
CEO message: CEO Updates, June 15

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Ceo Updates will be on vacation for the next few weeks, returning in mid-July. Happy summer, everyone!

Funding

Nat'l Council of Teachers of Mathematics accepting applications for projects connecting mathematics to other 9-12 subject areas—Deadline 11/4/16. Grants of up to \$4,000 will be awarded for the development of senior high classroom materials or lessons that connect mathematics to other fields. [More-->](#)

Nat'l Science Teachers Assoc invites nominations for Shell Science Teaching Award— Deadline: 1/6/17. The annual \$10,000 prize recognizes an outstanding K-12 classroom science teacher who has had a positive impact on his or her students, school, and community through exemplary classroom teaching. [More-->](#)

Resources

14 Books that connect students with valuable scientists' struggles—Teens who read about the personal and intellectual struggles of scientists feel more motivated to learn science. That was the finding of a recent study out of Teachers College, Columbia University and the University of Washington. A list of 14 recommended includes rich picture books that could be read aloud to teens as well as graphic novels, short biographies and collections of biographical sketches that teachers could draw on for excerpts. Brennan, Maggie Knapp (head middle and upper school librarian at Trinity Valley School) and Brooke Williams (a former children's librarian at New Haven Free Public Library) contributed titles to this list. [More-->](#)

News & views

Are blacks treated unfairly by NIH? Officials at the National Institutes of Health "are gearing up to test whether reviewers in its study sections give lower scores to proposals from African-American applicants,"

Jeff Mervis reports in [AAAS ScienceInsider](#). A disparity in success rates was first documented in a 2011 report by a team led by economist Donna Ginther of the University of Kansas, Lawrence, Mervis writes. The team found that black researchers are also "more likely to have their applications for an R01 grant—the bread-and-butter NIH award that sustains academic labs—thrown out without any discussion by study sections." [More-->](#)

Courses that engage undergrads in early research shown to boost graduation rates and STEM retention—A new study from the University of Texas at Austin finds that courses that engage college students in conducting scientific research early on can dramatically increase students' odds of completing a STEM degree. The study, published this month in *CBE-Life Sciences Education*, is the largest and most carefully controlled analysis to date of how participating in course-based undergraduate research experiences affects student outcomes. [More-->](#)

Performance-based college funding doesn't work, study finds—Performance-based funding support for public universities not only fails to boost college completion rates but also reinforces existing disparities in those rates, a report from the Century Foundation argues. The report, found that while thirty-two states have adopted performance-based funding policies, research shows that such policies generally do not result in improved service delivery. Indeed, 12 studies highlighted in the report found no statistically significant improvement in graduation rates or the number of degrees and certificates awarded annually in states with performance-based funding, compared with those without such policies, while in some performance-based states degree productivity actually fell. Conversely, when provided with additional resources, colleges increased their degree-completion rates, even in the absence of explicit performance goals and financial incentives. [More-->](#)

Teens want more hands-on real-world STEM opportunities—A new survey of American teenagers from the Amgen Foundation and Change the Equation finds that teens like science and would welcome the opportunity to do more engaging, hands-on science in school. Yet the survey also reveals that teens lack access to real-world science experiences, out-of-school opportunities, and professional mentors, which is limiting their chances to pursue science any further. [More-->](#)

Unequal access to challenging math and science for black and Latino high school students—New federal civil rights data released Tuesday show that black and Latino high school students are being shortchanged in their access to high-level math and science courses that could prepare them for college. An early preview of the latest U.S. Department of Education's Civil Rights Data Collection, based on the 2013-14 school year, lays out sharp racial and ethnic disparities in access to challenging high school courses. [More-->](#)

Hidden in plain sight—More than 1.3 million public school students are homeless, and the number has been rising since 2006, according to the U.S. Department of Education. A new report by the [GradNation campaign](#), provides insight into how educators, policymakers, and community organizations can help students cope with homelessness, graduate from high school, and have a shot at adult success. Some of the findings from the report include the following: 42% of homeless youth surveyed said they dropped out of school at least once; 94% stayed with other people rather than in one consistent place; 50% said they slept in a car, abandoned building or other public place; 67% said they were uncomfortable talking about their housing situation with people at their school; 61% say they were never connected with any outside organization for support while homeless. [More-->](#)

CEO Updates is the newsletter of the [Coalition for Education Outreach](#) (CEO), an informal working group of organizations, departments, and individuals on the UC Berkeley campus and in the community engaged in STEM education and outreach (E&O). Our mission is to further professional development, facilitate best practices, and encourage information exchange. [Kate Spohr](#) and [Dan Zevin](#), CEO co-chairs, welcome your questions, comments, and ideas. [More-->](#)

Acronym translator: STEM (Science, Technology, Engineering, Mathematics); STEAM (STEM + Art); NGSS (Next Generation Science Standards); NSF (National Science Foundation); NIH (National Institutes of Health); K-12 (kindergarten through 12th grade); E&O (education and outreach).

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