) are funding platforms for creative projects, causes, and entrepreneurial ventures. Your District, School, and/or Academy can create your own wish list and post it on your Academy website and Academy Facebook page.

Find a Sponsor or Put Your Academy “Up for Adoption”

[Adopt-A-Classroom](http://www.adoptaclassroom.org) offers a free, safe online e-wallet account to educators who want to solicit financial support from the community. Teachers can use the money to purchase books and other educational supplies through the online vendors associated with the site. To sign up, log on to the site, register your classroom, and describe what kinds of supplies you'd like to buy. Then let parents and local businesses know that they can "adopt" your classroom for as little as \$25. <http://www.adoptaclassroom.org> An Academy, SLC, or school might develop their own version of "Adopt an Academy" or "Adopt a School" with opportunities for parents and partners to support aspects of your work.

OfficeMax, in partnership with Adopt-A-Classroom, hosts the annual [A Day Made Better](http://www.adaymadebetter.com) event in October. Each year, the office superstore surprises 1,000 teachers in their classroom with \$1,000 each worth of school supplies, including classroom-supply staples like scissors, glue sticks, pencils, pens, notebooks, tissues, and even a digital camera. The store also hosts in-store school supply drives that customers can contribute to. Teachers who'd like to be considered for the next A Day Made Better should have a school principal or fellow teacher nominate them at the [official site](http://www.adaymadebetter.com). (<http://www.adaymadebetter.com>)

I Love Schools (www.iloveschools.com) matches donors with teachers seeking new or gently used equipment and supplies for their classrooms. Tens of thousands of teachers have signed up, and many have received gifts such as computers and art supplies -- even a saxophone with sheet music.

FUNDING RESOURCE POSTSCRIPT: A CASN NEWS RERUN ABOUT GIVE WELL
(Shared by Connie Majka) Give Well

is a charity-evaluating nonprofit started in 2006 by a small band of researchers, headed by refugees from the financial sector. They scour the planet for organizations that have the maximum impact with the dollars they are given. The mission of Give Well is to identify organizations throughout the world that are doing good, and then subject them to careful scrutiny, including site visits. Give Well posts the results, including extensive case files, on its website for free. Its motto: Real change for your dollar. Here is what they say about career academies.

- **The Program:** Career Academies are small high schools that combine vocational/technical training with a focus on internships and work experience, with the goal of improving students' job prospects.
- **Track record:** The Career Academies program has one of the strongest track records of any US program we've looked at. A rigorous study of the program found that participants experienced more than a 10% increase in annual earnings, an effect that persisted as of eight years after high school graduation (the most recent follow up).
- **Cost-effectiveness:** We are not confident in the cost-effectiveness figures we have. The best figure we have put the cost of Career Academies at \$675 per student per year above the normal costs of public schooling.
- **Bottom line:** Career Academies is in one of the strongest US-focused social programs we have reviewed.

To read more: <http://www.givewell.org/united-states/programs/career-academies>

UPDATE ON THE U.S. DEPARTMENT OF EDUCATION'S RACE TO THE TOP - DISTRICT COMPETITION

The period for commenting on the proposed Race to the Top - District (RTT-D) Competition is over and the U.S. Department of Education anticipates releasing the official Notice Inviting Applications (NIA) for the RTT-D program by the end of the summer. You can download the executive summary of the proposed application language, priorities, and criteria and begin working on your District or Consortium proposal now.

We also recommend reading some of the very thoughtful public comments from the field that are posted on the web site.

www.ed.gov/race-top/district-competition

A PHILADELPHIA FAMILY INVESTS \$16.2 MILLION IN PHILADELPHIA EDUCATION, INCLUDING SUPPORT FOR CAREER ACADEMIES (CASN News participant, the fabulous Connie Majka of Philadelphia Academies, Inc., wanted to share her good funding news.)

The John S. and Leigh Middleton family recently announced a \$16.2 million investment in educational, workforce training, and professional development. They selected eight targeted education efforts, including the School District of Philadelphia and Philadelphia Academies, Inc.

“The Middleton family is making a game-changing investment in the future of the City of Philadelphia. This donation will build the educational infrastructure and create learning and workforce opportunities,” said Mayor Nutter. “Building a system of great schools and career-oriented programs, we ensure Philadelphia has a 21st century workforce, ready to compete in the global economy.”

John S. Middleton said, “In every great struggle, there comes a tipping point, that critical moment when an infusion of resources - people, effort and assets - is necessary to prevail. For the school district, we believe that tipping point is now. We are excited to invest in this ambitious project for the school district and workforce development sectors. We are looking forward to seeing the substantive positive impact it will have on Philadelphians in the future.”

Lisa Nutter, President of Philadelphia Academies, Inc., added, “The Middleton family’s donation provides a solid foundation and launch pad for the hard work we all must do to ensure that all Philadelphians, young and old, are prepared for work and post-secondary success. As a result, this summer we can begin to replicate what works at scale so that more Philadelphians can have access to opportunities that will make them competitive in this economy.”

- o Funding will provide for the development and launch of a professional development and training institute for CTE teachers and principals for the next three years. The Institute will focus on CTE requirements, curriculum, instructional strategies, technology in instruction, and managing industry partnerships and approached to supporting work entry for students.

- o An additional 400 student spots in the CTE program, expanding access for the 2012-2013 school year and an additional 800 student spots for the 2013-2014 school year. The expansion includes 15 new programs and two program expansions. Over the next five years, the funding will increase CTE program enrollment to 12,000 total students, an increase of 6,800 students overall;

- o Continuation of funding for a CTE consultant for the next three years, which will continue to implement the reorganization plan; and

- o A feasibility analysis to create a regional facility serving as a hub for CTE.”

As part of the Middleton Family grants, Philadelphia Academies, Inc. will receive funding to support the "Career Academy Expansion for curriculum, professional and digital

technology development to support 5,000 students in 16 new career academies to be housed in four target schools. The programming will emphasize digital literacy and the acquisition of 21st century workforce skills by students."

FOR A LITTLE SUMMERTIME INSPIRATION

An elementary student with cerebral palsy inspires his classmates --- and they, in turn, inspire us all.

<http://sports.yahoo.com/blogs/highschool-prep-rally/inspiring-elementary-schooler-cerebral-palsy-runs-amazing-400-154523256.html>

LIFE COMES TO SCHOOL: A VIDEO ON LINKED LEARNING

[Linked Learning: Life comes to school \(short version\) - YouTube](#)

Linked Learning: Life Comes to School by Irvine Foundation

www.youtube.com/watch?v=8aL5xh9cblQ