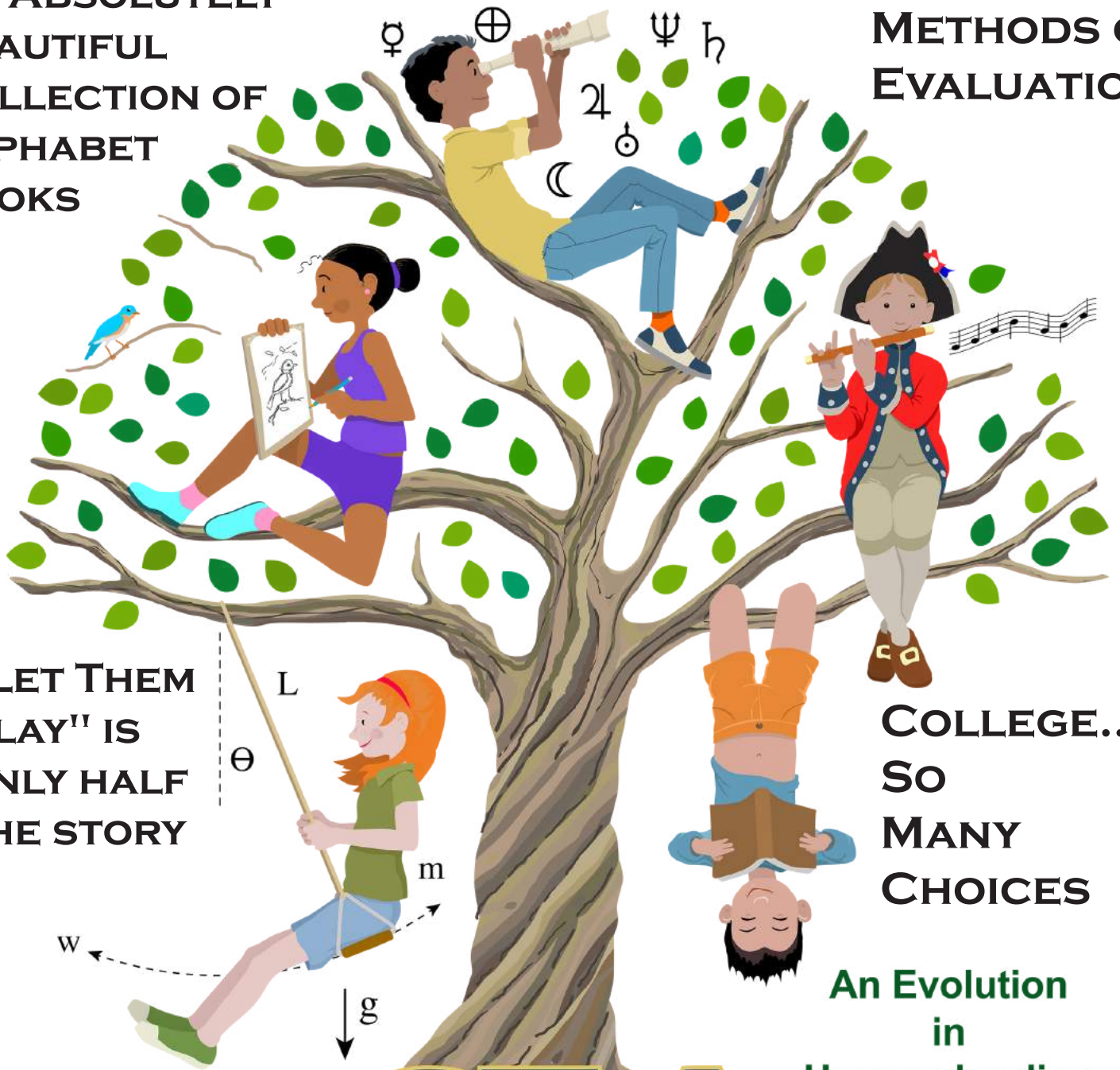


AN ABSOLUTELY  
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COLLECTION OF  
ALPHABET  
BOOKS

THE FOUR  
METHODS OF  
EVALUATION



"LET THEM  
PLAY" IS  
ONLY HALF  
THE STORY

COLLEGE...  
SO  
MANY  
CHOICES

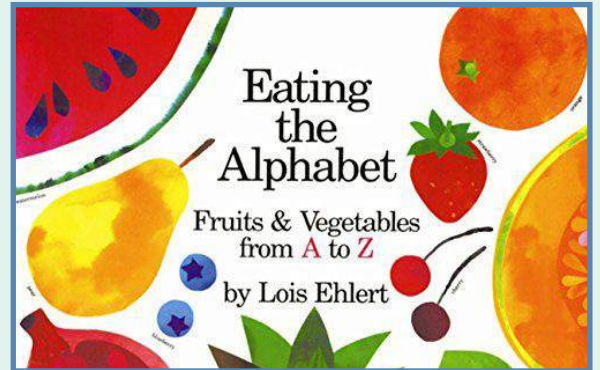
HOW TO BE  
AN ALLY

An Evolution  
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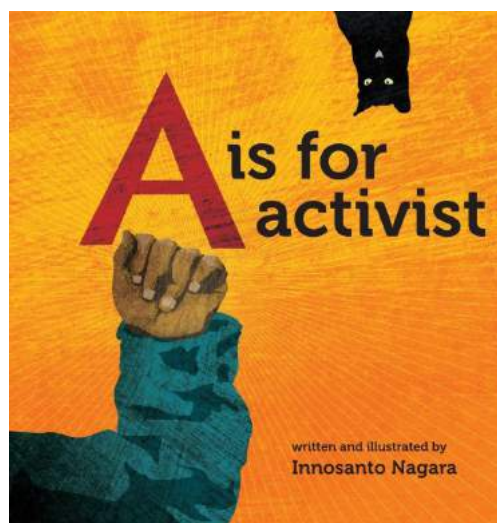
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# An Absolutely Beautiful Collection of Alphabet Books

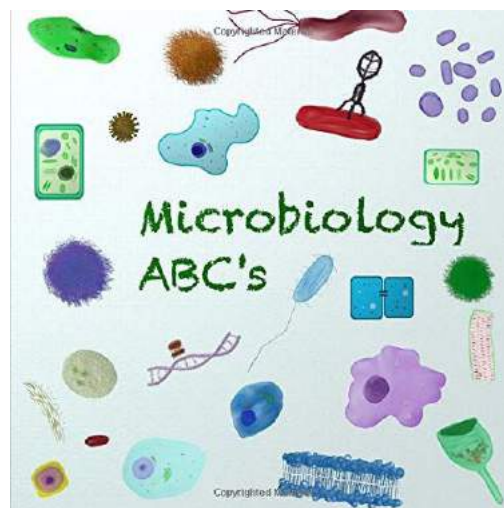
By Kat Hutcheson

From board books to storybooks, interactive books to books with augmented reality apps, this list is filled with 20 old favorites and exciting new finds for toddlers through upper elementary students.

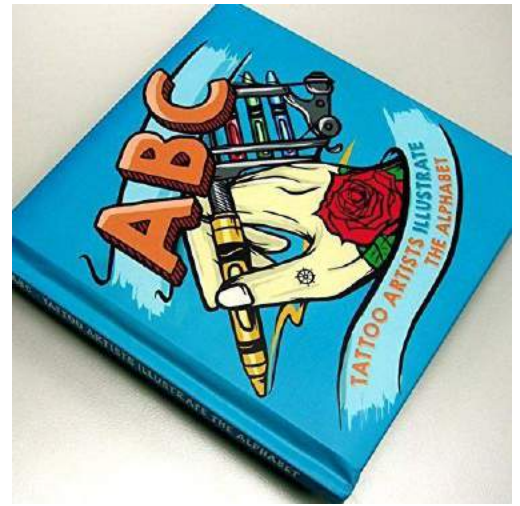
**A is for Activist**  
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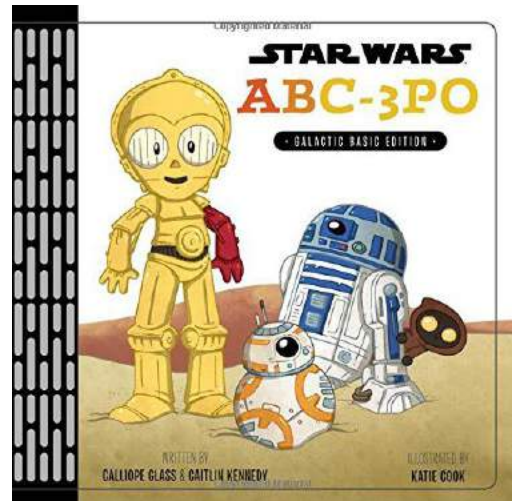
**Microbiology ABC's**  
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**ABC: The Alphabet Illustrated**  
by 26 Tattoo Artists from Around  
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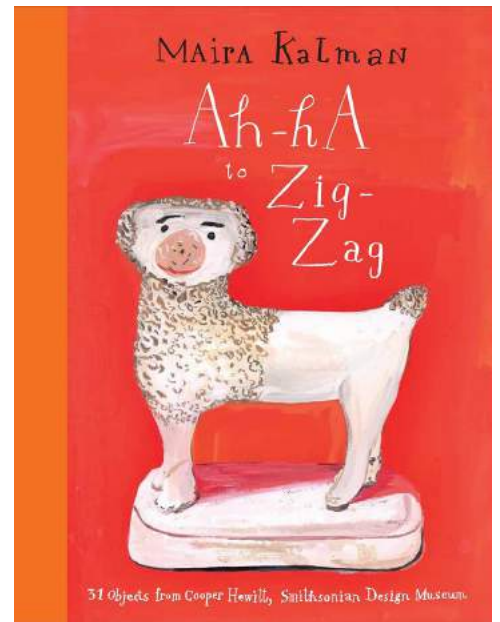
**Star Wars ABC-3PO**  
by Calliope Glass,  
Caitlin Kennedy, and  
Katie Cook



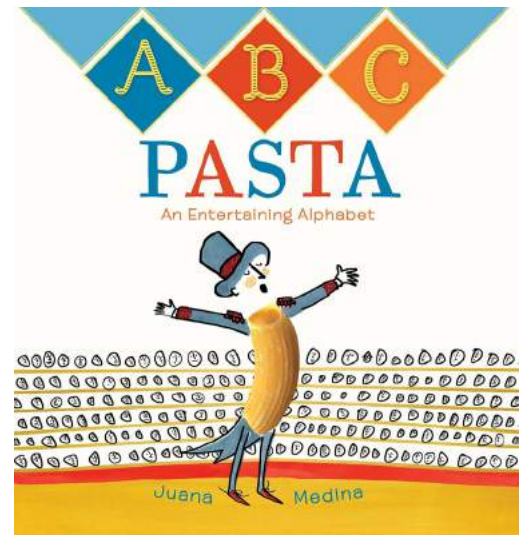
**Doctor Who: T is for Tardis**  
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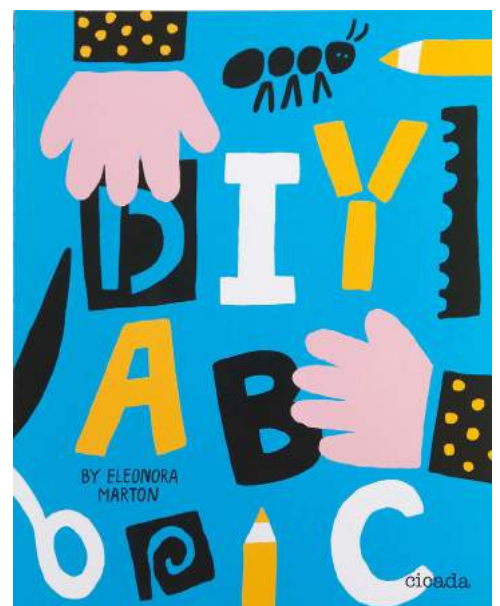
Ah-ha to Zig-Zag: 31  
Objects from Cooper Hewitt,  
Smithsonian Design Museum  
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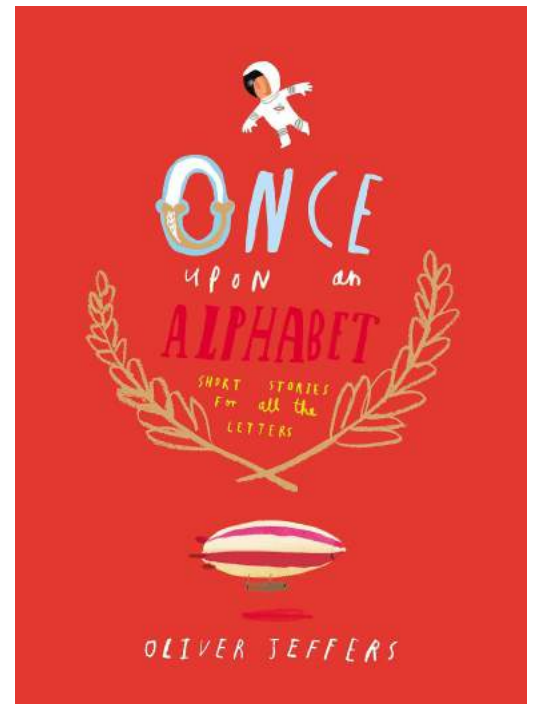
ABC Pasta  
by Juana Medina



DIY ABC, a hands-on book  
by Eleonora Marton



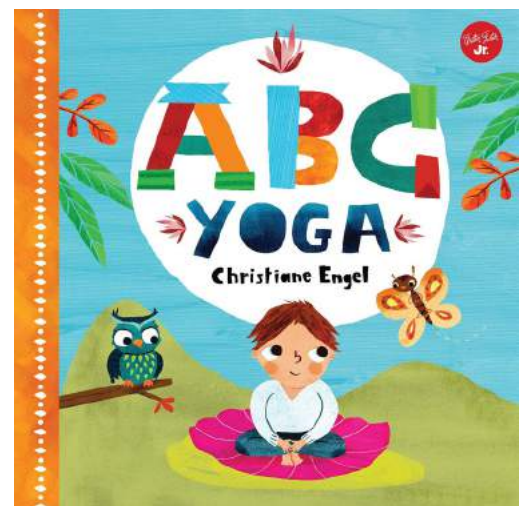
Once Upon an Alphabet:  
Short Stories for All  
the Letters  
by Oliver Jeffers



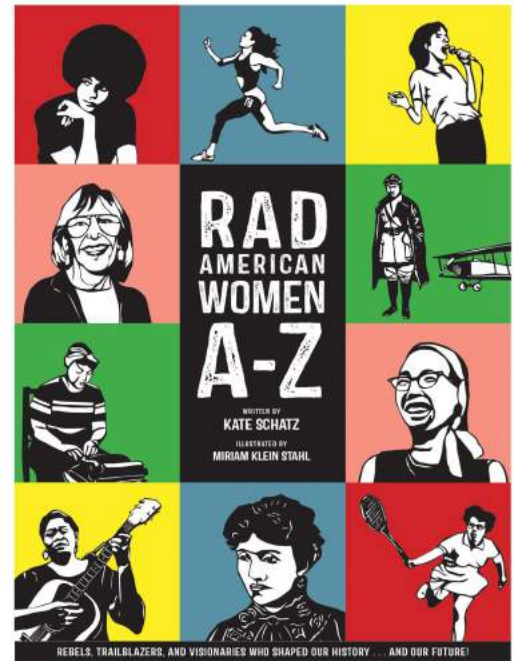
A Busy Creature's  
Day Eating  
by Mo Willems



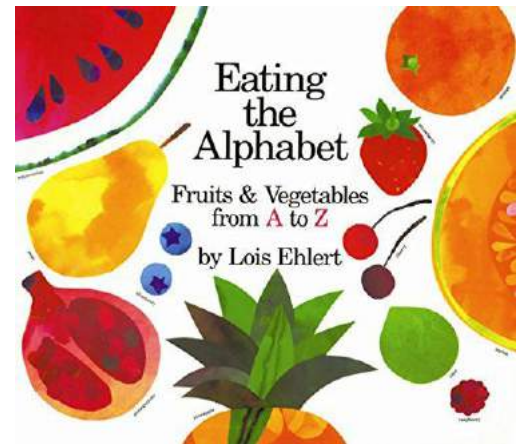
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Miriam Klein Stahl



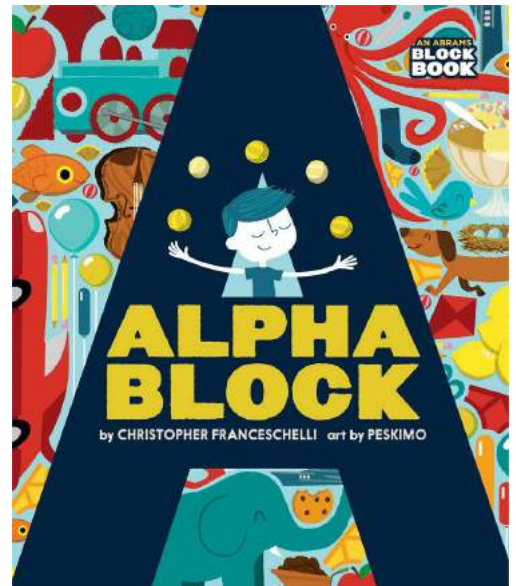
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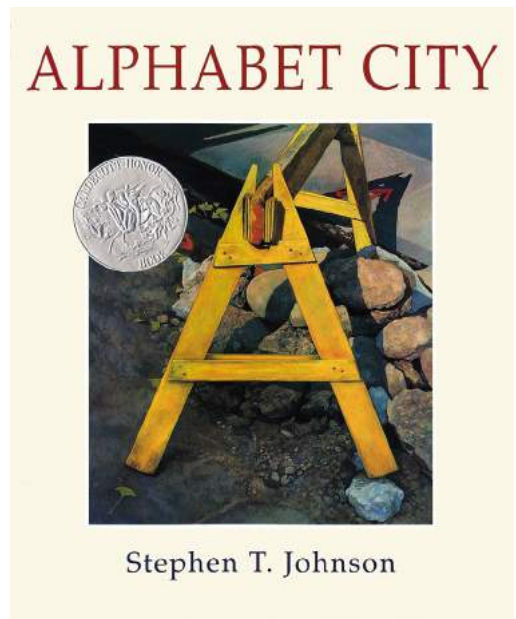
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23 Iconic Women Who  
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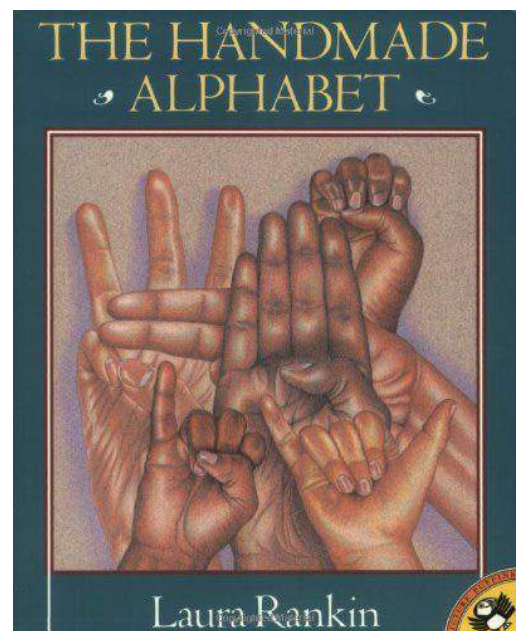
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**Alphabet City**  
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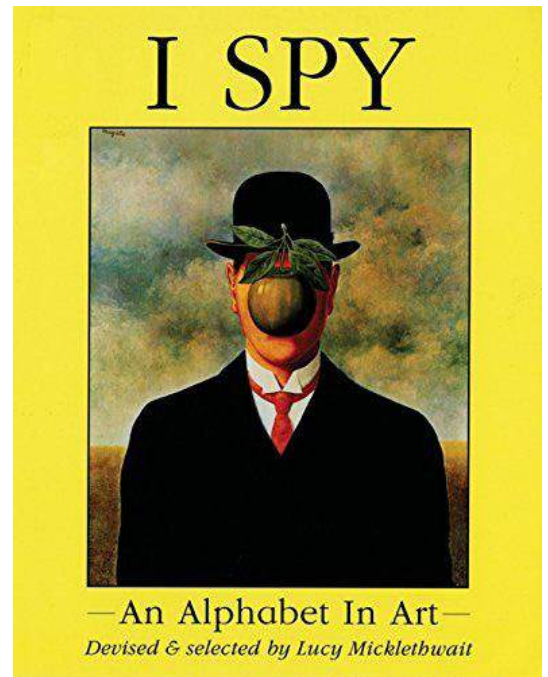


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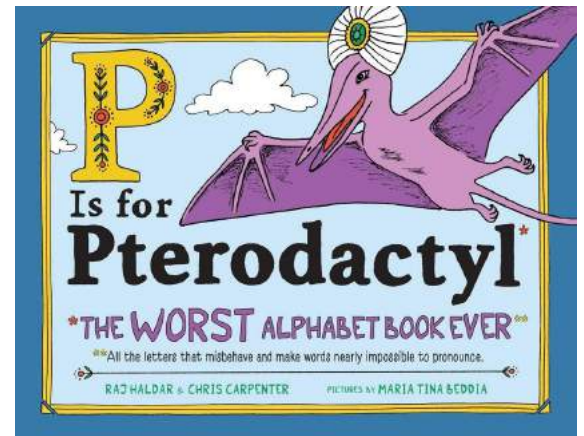




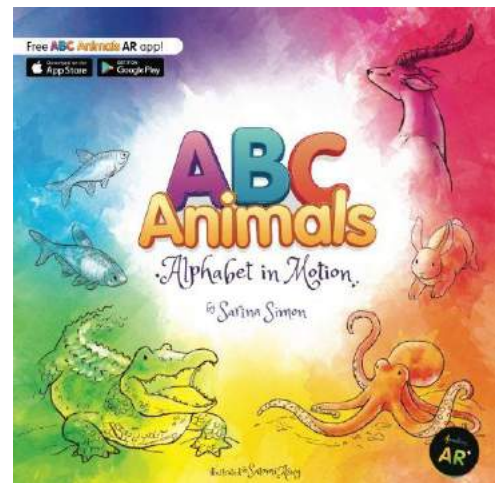
## I Spy: An Alphabet in Art by Lucy Micklethwait



## P Is for Pterodactyl: The Worst Alphabet Book Ever by Raj Haldar, Chris Carpenter, and Maria Beddia



## ABC Animals Alphabet in Motion by Sarina Simon and Satomi Asuy





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# "Let Them Play" Is Only Half The Story

**By Samantha Matalone Cook  
MAT**



One of the most common responses homeschoolers get to questions regarding the education of their young children is “Let them play!” and while this advice is absolutely spot-on, it misses a few important concepts. It’s only half of a very important story.

I could cite hundreds of studies that support play as the most foundational activity for creating complex neural pathways in the brain that ignite and connect learning. I could add many more that reinforce the idea that formal academics shouldn’t begin before the age of 8. As Blair Lee and I say in *Project-Based Learning: Creating a Modern Education of Curiosity, Innovation, and Impact*:

*“The natural and most effective foundation of building lifelong learners from the very beginning is with the application of skills and knowledge through play. Maria Montessori said, “Play is the work of the child,” and Albert Einstein said “Play is the highest form of research.” Play is so essential to the development of the brain that we really can't exist normally without it. Play teaches us about structure, limitations, social cues, relationships, and gives us sensory experiences of the world around us.”*



Our brains are wonderfully flexible and capable, with a natural inclination towards curiosity and problem-solving. Play offers opportunities for kinesthetic experiences and real-world application for developing skills. Play has always been, and will continue to be, the activity that best suits the developing minds of young children (and older children, teens, and adults for that matter). If we

left children alone, they would certainly still continue to learn. The big question is, would they then reach their fullest potential? Is this what is best for human development? This is the other half of the story that needs to be addressed.

Generally, when people ask for advice on educating their young children, they already know play is an essential part of learning and growing. What they are really asking are questions like: How do I engage my gifted or advanced child who wants more than play? How do I incorporate academic knowledge and skills into play so that I create a foundation for my child that learning is fun? How do I create an environment that balances appropriate developmental activities with academic integrity from the very beginning? Is play really enough?

From these questions you can see that there is more to this than whether or not play is enough for the education of young children. Yes, play is important and should be the center of young children's experiences. Children should also be immersed in environments where knowledge and skill building are intentional and appropriate. The two are not mutually exclusive. What is missing in the answer "just let them play" is found in many years of research and thousands of studies on child development and early childhood education.

The casual assertion of "just let them play" does not give enough credit to the thousands of years in which adults have been providing guidance to both their own children and other children in their communities, nor does it acknowledge the decades of evolution in the study of child development that show us that a combination of guided and self-directed learning best supports the different and very specific developmental stages and produces the best educational outcomes.

Children learn best when they are exposed to a variety of experiences, exploring the world through discovery and intrigue, and have access to a variety of experts of all ages, including and especially adults. When we talk about true socialization, this is what it actually means. It is the process of adults, sometimes assisted by older children and teens, mentoring and apprenticing the next generation or two into the community. This is the way it has always been. The roles adults play, by teaching children new games, pointing out observations, helping them to organize, supporting their interests by finding or providing resources, exposing them to and mentoring them in new skills and ideas that challenge their developing minds, and knowing each child deeply so that there is trust and a willingness to push beyond comfort levels and try new experiences. That relationship between child and parent, teacher or mentor and student, goes beyond play and is an intentional, important piece to a child's learning.



This guidance by adults, combined with moments of self-directed learning, creates a balance for children, growing their independence while also ensuring that each developmental stage is met with acknowledgment and action. Notice I'm not talking about early conventional academics, which have generally proven to be stressful and inappropriate for young minds and bodies.

Early conventional academics only work for some children who are predisposed to systematic approaches and memorization, but the beneficial effects for even these children wear off by third or fourth grade, and are virtually gone by middle school. In addition, kids who received no early conventional academic schooling at all catch up quickly to those who had. But children who receive an early combined experience of play, guidance, and pre-literacy skills generally develop superior long-term abilities in problem-solving, critical thinking, and adaptability, which are essential for their academic and personal growth. What is more useful to think about when trying to create a learning environment that balances appropriate developmental activities with academic integrity from the very beginning is not reproducing the conventional system, but instead combining science, relationship, and experimentation.

When children reach age 3 or 4, for example, there are some huge leaps in language, motor skills, and social behavior. Specifically, children in this age group are very interested in organizing and categorizing things that are the same and different, memorizing letters, numbers, and names, and developing their ability to tell stories based on their interests, imaginations, and experiences. They are working on both their



fine and large motor skills, mastering the control of their own bodies, and they are invested in social interactions, where parallel (side-by-side) play has been replaced with a genuine desire to connect with other children. This is an optimal time to introduce numbers, letters, drawing and writing as it supports these windows of developmental opportunity and creates foundational neural pathways that they will continue to build on.

The argument that they will create these connections anyway, no matter when they learn these concepts, is a weak one. That might be the outcome, but it becomes more difficult as children grow older and hit new developmental stages that engages their brain with other, more complex growth. Actively stewing, encouraging, and creating activities at this age that foster pre-literacy skills in all academic subjects is valuable and useful. Think about having a goal for your child to be a solid writer. At the ages of 3-5, we are not, and should not be, asking them to write essays. But if we are frontloading basic skills like organization, vocabulary, the flow of



language, critical thinking and analysis, parts of a story, and building both physical and mental endurance for writing, we have laid the groundwork for them to easily move into writing as they get older. If we encourage the development of their fine and large motor skills through activities like drawing and games, they gain control of their bodies more quickly,

which benefits a variety of activities and interests. In fact, I am convinced that drawing is the foundation for every other subject, connecting to mathematical concepts, scientific observation, language, art, and history/humanities and should be nurtured as much as possible. Finally, the interest in social interaction that accompanies this age is a perfect time to introduce group learning and networking/resources. Again, this is not about forcing conventional academics, but about realizing that play can and should be accompanied by a measured and intentional exposure to new knowledge and skills, creating a platform on which the next developmental stage can expand on and benefit the learner.

Harnessing the power of the developmental shift around age 6 or 7 looks a bit different. This developmental shift can feel quite dramatic, often accompanied by overwhelming emotion and extreme focus on interests and passions. In particular, language (both spoken and in symbols) and relationships (both spatial and conceptual) see a significant neurological leap. You might see evidence of your child making



connections that are new or more complicated. Your child might also become an “expert” at something, or everything, with their first foray into abstract thought. Children in this phase are now able to see themselves as an individual, both independent and a part of the family, and this new identity can produce both wonder and fear in relationship to bigger concepts such as death or good vs. evil. On the upside, the ability to form images or words inside the head can produce a wonderful era of reading for pleasure, creativity, innovation and building, interest in formal music study, and storytelling. While you might see a lot of mental planning and execution begin to flourish, understand that the tertiary areas that support long term planning and decision making develop later, so I wouldn’t expect much follow through without parental involvement at this point! Doing everything you can to encourage imagination and exploration, particularly through kinesthetic activities that naturally pair strategic or creative thinking with physical action, will not only support the brain’s development during this time, but will also help kids understand how to regulate their own bodies and emotions. The combination of play, hands-on activities, experience,



and frontloading skills will support the complex connections between neural pathways and prepare their minds, hearts, and bodies for more rigorous academic work.

So, how do we engage our gifted or advanced children who want more than play? By acknowledging that all growth can be asynchronistic and we need to observe, listen and act according to each child's needs, and not hang on to one particular educational philosophy for answers. If your child is asking for more, give them more. This doesn't need to look like worksheets or lab reports (unless they love them). You can challenge the advanced or gifted child, combining what we know about development and what you know about your child, into a playful and meaningful advancement of knowledge and skill.

How do we incorporate academic knowledge and skills into play so that we create a foundation for our children that learning is fun? By gearing those skills towards their interests and setting them up for success. This means that as you are adding knowledge and skills, you should be cognizant of what they are capable of, creating opportunities to use skills they have already mastered and experimenting with attempts that are just above their skill level to see if they are ready. This also means that the more you use the things your kids are interested in to connect and engage, the more likely they will see the relevance, real-world application, and fun of learning.

How do we create an environment that balances appropriate developmental activities with academic integrity from the very beginning? By prioritizing two things: harnessing the natural development of children, and elevating the role of academics. You don't need to become an expert on child development in order to understand the basic milestones of each age and use



that knowledge to guide your home education. This fundamental knowledge can help you understand your kids better and guide activities and skill-building, creating an environment that is pro-academics AND learner-centered. Academics are simply the collected, evolving body of work that allow us to understand and

engage in higher learning, society, and work, and they should be spoken about with perspective and integrity. As I say to my own kids, it doesn't matter how you end up using that knowledge and those skills, what matters is that having them gives you choices.

Is play really enough? This was never really the question because it was half the story. Looking at it so simplistically is misleading. When we are talking about education and development, combining play with guidance and skill-building that bolsters the specific milestones a child is experiencing encourages cognitive, social, and emotional growth while laying the foundation for more advanced knowledge and skills. It is the marathon of setting your child up for future learning goals and achievement.

The clear point of all of this is that while play is extremely important, early childhood education has always been more nuanced. It's vital that we highlight the significant role that adults and community play in the education of young children, and that the combination of intentional guidance with self-direction is not only the most developmentally appropriate but also produces the best outcomes. By understanding and adapting to the natural way young children learn best, we not only set them up for success, but strengthen our relationship and develop trust with our children, who benefit from our compassion, thoughtful strategy, and devotion to their specific needs.

Next month, join me for Part 2 of this examination of play and academics, where I'll take a deeper look at practical ways to foster learning through play, create an environment for academic integrity, and share resources for further exploration!





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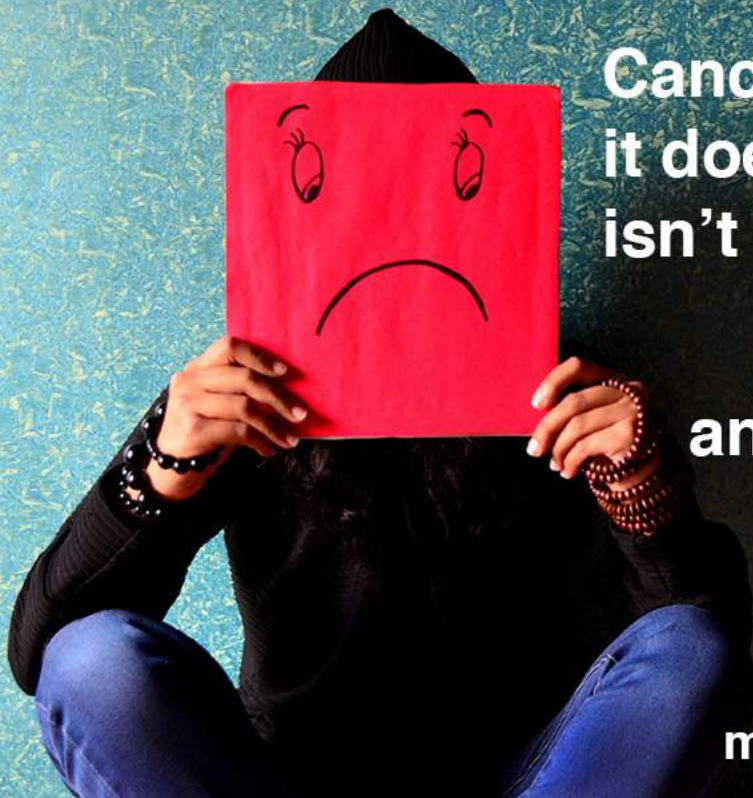
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# How To Be an Ally to Your Queer Young Person in 10 Steps

By Laurabeth Rapaz

So your young person has come out...maybe you're surprised, maybe you "knew it all along", but chances are you've got a whole slew of complicated feelings that rush in-even if you consider yourself to be "Woke". These feelings are confusing, especially because negotiating them in real time while trying to be an ally to your young person can feel overwhelming. Have no fear! I'm your friendly neighborhood Queer here to help you begin to sort out your feelings and be there for your young person at the same time, just in time for PRIDE MONTH!

Here are 10 steps to make sure you're on the right track to giving your young person the love, foundation and support they need throughout the coming out process:

## 1. Hug them. (ASK FIRST!)

Touch is powerful. As soon as your young person gets it out, and if they're ok with being hugged, give them a long, deep hug, before you say anything. We need to be reassured immediately that you love us, because we are we are deeply fearful that you will reject us right now.



## 2. Tell them that you love them.

This seems intuitive, and you might say it during the hug, but even if you're having trouble sorting out your own feelings, this is a great way to immediately show your young person that you're there for them, no matter what, and that any words that come out of your mouth hereafter will be nothing but an expression of your support and love for them.



## 3. Ask them how you can support them best.

Come up with a list together of ways you can help give them the support they need:

- In case someone in the family says something homophobic in your presence.
- In case someone misgenders them.
- In case someone asks.

Your young person will feel safer going out with you as an ally if you've both got a game plan that isn't going to accidentally out them if they're not ready.

## 4. Don't tell anyone else. Not even your spouse.

Unless of course they are ready to come out to everyone else, which can also happen. Coming out is a deeply personal, complicated process. Usually, they've only gotten as far as telling you- so trust that and allow them the time and space they need to come out to the other members of your family. Remember that their relationships with other family members are different from your own, each with their own challenges.

## 5. Get informed together.

You've raised them up until this point- so you're used to being able to give solid advice on things you know about-drawing from your own experience-except now you're drawing a blank because you're straight. If they're up for it, watch some documentaries, read some books together, find ways to learn about your young person that give them a sense of ownership over their identity.

## 6. Find them a Queer Mentor.

This is huge. If you can find someone who is out and is willing to hang out occasionally, set them up. Ask the adult if they are ok with the arrangement, and then share their email/phone number with your young person and leave it up to them to call when they're ready. Sometimes a lunch date can save a life. Or have them email me if you can't find someone else! [laurabeth@masterteacherscollective.com](mailto:laurabeth@masterteacherscollective.com)



## 7. Don't ignore the safe sex convo.

Even if you're straight, don't shy away from discussing safe sex practices with your Queerling. Regardless of whom one has sex with, a conversation around consent and safe sex practices is incredibly important. You can also tell them they can't date until they receive their blackbelt in Karate, but that might not go over well?

## 8. Get them some rainbow stuff to show your support.

I met a young woman with rainbow suspenders at the CHN conference in California last month- she proudly told me that the best thing about coming out to her family is all the rainbow stuff she's gotten from them! She loved their show of support. When I was first dating my straight husband, he bought me a pair of rainbow earrings and a matching pendant necklace. That little gesture, even for this girl who has been out for 17 years now, meant a lot to me.



## 9. Use their pronouns and their new name to the best of your ability.

We know this is new for you and that you'll mess up occasionally, but it's important to us that you eventually get it right, so really do your best to correct yourself in real-time.

## 10. Celebrate your new LGBTQ Family status!

Whether or not you're ready to go to Pride this month, (it never hurts to ask your young person if they want to go!) you can host your own coming out event for just the two of you, or for your family, if your young person is out to the rest of your family members. Consider something special like a weekend trip or something new you can all do together (frisbee-golf tournament, anyone?)



Congratulations, you have the privilege of being loved and trusted by someone who is coming out-you can assure yourself that even if you're confused right now- you've done everything right because you've created an environment where your young person can flourish and feel safe enough to tell you who they really are.



# HAPPY PRIDE MONTH!

Laurabeth Rapaz is the founder of the Master Teachers' Collective. She runs the *Queer Young People's Club*, a free, weekly online meetup for Queer young people on [masterteacherscollective.com](http://masterteacherscollective.com). The club meets every Friday at 12PM EST for 1 hour.



THE UNSCHOOL DAD

**"The goal of parenting shouldn't be to prepare children to withstand the world, but to grow children who will change the world."**

**-L.R. Knost**

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# The Four Methods of Evaluation

By Blair Lee, MS



Many times, I have heard homeschooling parents debate the merits of various learning methodologies, curricula, and online courses. One topic that doesn't get discussed, but should, is the best method for evaluating work. Too often homeschooling parents fall back on an arbitrary standard for grading that does not reflect the unique nature of homeschooling. The methods chosen, and I recommend a combination of them, depend on the discipline, coursework, homeschool philosophy, educator, and student. When choosing a system of evaluation, keep in mind that an important purpose for evaluating work is to motivate and encourage students. If you are not sure how to do that, it is probably because you, like most of us, were graded under a system that felt punitive to all but the top grade earners. So how can you change that for your students?

It is easier than you think. It starts with you being very clear, with yourself and your students, about what your expectations are. One of the benefits of homeschooling is the tailored nature for each student's learning. This same personalization should be used when evaluating work. If this makes it sound like A's are easier to get, they are and they aren't.

When students clearly understand what the grader's expectations are, it is easier for students to make the grades they want. That is because they know exactly what their work should look like to get a certain grade. On the other hand, there is an expectation of a certain amount of academic growth specific to each student that should be reflected in their work. When evaluations are personalized, in order to obtain an A student work must reflect this growth. Note I did not use achievement; I do mean growth here. The best learning environment is when you are asking students to work a "page width" above where their skill level is. When this is done, there is a continued growth in skill level and achievement that is both equitable and manageable for all students.





# Methods of Evaluating Work Every Homeschool Parent Should Be Talking About

## A Rubric

A rubric is a set of criteria that establishes the academic expectations for evaluations. Rubrics can be designed by the educator or be a collaboration between student and teacher. If you do not give grades, rubrics are useful for setting up a framework for academic expectations.

Do not be scared away from using a rubric, because you have never developed one before. They are useful guides for both educators and students. The rubric should be created before work begins, with a different rubric for each student. If students are working on the same materials, the rubrics will look similar but not the same. In order to use this as a tool to motivate academic growth, you need to write each student's rubric so that it reflects their individual skill level.



The rubric you develop will start as a table. There are many variations; I recommend three columns and as many rows as you need, although try not to be overwhelming about it. In the first column, you will list, one per row, the specific skills and expectations for a student. The items in this should be goal-oriented, and include the development of larger, often difficult-to-measure personal skills that come from the student's process and progress. Sit down with each student and discuss your expectations BEFORE they start working on what is being evaluated. Allow students to have some input into what those expectations are. For students who become overwhelmed when they feel there is a lot of work to do or they are nervous that they will fail, make a weekly rubric (and only share this one with your student) and a semester-long one that is a compilation of your weekly expectations.

In column two, you will document how well students did in meeting these expectations. In column three, you will document what needs more work. If students met or exceeded expectations, or even if they didn't, sit down together to go over columns two and three and get student input for what needs to be worked on next. This information can be used as a guide for the next rubric.

## Guided self- and group-assessment

Self-assessment is more than just a grading system. Using self-assessment, students work on editing, refining, and improving their work, based on a comparison of their efforts using a rubric and possibly after looking at and discussing samples of other's

work. Yes, that means students get a re-do if they want. This allows students to reflect on what they have learned and how they presented the information. These are important skills for both professionals and lifelong learners.

When giving feedback, scaffold each student in the process of where they can improve their work based on a predetermined rubric or standard. You have to be careful not to lecture students during this process. Give gentle guidance and mentoring as you discuss where the student is strong and where edits need to be made. It helps you to look at student's early work with them, so you can both see the areas where they have already improved.



One of the benefits of guided self-assessment is that students have control over the graded outcome, because they can better see in real-time how they can improve their work and receive the evaluation they are hoping for. This can empower students to higher levels of achievement. When teachers give periodic feedback without a graded component, in a way that is collaborative and non-judgmental, and then allow students to reflect on and respond to the feedback, students become responsible for their own grades and their own education. If you think about it, this is a powerful process where a student is scaffolded through their work so that they can create their best version of it. One caveat with this is that educators must be sensitive to what a student's "best" is for self-assessment to really benefit the individual. When a student is doing their best work for the skill level they are at right now, they should be evaluated accordingly.

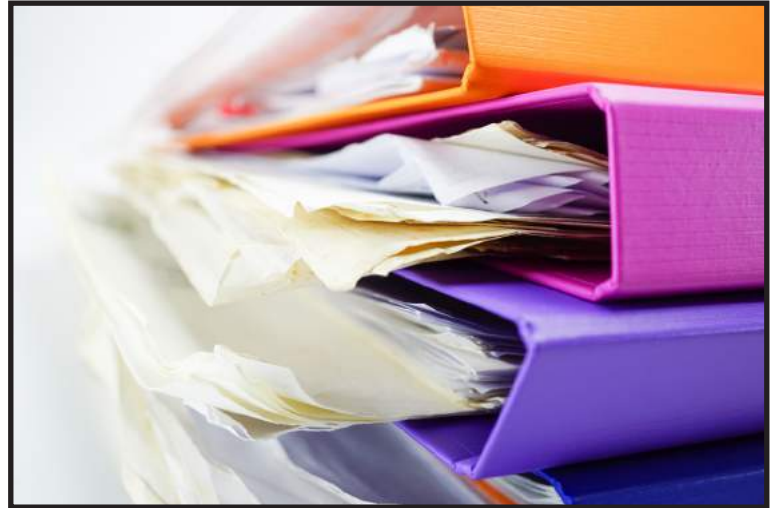
If your homeschool setting allows for it, you can also use guided assessment with groups of students. There are two ways to think about group-assessment: students can evaluate the work they've done together, or students can evaluate each other's work, giving feedback. Group-assessment is worth including, because students tend to view the work done collaboratively differently than work they've done individually. Group-assessment is a wonderful opportunity for students to network and realize the strengths and abilities of their peers, while also validating the abilities they have to offer. Group-assessment is also a time for collaboration, where peers can brainstorm to improve their progress, documentation, and outcome.

## **Portfolio**

A portfolio is a thoughtful collection of a student's work. In the portfolio, each piece of work should be chosen with care and intention, telling a story while also illustrating the knowledge and skills that a student has. Students should participate in the choosing of work and write a script, to be included in the portfolio, documenting why they selected

each piece. A portfolio will incorporate the act of self-assessment. Offer students a chance to re-work portfolio pieces, even creating multiple versions of a piece. One good option that incorporates self- or group-assessment with the portfolio is to have students select the portfolio pieces, allowing students the time to edit them, with the understanding that their final version of this documentation will be evaluated.

Of the graded options discussed here, portfolios give the most complete picture of a student's academic knowledge, ability, and proficiency in applying skills to a real-world situation. A portfolio with samples of work, can be important to have when applying to some colleges, jobs, or internships. Unfortunately, they are the least likely to be looked at by colleges. There are some colleges, including those that use the Coalition APP, that do accept portfolios, however, so it's always a good idea to check with admissions.



## Tests

Testing is an important area where educators often fail their students. Tests should not be the only criteria used for evaluating work. I cannot think of one academic skill, other than test taking, where the results from a test adequately evaluate a student's prowess using that skill. And yet, many educators use tests as the entire determiner of a student's grade.

As a diagnostic tool, however, tests are useful. Assuming the test is well written, what a test does very well is provide feedback about the information a student knows and doesn't know. Educators need to change their mindset about tests. The correct answers are great, but the real benefits, and therefore the most useful parts for teachers, are those questions students miss. If it is important that students learn the information, and it should be if you are testing them on it, that is the information that needs to be readdressed. Do this in a positive manner, reframing the way the material is presented in the hopes that helps the student learn the material better.

## Want More Information about Evaluating Work?

Check Out the [SEA Online Symposium on July 22, 2019](#) when four different speakers talk about methods of evaluation.

Blair & Sam go into more detail about this topic in their book, *Project-Based learning: Creating a Modern Education of Curiosity, Innovation, and Impact*.

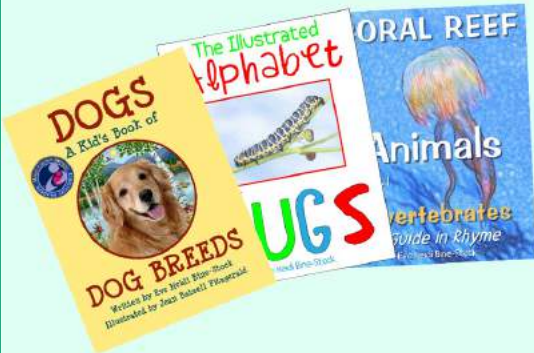
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# College...

## So Many Options!



By LAURA KAZAN  
M. Ed.

Website: [www.CollegeSeekers.Education](http://www.CollegeSeekers.Education)

Facebook Page: [College Seekers](#)

Facebook Group: [CA Homeschool College Seekers](#)

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The United States is rich with college opportunities. In fact, students can choose from over 750 public, 1,600 private and 646 for-profit colleges that offer bachelor's degrees or higher. When you add in our public community college systems, there are almost 1,000 two year public colleges in addition to those mentioned above. Besides the obvious, (public vs. private, large vs. small, in-state vs. out-of-state) how do colleges differ?

Carnegie Classifications are used by professionals to divide colleges into the type of students they serve, the level of degrees they offer, the amount of research they conduct and the types of courses they offer. There are 33 different classifications, including doctoral universities that offer PhDs and have high levels of research, baccalaureate colleges with an arts and science focus, art and music colleges, science and engineering colleges, and associate degree colleges classified by transfer rate and career options.

Then there are the colleges themselves, which differ greatly by their mission and values. There are colleges that focus on a core curriculum, a set of required courses providing students a broad knowledge of arts, humanities, math, and science. At the most extreme are the classical colleges, institutions that focus on the great books and require all students to follow a single curriculum. Some colleges also require a core set of courses, but allow students to dive deep into a major. Open curriculum colleges have no general education requirements and students are free to focus on courses of interest as well as dive deeply into their chosen area of study. Then there are colleges that have no majors at all, only student designed pathways.



The college landscape is as vast as the homeschool community. One only needs to look at books and websites to find huge differences in how children are educated. That is the beauty of homeschooling. We can focus not only on the learning style of the child, but the philosophy of the family as well. We can choose unschooling, classical, structured or eclectic methods of homeschooling. But how do we get from understanding best homeschooling practices to finding the

best college for our children? We hear about colleges from the US News and World Report, from sports, from scandals, and from neighbors. Our knowledge of different colleges has grown with the increase in social media, but it is still not enough. College admission staff attempt to reach out through fairs, but these events are often superficial and crowded. How can students learn about the almost 3,000 four-year colleges and universities available to them and find the best financial, academic, and personal fit?

Admission officers have expressed an interest in reaching out to the homeschool community and at professional events they have articulated the benefit that homeschoolers bring to their campus. Many colleges now have designated homeschool readers, admission officers that understand the unique background of homeschool students and understand the context of nontraditional education. Now we just need to connect our students to the right colleges.

A month ago, my colleague and I were contacted by a college representative who wanted to meet the homeschoolers whose parents participate in our California Homeschool College Seekers Facebook group. She eagerly agreed to put together a panel and on June 5th we held our first homeschool online college event. Focusing on diversity of institutions, we included two small liberal arts colleges, and three universities. The colleges varied by size and included both public and private colleges. Our panel had representatives from both a well-known conservative faith based college, Hillsdale, and the most liberal college in the United States, Reed.

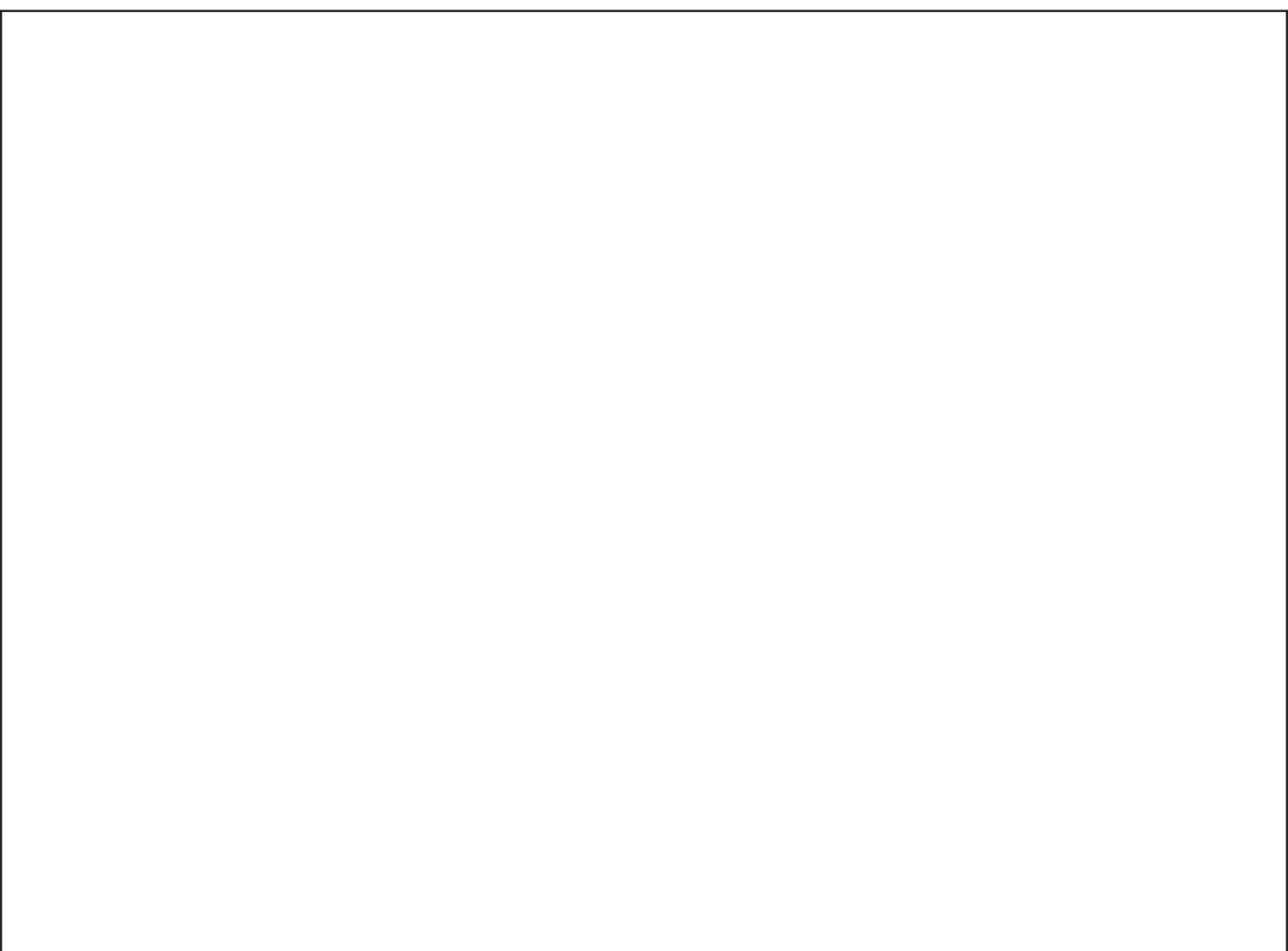


I am excited to share this first panel with the S.E.A. community! While S.E.A. does not allow inclusion of faith based discussion, special permission was given for an invitation to view the video, which includes a faith based college. It was Hillsdale College that worked the hardest to bring the panel together and the admission representative is the first to present. Following Hillsdale, there are presentations from four secular colleges and a full question and answer session. The audience asked some great questions, including many that are very beneficial to homeschool families who are narrowing down their college choices.

Don't mind a few technical blips. We are learning, just like our homeschoolers! You may watch the video below, or head to this link and enjoy our first panel on YouTube.

<https://tinyurl.com/homeschool-panel>

To participate in and watch future panels join the panel mailing list! <https://tinyurl.com/future-panels>



# 2019 SEA Homeschoolers Online Symposium

July 22 - 26

## Throughout the Week Explore:

- Secular Homeschooling's Mission
- Money Matters
- Marking Academic Progress
- Methodologies of Homeschooling
- Motivation and Mindfulness
- Live Vendor Showcases



Blair Lee, MS



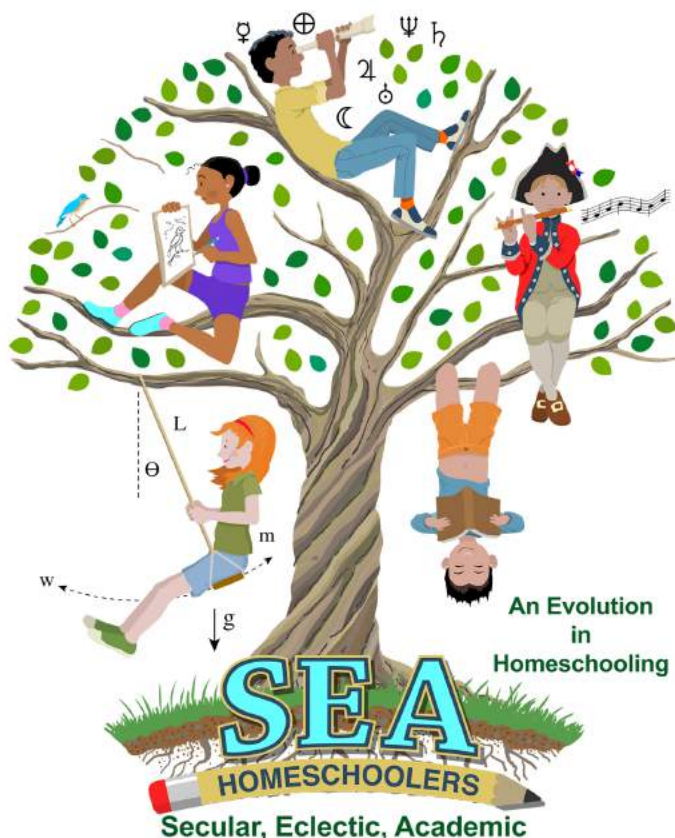
Dale McGowan



Ross Greene



Dr. Peter Gray



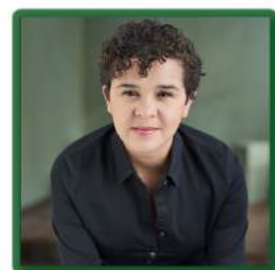
Alan Donegan



Alycia Wright, M.Ed



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Laurabeth Rapaz

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I am in the Eastern Sierra this summer, writing and hiking. I am hiking Hadrian's Wall in September, so I need to get in shape for it. Because of all the writing over the past couple of years, I have not been regularly exercising, and I am out of shape. We will be hiking about 10 miles a day, which I couldn't do right now.



There has been quite a lot of precipitation this year, coupled with large variations in temperatures from one day to the next. This has all resulted in a proliferation of wild flowers. As you can see from the soil these are in, this is the rocky, dry side of the Sierra. I feel guilty hiking sometimes, as it is impossible to avoid all the flowers.



Can you find the deer in this picture?



This is taken through a window so as not to frighten the birds out of their nest. They are debating whether they should fly away or not.



Early in the week on a snowy day.



One of the hatchlings, after her/his first flight.

Regards, Blair Lee  
Author, Educator, Public Speaker, Scientist

Founder of Secular, Eclectic, Academic  
An international community for parents, teens, and kids who use an eclectic and secular academic approach to learning

There were too many wildflowers to show them all here. Check out Blair Lee on Instagram to see them all.

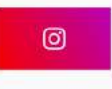




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## Join Us!

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### 2019 Keynote Speaker Julie Lythcott-Haims

Julie Lythcott-Haims is the author of *How to Raise an Adult: Break Free from the Overparenting Trap and Prepare your Kid for Success* and *Real American: A Memoir*. She is deeply interested in what prevents people from leading meaningful, fulfilling lives. *How to Raise an Adult* emerged from Julie's decade as Stanford University's Dean of Freshmen, where she is known for her fierce advocacy of young adults. *How to Raise an Adult* has been published in over two dozen countries and gave rise to a TED talk that became one of the top TED Talks of 2016. Julie is a graduate of Stanford University, Harvard Law School, and California College of the Arts. She lives in Silicon Valley with her partner of 30 years, their two teenagers, and her mother.



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# Summer Pasta Salad

This pasta salad is a favorite with my family. It is healthy, yummy, easy and quick to make. It's light, just perfect for hot summer days. The pasta and artichoke liquid, or some other light vinaigrette, are essential, but nothing else is. I sometimes make this without the mushrooms to humor my mushroom-hating son, but not too often. The mushrooms are delicious when they soak up the vinaigrette.

## Ingredients

- 1 cup uncooked macaroni type pasta
- 6 oz marinated artichokes (do not drain the liquid)
- ¼ pound raw mushrooms, quartered
- 1 cup cherry tomatoes halved
- 1 cup medium sized pitted olives
- 1 tsp fresh basil, chopped fine
- Salt



## Instructions

1. Cook pasta and drain, as directed on pasta container. Rinse with cold water.
2. Pour everything into a bowl together and mix. Cover and refrigerate for four or more hours to give the liquid time to soak into everything. (Although I usually eat one bowl the moment it is all mixed together.)

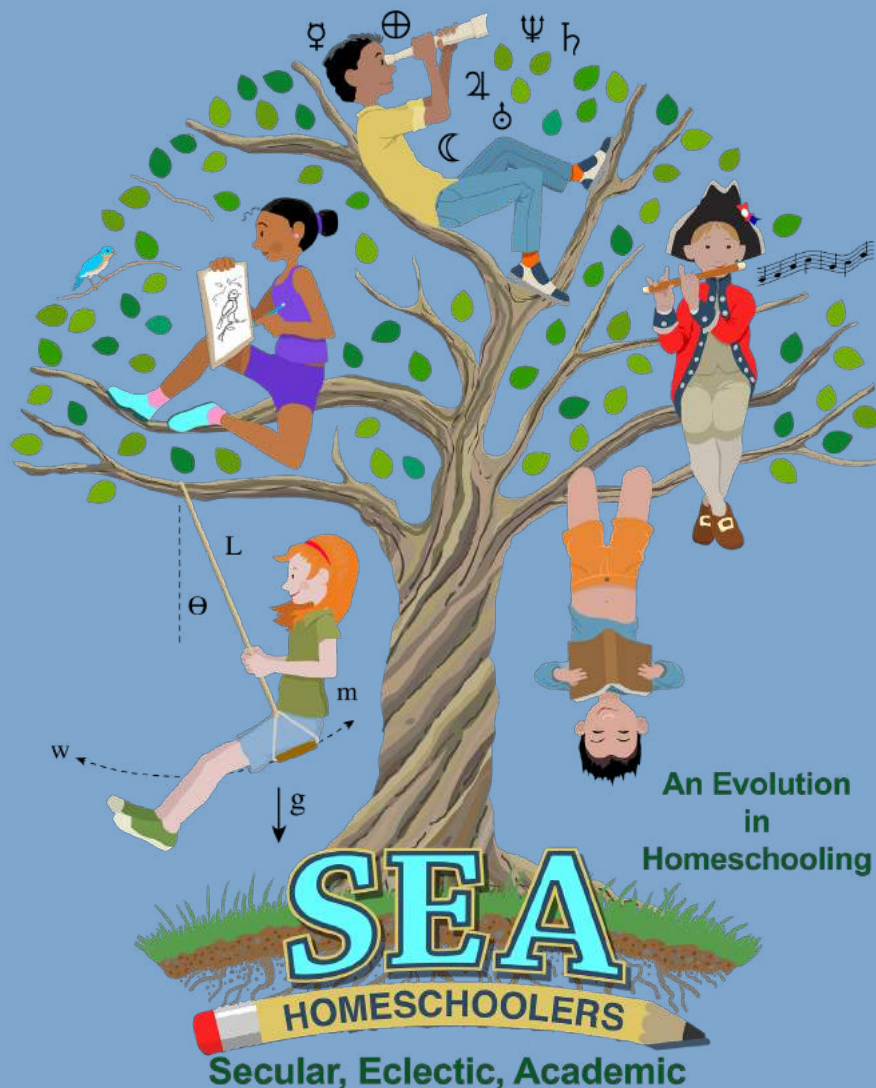
# SUBSCRIBE

We are a community-focused group. It is the goal of SEA Homeschoolers to build a strong, healthy, and vibrant network for secular homeschooling families, educators, and business people.

I want to personally thank you for being an important part of the SEA Homeschoolers community.

Blair Lee, founder of Secular, Eclectic, Academic Homeschoolers

If you have any submissions, ideas, questions, or comments, please email us at [editor@seahomeschoolers.com](mailto:editor@seahomeschoolers.com) or visit us on Facebook at [Editor at SEA](#).



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