

## CCASN News October 2013

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

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

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

In this Edition:

- [Support for Common Core Strong in U.S. Military](#)
- [More MOOC's in the Classroom](#)
- [High School Graduation Rates Improving](#)
- [Report: A New Majority - Low Income Students in the South and the The Nation](#)
- [Report: The Invisible Achievement Gap - Education Outcomes of Students in Foster Care in California's Public Schools, Part I](#)
- [In the Works: An On-line Master Scheduling Program](#)
- [Funding and Award Opportunities](#)

**SUPPORT FOR COMMON CORE STRONG IN U.S. MILITARY** (excerpt from one of many similar news stories)

"Most military children will move at least twice during their high school years and will attend six to nine different schools between kindergarten and 12th grade.

"Instead of having no idea where 6th grade math is when you move from Norfolk to San Diego, a common set of standards means you should be able to get on track in a new school much faster than when states had different standards.

"The Common Core State Standards (CCSS) can help ensure that students are receiving a high-quality education consistently, from school to school and state to state, so that all students, no matter where they live, or how often they move to a new school, are prepared for success in postsecondary education, the workforce and the military, if they choose to serve." (source: The Dailey Caller)

## **MORE MOOCs In THE CLASSROOM**

Massive open online courses are slowly making their way into K-12 classrooms, with Michigan Virtual University and Kent State University announcing the launch of a MOOC for high-school students. "Some people say MOOCs are the future of education, others say they will ruin it," said Jamey Fitzpatrick, president and CEO of Michigan Virtual University. Many high schools are encouraging students to follow their interests and take a free "non-credit" college level course. Others are using MOOCs as part of a blended learning (on line and face-to-face) approach. Among the many popular MOOCs are the following:

1. Udemy Free Courses – Udemy is an example of a site allows anyone to build or take online courses. Udemy’s site exclaims, “Our goal is to disrupt and democratize education by enabling anyone to learn from the world’s experts.” The New York Times reported that Udemy, “recently announced a new Faculty Project, in which award-winning professors from universities like Dartmouth, the University of Virginia and Northwestern offer free online courses. Its co-founder, Gagen Biyani, said the site has more than 100,000 students enrolled in its courses, including several, outside the Faculty Project, that charge fees.”
2. iTunesU Free Courses – Apple’s free app “gives students access to all the materials for courses in a single place. Right in the app, they can play video or audio lectures. Read books and view presentations.”
3. Stanford Free Courses - From Quantum Mechanics to The Future of the Internet, Stanford offers a variety of free courses. Stanford’s – Introduction to Artificial Intelligence was highly successful. According to Pontydysgu.org, “160000 students from 190 countries signed up to Stanford’s Introduction to AI” course, with 23000 reportedly completing.” Check out Stanford’s Engineering Everywhere link.
4. UC Berkeley Free Courses – From General Biology to Human Emotion, Berkley offers a variety of courses. Check out: Berkeley Webcasts and Berkeley RSS Feeds.
5. MIT Free Courses – Check out MIT’s RSS MOOC feed. Also see: MIT’s Open Courseware.
6. Duke Free Courses – Duke offers a variety of courses on iTunesU.
7. Harvard Free Courses – From Computer Science to Shakespeare, students may now get a free Harvard education. “Take a class for professional development, enrichment, and degree credit. Courses run in the fall, spring, or intensive January session. No application is required.”
8. UCLA Free Courses – Check out free courses such as their writing program that offers over 220 online writing courses each year.
9. Yale Free Courses – At Open Yale, the school offers “free and open access to a selection of introductory courses taught by distinguished teachers and scholars at Yale

University. The aim of the project is to expand access to educational materials for all who wish to learn.”

10. Carnegie Mellon Free Courses – Carnegie Mellon boosts “No instructors, no credits, no charge.”

**HIGH SCHOOL GRADUATION RATES IMPROVING** Recent data from the National Center for Education Statistics found that 78% of students nationwide are graduating from high school in four years -- the highest rate since 1974. However, the data from the 2009-10 school year show that while minority students have made progress, gaps still remain in graduation rates of African-American, Latino and other groups of students and their white peers. <http://www.nces.ed.gov>

**REPORT: A NEW MAJORITY: LOW INCOME STUDENTS IN THE SOUTH AND THE NATION (October 2013)** A new report from the Southern Education Foundation finds that a majority of public school children in 17 states -- a third of the nation -- were eligible for free or reduced-price lunches in the school year ending in 2011. Thirteen of the 17 states were in the South; the remaining four were in the West. Poor students are concentrated in the nation's cities, yet over 40 percent of all public school children in the nation's suburbs, towns, and rural areas are also low-income. During the last decade, as the number of poor students grew substantially in all regions, public school expenditures increased, but at a markedly slower rate and with considerable differences between regions. Within the next few years, low-income students will be the majority of all public school children in the country. With unchanging gaps in learning, schools across the nation could become entrenched, inadequately funded systems that enlarge the division between haves and have-nots. No real evidence exists that a policy of transferring low-income students from public schools to private will positively impact this problem. The trends of the last decade suggest that schools and communities must address the primary question in American education today: What does it take to provide low-income students with a chance to succeed in public schools? <http://www.southerneducation.org>

**REPORT: THE INVISIBLE ACHIEVEMENT GAP: EDUCATION OUTCOMES OF STUDENTS IN FOSTER CARE IN CALIFORNIA'S PUBLIC SCHOOLS, PART I**

A new analysis from The Center for the Future of Teaching and Learning at WestEd looks at students in foster care in California public schools. The data shows an achievement gap greater than that for students from low-income and other at-risk backgrounds. The report analyzes individual student education and child welfare data to find that in 2009-10, for example, just 29 percent of students in foster care achieved at proficient or above levels on the California Standards Test in English. Students in California foster care are more

than twice as likely to drop out than other students, and twice as likely to be designated with a disability; within that group, they were five times more likely to be classified with an emotional disturbance. Just 68 percent of students in foster care attended the same school for the full school year, contrasting with over 90 percent of low-SES and statewide student populations. Nearly 10 percent of students in foster care attended three or more schools during the same school year, a level of school mobility experienced by only one percent of comparison groups. Youth in foster care are also more likely to attend the state's lowest-performing schools: About 15 percent of youth in foster care attend schools ranked in the bottom 10 percent of schools on the state's Academic Performance Index. [http://www.cftl.org/documents/2013/IAG/Invisible\\_Achievement\\_Gap\\_Full\\_Report.pdf](http://www.cftl.org/documents/2013/IAG/Invisible_Achievement_Gap_Full_Report.pdf)

### **IN THE WORKS: AN ON-LINE MASTER SCHEDULING GUIDE**

CASSN is working on a new on-line Master Scheduling Guide. We're looking for innovative practices in successfully scheduling high school Academies, Linked Learning pathways, and other small learning communities. We're interested in learning more about best practices in master scheduling and the use of time in schools. We're interested in the ways in which Districts support successful scheduling of academies and pathways. If you have ideas to share or are willing to be interviewed about your master scheduling practice or can suggest someone we should contact, please share your suggestions with Patricia Clark ([patricia510@gmail.com](mailto:patricia510@gmail.com)) or Phil Saroyan ([jp9@jps.net](mailto:jp9@jps.net)) at CCASN. Thank You.

### **FUNDING AND AWARD OPPORTUNITIES**

#### **NCTM: Connecting Mathematics to Other Subject Areas Grants for Grades 9-12 Teachers**

The National Council of Teachers of Mathematics Connecting Mathematics to Other Subject Areas Grants help create senior high classroom materials or lessons connecting mathematics to other fields. Materials may be in the form of books, visual displays, computer programs or displays, slide shows, videotapes, or other appropriate media. The focus of these materials should be on showing the connectivity of mathematics to other fields or to the world around us. Any acquisition of equipment or payment of personal stipends must be critical to the grant proposal and may not be a major portion of the proposed budget. Any published sources must be documented. Proposals must address the following: the plan for developing and evaluating materials, the connectivity to other fields or disciplines, and anticipated impact on students' learning. Maximum award: \$4,000. Eligibility: current (as of October 15, 2013) Full Individual or E-Members of NCTM who teach mathematics in grades 9-12 at least 50 percent of the school day. Deadline: November 8, 2013. TIME SENSITIVE <http://www.nctm.org>

### **NCTM: 7-12 Classroom Research Grants**

National Council of Teachers of Mathematics 7-12 Classroom Research Grants support and encourage classroom-based research in precollege mathematics education in collaboration with college or university mathematics educators. The research must be a significant collaborative effort involving a college or university mathematics educator (a mathematics education researcher or a teacher of mathematics learning, teaching, or curriculum) and one or more grades 7-12 classroom teachers. The proposal may include, but is not restricted to, research on curriculum development and implementation; involvement of at-risk or minority students; students' thinking about a particular mathematics concept or set of concepts; connection of mathematics to other disciplines; focused learning and teaching of mathematics with embedded use of technology (any acquisition of equipment must support the proposed plan but not be the primary focus of the grant); and innovative assessment or evaluation strategies. Maximum award: \$6,000. Eligibility: current (as of October 15, 2013) Full Individual or E-Members of NCTM or those who teach at a school with a current (as of October 15, 2013) NCTM PreK-8 school Membership. The college or university mathematics educator must be a member of the NCTM. Deadline: November 8, 2013. TIME SENSITIVE <http://www.nctm.org>

### **NCTM 9-12 Teacher Professional Development Grants**

The purpose of this grant is to support professional development to improve the competence in the teaching of mathematics of one or more classroom teachers\*. For 2014–2015, grants of a maximum of \$3,000 will be awarded to person(s) currently teaching at the grades 9–12 level. The proposal must delineate the teacher(s)' professional development plan and address how the proposed project will improve the teacher(s)' competence and impact students' learning. While this grant does not fund the purchase of technology, proposals including professional development involving the use of technology to enhance student learning are encouraged. Any acquisition of equipment must support the proposed plan but not be the primary focus of the grant. Recipients must have three or more years of teaching experience in grades 9–12. Proposals must address the following: the professional development plan, how it will enhance the applicant(s)' mathematical knowledge, and the anticipated impact on students' learning. (\*The definition of a classroom teacher is an individual who spends half or more of his/her work time teaching in the classroom.)

The applicant must be a current (on or before October 15, 2013) Full Individual or E-Member of NCTM and currently teach mathematics in grades 9–12 at least 50 percent of the school day. No person(s) may receive more than one award administered by the Mathematics Education Trust in the same academic year. Past recipients of this grant are

not eligible to reapply. Activities are to be completed between June 1, 2014, and May 31, 2015. TIME SENSITIVE <http://www.nctm.org>

### **AMERICAN HONDA FOUNDATION GRANTS**

The American Honda Foundation engages in Grant Making that reflects the basic tenets, beliefs, and philosophies of Honda Companies, which are characterized by the following qualities: Imaginative, Creative, Youthful, Forward-Thinking, Scientific, Humanistic, and Innovation. The Foundation supports Youth Education with a specific focus on the STEM (Science, Technology, Engineering, and Mathematics) Subjects in addition to the environment.

Award: \$20,000 - \$75,000

Quantity: 23 -33

Period: One year

On Line Application. See American Honda Foundation website. Support materials such as annual reports, pamphlets/brochures, newsletters, articles, DVDs, etc. should be mailed to the following address:

American Honda Foundation, 1919 Torrance Blvd., Mailstop: 100-1W-5A, Torrance, CA 90501-2746

Proposal submission deadlines: February 1, May 1, August 1, November 1