

The Wednesday Reader

March 29, 2017

Friday is Deadline to Apply for Six \$1,000 Scholarships for Financial Literacy from EverFi

Did your students complete Vault or FutureSmart? Have them share what they learned in the [Student Blog Contest](#) for a chance to win a \$1,000 529 College Savings Scholarship.

Students completing the [FutureSmart](http://everfi.com/k12/future-smart) (everfi.com/k12/future-smart) middle school financial literacy course are eligible for 5 \$1,000 scholarships through the [National Blog Contest](#). Additionally, another \$1,000 scholarship will be awarded for students who have completed the course by March 31, 2017.

FutureSmart empowers students to effectively manage their finances, make sound decisions, and become stewards of their financial future. Through the story-based narrative, students play the mayor of a town as they help local citizens make real-life, personal finance decisions. Interactive exercises challenge students to make choices in real-life scenarios to achieve important goals around saving, education and career planning, and budgeting.

Built around the National Curriculum Standards for Social Studies and the National Jump\$tart Standards for Financial Literacy, this online course provides students with engaging and educational 21st century skills.

To learn more, contact Mick Karls of EverFi at 406.204.1148 or mick@everfi.com.

Virtual Business Scholarship Opportunity for Students Worth \$2000 – Deadline April 1

Each year Knowledge Matters offers a Virtual Business Scholarship opportunity that you have so kindly shared with the business, marketing and finance high school educators within your state. Would you be willing to do the same this year?

The Virtual Business Scholarship application is available online at <https://knowledgematters.com/about/scholarships/>.

The scholarship is for high school business, marketing and personal finance students currently enrolled in their junior and senior years of high school throughout the United States. This scholarship is intended to help eligible applicants defray the costs of their continuing education.

The scholarship applications will be judged nationally and the winner will receive \$2,000.

\$\$\$ Win a \$425 NGPF Scholarship to Jump\$tart NEC 2017 in Washington, D.C.

[Next Gen Personal Finance](http://nextgenpersonalfinance.org) (nextgenpersonalfinance.org) knows this school year has not yet finished - but, if you're like NGPF, and are already thinking about how you'll be teaching personal finance in the coming school year, NGPF has an amazing professional development opportunity for you.

Next Gen Personal Finance is awarding 25 scholarships, worth \$425 each, for classroom teachers to attend the [Jump\\$tart National Educator Conference in Washington, D.C.](#) on November 3-5, 2017.

Here's How to Apply:

1. Select an NGPF resource from the [NGPF Jump\\$tart Scholarship Resource List](#)
2. Use the resource with your students and collect 5 student work samples
3. Complete the [NGPF Jump\\$tart Scholarship Application Form](#)

Application deadline is Friday, April 7, 2017. Complete scholarship details can be found at <http://nextgenpersonalfinance.org/win-ngpf-scholarship-jumtart-2017-washington-dc/>.

Please review the [Scholarship Details](#) and be in touch with [Laura \(laura@nextgenpersonalfinance.org\)](mailto:laura@nextgenpersonalfinance.org) if you've got any questions.

Details and information about the Jump\$tart Coalition for Personal Financial Literacy and the 2017 National Educator Conference, please visit jumpstart.org.

[PicoCTF High School Computer Security Competition Begins March 31](#)

[picoCTF \(2017.picoctf.com\)](#)—a free, online computer security competition for students grades 6-12—is coming March 31, 2017. Students can [pre-register today on our website](#). Please take a moment to watch the orientation video at <https://www.youtube.com/watch?v=TKPDmagoMVs&feature=youtu.be>.

[picoCTF](#) is a computer security competition open to students grades 6-12. The competition is a series of challenges where students must reverse engineer, break, hack, decrypt, or do whatever it takes to solve the problem.

The competition is open from March 31 to April 14, 2017. Everything is exclusively on the Internet and completely free. Registration will not close until the end of the competition, and there is no penalty for registering later.

Anyone can play, but only eligible individuals will be able to win and receive prizes. An individual is eligible if they are attending a school in the United States and are a 6th to 12th grade student.

[picoCTF](#) has received over \$30,000 for prizes this year. Specific amounts cannot be announced at this time as funding is being finalizing funding with sponsors.

Once the competition begins, participants will be able to log into picoctf.com using the username and password provided at registration. If participants have forgotten their username or password, a reset function will be available once competition opens.

To accommodate the diverse backgrounds participating in picoCTF, the competition is organized into four levels each significantly more difficult than the last. Level 1 is targeted at students with no programming experience but apt at using a computer. Level 2 is for students with introductory programming experience, perhaps in languages such as Visual Basic or Alice. Level 3 targets AP Computer Science students with a stronger background in programming. Level 4 features a diverse set of problems ranging from difficult to mind-bogglingly difficult.

A team need not solve every challenge in a level before unlocking the next level. The problems in each level have been designed such that a new level can be unlocked even while avoiding entire categories (e.g. cryptography).

Similar to the preview, competition challenges will be presented in the context of a story-driven game. The *game* requires a modern web browser and a reasonably powerful computer to play. Each challenge is worth a fixed number of points. A competitor earns the respective number of points regardless of the progress of other teams. Scores are calculated independent of time, but time will be used as a tie breaker.

Some problems have associated hints. Hints can contain text, links, and even entire video lectures relevant to solving the problem.

While there are no limitations on the resources or tools that you can use, only students can solve challenges. Others can only facilitate in solving problems (e.g. helping setup tools and providing resources). Additionally, competitors may not interfere with the progress of other competitors or the competition infrastructure. Breaking any of these rules will result in disqualification and notification of the affiliated school.

[picoCTF](#) would like to thank diamond sponsor, Cognizant, for helping make picoCTF possible.

Please do not hesitate to contact educator@picoCTF.com, or chat with [picoCTF](#) on Twitter or Facebook, with any questions or comments regarding the competition.

[Explore Game-Based Karel, Turtle, and 3D Modeling Courses in NCLab for FREE](#)

The NCLab Team (nclab.com) is pleased to announce the release of new versions of the popular Karel Coding, Turtle Coding and 3D Modeling courses.

These courses are **free for educators**. Visit <http://nclab.com/teachers/> to request your free professional development license. Major improvements include dozens of self-graded quizzes and performance tasks (creative projects) aligned to Common Core, NGSS and CSForAll standards. In addition, NCLab has implemented many other minor features based on instructor and student feedback.

Karel Coding

Learn programming with the engaging power of a computer game. Students solve fun mazes, write programs in a simplified Python language, and earn karate-like belts and certificates. Designed for complete beginners as well as for students who already know Scratch. Ages 10-99.

Read more at nclab.com/karel-coding-course.

Turtle Coding

Students are introduced to Python coding by drawing beautiful patterns with the Python Turtle. They learn how to use the Creative Suite to create their own designs, save them in their NCLab account, export them for laser cutting and 3D printing, and share them online. Ages 11-99.

Learn more at nclab.com/turtle-coding-course.

3D Modeling

This course introduces students to Constructive Solid Geometry (CSG) by building models they know from games, sports and movies. Students also learn how to use the Creative Suite to create their own models, save in their user account, export for 3D printing, and share with others online. Ages 12-99.

Discover more about 3D Modeling at nclab.com/3d-modeling-course.

Celebrate Scratch's 10th Anniversary in May

May 2017 marks Scratch's 10th anniversary (scratch.mit.edu). You can join or host a Scratch Day event to celebrate creative coding.

What is Scratch Day? [Scratch Day](http://day.scratch.mit.edu) (day.scratch.mit.edu) events bring young people together to share projects and ideas, tinker, experiment, and learn from one another. Each May, people around the world gather at hundreds of local [Scratch Day](#) events to celebrate the [Scratch](#) coding language and online community.

Why should I host an event? This May marks Scratch's 10th anniversary. Join the vibrant, global community to celebrate 10 years of creative coding. Consider [hosting a Scratch Day](#) in your classroom, at your school, or in your community.

You can plan a small gathering with your learners, or invite others in your community to attend. To get started planning your Scratch Day event, visit the [How to Host page](#).

Get Ready to go to Florida – No Packing Required. Join the AICPA Virtual Field Trip

When it comes to work—and life for that matter—Cindy Cruz is one busy Certified Public Accountant. And because that's the way she likes it, she's added our upcoming virtual field trip to her list.

Join Cindy as she shares her excitement about the many opportunities that abound for CPAs -- and serves up some pro tips for seizing them. (After all, this experienced CPA also happens to be a nationally accomplished motivational speaker.)

Since becoming licensed as a CPA, Cindy has worked for two of the Big 4 accounting firms and even had a stint as an adjunct professor at her alma mater. She's worked in Assurance, Internal Audit and most recently as a Senior Manager for a start-up group within PwC that focuses on process improvement, automation and learning. And if she weren't busy enough, she also found the time to add three more letters to the end of her name by becoming a Certified Internal Auditor.

In addition to navigating the profession, honing her skills and climbing the corporate ladder, Cindy still manages to carve out time to serve on numerous boards and executive committees. In fact, she's such an expert on pursuing her (many) passions that she's even given speeches about that, too.

A few of the topics Cindy will be discussing are:

- How she got where she is in her career
- A typical day, week and month in her shoes
- What she wishes she'd known about the accounting profession in high school

Register your class for this [FREE virtual field trip](#) at 1 p.m. EST on Thursday, March 30. Cindy's looking forward to being your host and is eager to answer any questions you and your students have for her.

Interested in checking out some of our past trips in the meantime? Visit AICPA's [previous virtual field trip destinations](#).

Time to Submit CTE Perkins Intent to Apply & State VoEd Application for 2017-2018 Funding

The Office of Public Instruction has again this year combined both the Federal Carl D. Perkins 'Intent to Apply' AND the State CTE/VoEd Funding application for school districts' convenience. You can apply for one or both funding programs using this one electronic form.

The online link to access and complete the combined Federal and State Funding application is now available and listed below. It is also available on the Secondary CTE web page of the OPI website inside the *Perkins Federal Funding* tab.

Authorized Representatives of Local Education Agencies (LEAs) will use the online link to access and complete the brief electronic form for the 2017-2018 E-Grants cycle. All public high schools and K-12 districts with qualifying Career and Technical Education (CTE) programs are eligible to apply for funding. Elementary districts are not eligible for Perkins or State CTE/VoEd monies.

Districts will NOT receive a 2017-2018 Perkins allocation unless this electronic form is completed and submitted online at the OPI on or before the deadline. These designations are binding and cannot be changed once allocations have been downloaded into the E-Grants system.

The online link can be found at <http://app.keysurvey.com/f/1026384/41f0/>.

The **DEADLINE** for submission of the combined application is **April 28, 2017**.

If you have questions, please contact Christy Hendricks, CTE/Perkins Data Control Specialist, at chendricks@mt.gov or by phone at 406.444.9019.

Perkins 2016-2017 CTE Spring Data Collection – Time to Identify CTE Concentrators

The Career and Technical Education (CTE) Spring Data Collection begins March 1, 2017 and ends April 28, 2017. This AIM collection asks schools to identify all 12th grade high school students who were enrolled at any point during the current 2016-2017 school year who meet the definition of a Career & Technical Education (CTE) Concentrator.

CTE Concentrators are 12th graders who have earned three (3) or more credits in any CTE program in any combination during their years of high school. Currently, enrolled CTE courses count towards credits earned.

CTE Concentrators must have the 'CTE Concentrator' box checked and an 'Area of Concentration' entered into the AIM/Infinite Campus data system. If the student has a child or shares the parenting of a child, the 'Single Parent' box should also be marked. High schools who receive funding from the Carl D. Perkins federal grant program must complete this CTE Spring Data Collection.

Instructions for completing the CTE Spring Data Collection can be found on the AIM webpage as well as inside the `Data Collections` tab on the Secondary CTE webpage located at this link:

<http://www.opi.mt.gov/pub/AIM/Collections/CareerTechnicalEducation/SpringCTECollectionGuide.pdf>.

Questions regarding this data collection should be directed to the AIM Helpdesk at 1-877-424-6681 or send an email to opiainhelp@mt.gov.

Questions regarding CTE programs and/or the Carl D. Perkins federal grant program should be directed to Christy Hendricks at 406-444-9019 or email her at: chendricks@mt.gov.

Thank you so much for all you do from everyone at the Career and Technical Education Division of The Office of Public Instruction.

Free Access to the Codio Platform for Professional Development – Join CTSA Today for Free as Well

Have you been looking for a way to flip your classroom? Or do you need a strategy to differentiate instruction for various groups of students during a class period? These are challenges we all face. [Codio \(codio.com\)](http://codio.com) offers solutions.

Codio is a web-based computer science (CS) teaching and learning platform. One of the cool features is the option to have a split screen where students and/or you can run a program (in Codio, no other IDE needed) and have a learning environment open at the same time. In the split screen, you can make changes to the code and rerun the program to observe the results. This interactive IDE, with a full learning management system, might be just what you need.

Thanks to a partnership with Codio that was announced at the 2016 Annual CSTA Conference, [CSTA members have free access to the Codio platform for professional development](#). This means you can try it out for yourself to explore or learn a new coding language. Courses that introduce Java, Python, Assembly, JavaScript, HTML, MySQL, and Linux, are available now. Soon, a suite of middle school and high school courses aligned with the *interim 2016 CSTA K–12 Computer Science Standards* will also be available to you.

Because Codio is a web-based programming environment, you can connect to a robust set of development tools. Whether you're programming in Java, Python, C++, or Flode (a visual flowchart language), the system allows you to create, debug, and run code. Anything you can do in Ubuntu Linux can be done in your browser through Codio. And web services with database backends can be configured with the push of a button.

With a paid plan, members can also use Codio with their students. You have the options of assigning one of the off-the-shelf courses provided by the platform, creating your own course, or assigning a mixture. Codio allows teachers to see live student progress through the classroom dashboard.

With auto-graded programming assignments, teachers and students get immediate feedback, but teachers can also view the details of all student submissions. If you have experience teaching CS and are comfortable in a digital-learning environment, you can author your own "Guides." These are like pages of an online textbook that link to the programming environment, allowing you to introduce concepts and provide students with interactive experiences. Codio also has a rich assessment editor that connects to the classroom dashboard automatically, enabling meaningful and timely feedback to students.

Whether you're just getting started as a CS educator or you've been teaching for years, we recommend you check out this membership benefit. To get started with a free Codio account with full access for professional development purposes, complete the form at: email.codio.com/join-codio-for-professional-development-csta.

If you are not currently a member of the [Computer Science Teachers Association](http://csteachers.org/page/IndividualMembership) (CSTA), you can join for free today. Sign up at csteachers.org/page/IndividualMembership.

New Course – Joy & Beauty of Data at MSU Bozeman with Funding Available for Teachers

Montana State University (MSU) will offer a new Master of Science in Science Education (MSSE) course for Montana teachers, “Computer Science in the Classroom: Joy and Beauty of Data,” July 17-21, 2017 on MSU’s campus in Bozeman.

The 2-credit course is intended for 7-12th grade teachers who want to learn how to incorporate computational ideas in the classroom. In addition, teachers who take the course will be introduced to the broad area of data science and will extend their knowledge of the Python programming language.

Please note: Joy and Beauty of Computing is a prerequisite in order to participate in the Joy and Beauty of Data.

High school teachers who complete the course can potentially teach CSCI 1xx, The Joy and Beauty of Data, as a dual enrollment course.

The course builds upon the pre-requisite course, “Joy and Beauty of Computing,” previously offered at MSU (2014-2016) and offered this summer at the University of Montana.

The course will be taught by Dr. John Paxton, Director, Gianforte School of Computing, Montana State University.

Support for Montana teachers is available. For more information and how to apply, please contact Diana Paterson, MSSE Associate Director at 406.994.5679 or msse@montana.edu.

Joy & Beauty of Computing Workshop @ UofM – Travel Funds & Stipends Available

The University of Montana will be hosting a Joy and Beauty of Computing workshop on the University of Montana campus in Missoula June 12-16, 2107.

The workshop will focus on Computational Thinking, Python programming, and Topics in Computer Science. A sample curriculum can be viewed at cs.montana.edu/paxton/classes/joy-and-beauty/. Plan to attend and learn the Joy and Beauty of Computing curriculum so you can offer the course at your high school, potentially as dual enrollment.

This workshop is based upon work supported by the National Science Foundation under grant no. CNS-1639841. Funds are available to help cover travel as well as stipends of \$1000 each to offer to over 15 accepted participants.

Instructors for this event include Yolanda Reimer (University of Montana), Jeff Braun (Montana Tech), Tim Olson (Salish Kootenai College), and Qing Yang (Montana State University).

Participants must be willing to take a free online python course prior to arrival and attend two (2) follow-on weekend workshops in Missoula.

If interested, apply online at https://umt.co1.qualtrics.com/SE/?SID=SV_aahKo3kpBXC5Ok5.

For more information, contact Yolanda Reimer at yonlanda.reimer@umontana.edu.

Fun Facts and Trivia

Yemen is located on the southwestern corner of the Arabian Peninsula and is bordered by Saudi Arabia to the north, the Red Sea to the west, the Gulf of Aden and Arabian Sea to the south, and Oman to the east.

Until 1565 Yemen was ruled by Turkey.

Yemen was once divided into North and South Yemen—South Yemen was a communist state, while its neighbor, North Yemen was republic. The country was unified in 1990.

Yemen's territory includes more than 200 islands; the largest of these Islands is Socotra.

Yemenis take much pride in their wedding traditions. An average wedding feast lasts 21 days.

Frankincense and myrrh are two luxury items that Yemen was known for; nowadays, it is crude oil and coffee.

Yemen is one of the most important countries that control the flow of oil to the rest of the world by way of the port of Oman.

Mocha originated from Yemen.

The Mocha coffee bean is a variety of coffee bean originally from Mocha, Yemen.

Mocha coffee beans are harvested from the coffee-plant species *Coffea arabica*, which is native to Yemen.

Yemen claims to be the ancient homeland of “Queen of Sheba”.

The Mocha coffee bean has a distinct flavor. Due to the similar name, it is sometimes confused with a chocolate-flavored coffee.

Sailors arriving in Mocha were frequently traveling home to the Indonesian island of Java, and a blend of the two countries' coffees today known as Mocha Java naturally developed with the high acidity Mocha complementing the naturally rounded flavors of Java.

Gulf of Aden is a gulf located in the Arabian Sea between Yemen, on the south coast of the Arabian Peninsula, and Somalia in the Horn of Africa, and connects the Red Sea to the Arabian Sea.

Shared taxis are the preferred mode of transportation in Yemen. The Yemenis call it bijou, after the Peugeot cars used for cabs.

The most popular sport in Yemen is Soccer.

Food staples include rice, bread, vegetables, lamb and fish in the coastal regions.

Yemenis usually eat three times a day at home. The traditional diet varies locally and socially and is open to innovations. Generally, there is an early breakfast of sweet strong tea with bread made of sorghum, wheat, or barley; dinner includes a porridge prepared from fenugreek with meat, eggs, vegetables, herbs, and spices, which is served hot in a stone or clay bowl; a light supper consists of vegetables and/or dates.

Issues of the Wednesday Reader are archived on the Montana Business Education Association (MBEA) website at www.mbea.info. The Wednesday Readers are under the Newsletter section and listed most-recent first.

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"You don't make decisions because they are easy; you don't make them because they are cheap; you don't make them because they're popular; you make them because they're right." ~Rev. Theodore Hesburgh