
SCHOOLGRANTS BIWEEKLY NEWSLETTER

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*Celebrating 10 years of
service!*

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NEWS AND RESOURCES FOR GRANT WRITERS

SCHOOLGRANTS NEWS & REMINDERS

The *SchoolGrants Biweekly Newsletter (SGBN)* is online for no more than one month after it is issued. Please be sure to save it to your computer if you wish to access it at a later date.

You **must** inform SchoolGrants if your email address changes. SchoolGrants is not responsible for issues of *SGBN* that you miss because (1) we did not have an accurate email address for you or (2) your network's filter blocks the issues. If you do not receive an issue on or before the 1st or the 15th of each month and you have a current subscription, contact us as soon as possible so that we can resolve the problem. The best way to contact us is by email at donnafern@gmail.com.

Your comments, suggestions, questions, and complaints are **always** welcome. The goal is for *SGBN* to be the most useful grants-related resource you receive each month. Your input will help us reach our goal.

The Bring Home the Bacon (BHTB) email list is available to you as subscribers of the *SGBN*. This is one of the very best email lists on the Internet, especially for those who are working on grants for PK-12 schools and school districts (or nonprofits working with PK-12 schools and districts). If you aren't subscribed, learn more about it at <http://www.k12grants.org/bacon.htm>. Remember! Only active *SGBN* subscribers are eligible to participate on the BHTB email list.

SCHOOL AND GRANT-RELATED NEWS

Mark Your Calendar! Education News Will Discuss Stimulus Package

On Tuesday, March 17, 2009, the topic of the U.S. Department of Education's monthly Education News Parents Can Use will be the economic stimulus bill. The broadcast will begin at 8:00 PM Eastern.



The March edition of the television show will feature a taped interview with Secretary Duncan, plus a live discussion with state and local education administrators, higher education officials, policymakers and teachers. The program will spotlight the American Recovery and Reinvestment Act; its potential to save and create hundreds of thousands of critical education jobs; and its promise for generating urgently needed reform in schools across the country.

March's guests will discuss the following topics:

- What are the key educational components of the American Recovery and Reinvestment Act?
- How will the Act avert teacher and administrator layoffs and generate jobs across the nation?
- How will the Act spur innovation and reform and make us more competitive in the global economy?
- How will the Act help more students afford, attend and ultimately succeed in college?
- Where can parents and educators find out more about the Act and monitor how the funds are being spent on the federal, state and local level

If you are unable to view the program when it is initially broadcast, archives are also available.

<http://www.ed.gov/news/av/video/edtv/index.html>

Spending Bill Heads to Obama's Desk

Our national government has been operating on a series of temporary spending bills since October. The reason the spending bills have been necessary is that Congress (neither the old nor the new) has not yet approved a fiscal 2009 budget for the fiscal year that began six months ago on October 1. The news media has essentially ignored the \$410 billion budget measure which is the last of the Bush administration and will be the first of the Obama presidency.

Janet Hook with the Washington Bureau of the Chicago Tribune writes that "the bill is an object lesson in what a difference an election can make – and at the same time, how much remains the same." Bush priorities, such as a school vouchers program, are being stripped away and are being replaced by programs favored by Obama and the Democrats that currently control Congress. As it currently stands, the spending bill will terminate Reading First, a program once funded at \$1 billion a year.

The spending bill currently hosts about 9,000 earmarks, despite Obama campaign promises to get rid of them. One of the biggest projects will award \$278 million toward a subway in New York and the smallest include \$150,000 for a rodeo museum in South Dakota and \$200,000 for an anti-violence program in California. Interestingly, the earmarks in the bill include some lobbied for by lawmakers who have since died, been indicted for corruption, or retired. http://www.chicagotribune.com/news/nationworld/congress_bdmar08,0,7926813.story

UPDATE:

Despite the fact that the 2009 Omnibus bill included approximately 9,000 earmarks, President Barack Obama has signed it into law. The omnibus bill combines nine fiscal year (FY) 2009 appropriations bills that did not pass at the end of fiscal 2008 into a single spending package. The bill increases by \$4.45 billion the amount of funding that goes to the U.S. Department of Education for the period October 2008 through September 2009.

Among the programs that will have increased funding this year are:

- Title I: \$593.5 million increase
- Special Education: \$586 million increase
- Striving Readers program (for middle and high school students): \$35.4 million (no increase)
- After School programs; Elementary and Secondary School Counseling program; Smaller Learning Communities, TRIO, and GEAR UP will also receive additional funding.

Reading First, on the other hand, received no funding at all for FY 2009.

<http://www.all4ed.org/files/Volume9No5.pdf>

President Obama Provides Details about his Race to the Top Agenda for Public Education

In a speech to the U.S. Hispanic Chamber of Commerce, President Obama outlined his plan for putting America back on top when it comes to the education of her children. Dubbing his plan “Race to the Top,” Obama described the strategies that would be implemented to help the nation reclaim its top status:

- Invest in early childhood education. The American Recovery and Reinvestment Act (ARRA) includes \$5 billion for Early Head Start and Head Start programs. In addition, Obama’s education plan includes an Early Learning Challenge Grant that rewards districts that improve the quality of early learning programs.
- Adopt better standards and assessments. Stating that our schools are currently preparing students for a race to the bottom rather than the top, Obama is calling for states to create tougher, clearer standards that measure whether students have 21st century skills, including problem-solving, critical-thinking, entrepreneurship, and creativity. While he is committed to providing schools and teachers with more funding, the President insists that the funding must be tied to results.
- Recruit, prepare and reward outstanding teachers. Funds from the economic stimulus package have been set aside for states to use to find great teachers and to pay them well enough that they will stay in the profession. Additional funding for the Teacher Incentive Fund means that as many as 150 more school districts will have teacher incentive pay. On the flip side, the President wants states and local education agencies to be able to fire teachers that are not doing a god job, even after multiple attempts to improve their teaching skills.
- Promote innovation and excellence in schools. Obama favors strong charter schools and is encouraging states to remove quotas that limit the number of charter schools that can be opened. At the same time, the President encourages states to adopt a rigorous selection and review process and to hold charters accountable for results.
- Expand the school day, week, and/or year. South Korea students spend a month more in school than American children. Despite its unpopularity, Obama calls for the expansion of after-school programs, along with longer school days or years.
- Encourage students to take responsibility for their own education. Teachers cannot teach students who are not in the classroom or who are not paying attention while in the classroom. Obama’s

budget supports development of new strategies to keep at-risk students in school and encourage dropouts to return.

- Offer more opportunities for higher education. The President believes every American should have some form of higher education, whether it comes from college or technical training. Pell Grants are being increased to \$5,550 per year and tax credits are being extended for students from working families. The Perkins Loan Program also faces revamping to ensure the equitable distribution of loans.
- Help parents take charge of their child's education. No government policy and no amount of excellent teaching can make a difference unless the child is alert and in school. Furthermore, if homework assignments are not completed, the child is likely to fall behind those who did their work.

http://www.washingtonpost.com/wp-srv/politics/documents/Obama_Hispanic_Chamber_Commerce.html

States Join New Commission on the Skills of the American Workforce to Help Grant Chances

Delaware has become the latest state to join forces with the New Commission on the Skills of the American Workforce, a multi-state consortium designed to improve public schools. Funded by the Annie E. Casey Foundation, the Bill and Melinda Gates Foundation, the William and Flora Hewlett Foundation and the Lumina Foundation for Education, the Commission's mission is to help states pilot education reform efforts and encourages them to share best practices with one another with the ultimate goal of helping students make significant academic gains. By banding together, states hope they will win more federal stimulus grants.

"It's always been a challenge for Delaware to get national funding around reform efforts because we are such a small state. When we are compared to other states with urban locations, like Los Angeles, Philadelphia and New York City, we are automatically out of the running because their problems are so profound," Delaware Education Secretary Lillian Lowery said. As part of the consortium, they will have opportunities that have never been available to them before.

A year ago, Massachusetts, New Hampshire, and Utah were the first states to join the Commission. Delaware, Arizona and New Mexico joined in March 2009.

Part of the stimulus package focuses on providing funding to states with innovative plans to improve student achievement. Those states that have joined with the Commission believe the shared ideas and collaborative strength gained by joining the consortium will put them in a better position to win more of the grants available through the federal government's \$4.35 billion "Race to the Top" fund.

<http://www.delawareonline.com/article/20090311/NEWS03/903110341/1006/NEWS>

Report Examines Pros and Cons of Tennessee's Growth Model Plan

Are We There Yet? What Policymakers Can Learn from Tennessee's Growth Model examines the advantages and disadvantages of Tennessee's growth model plan. Researchers decided to examine the Tennessee model because the state was one of the first seven chosen to implement a school-rating system that allows schools to comply with No Child Left Behind's adequate yearly progress requirement by measuring student growth.

The Tennessee growth model is popular and since been adopted by two other states – Ohio and Pennsylvania. Other schools and districts are considering using their concept that is based on a “projected” or “expected” score approach.

The Tennessee growth model has some important advantages over simply using the current “status” model that bases student performance on how a cohort of students compare to a previous cohort of similar students. The growth model more fairly shows when schools and districts have made significant progress with low-achieving students that would not be reflected through the status model.

For all of its benefits, though, there are some important drawbacks to the Tennessee growth model system:

- Interim goals short of proficiency may mean that schools are setting the bar too low
- The “expected score” system estimates how a student can reach proficiency within three years, but, because of a statistical phenomenon known as Zeno’s paradox, they will not make proficiency in three years or perhaps ever
- The model relies on multiple regression analysis which is too complex for anyone but a statistician to understand

http://www.educationsector.org/usr_doc/Are_We_There_Yet.pdf

Some Classrooms Use Exercise Balls instead of Chairs to Inspire Learning

In a Fort Collins, CO classroom, children are not sitting at their desks in chairs. Rather, they use exercise stability balls to sit on during class. Ten-year-old James Howell says the balls are “awesome.” “They help you focus, they help you keep your structure,” he said. “And sometimes you get to bounce on them to get the wiggles out.”

Teacher Tiffany Miller explained why she uses the exercise balls instead of chairs in her classroom. “The whole theory with the brain is that when your body's engaged, your brain's engaged,” she said. “I call it actively sitting. They're maybe moving their legs a little, wiggling some. But their upper body, they're focused on writing, on the teacher. It really works.”

There are some research studies that back up Miller’s claim. John Kilbourne, a professor in the Department of Movement Science at Grand Valley State University in Allendale, Mich., conducted a survey of his students after switching from chairs to stability balls. Nearly all of the 52 students surveyed preferred sitting on the stability balls. They said they could concentrate and pay attention better and said the balls improved their ability to take notes, engage in classroom discussions, and take exams.

http://www.usatoday.com/news/education/2009-03-07-class-chairs_N.htm

The path to cheerfulness is to sit cheerfully and to act and speak as if cheerfulness were already there. – William James

EASY FUNDRAISING IDEA! RAISE FUNDS AND HELP SAVE THE EARTH!!

Educational and nonprofit organizations within the contiguous United States can earn technology, classroom and recreation equipment, and even cash through the [FundingFactory Recycling Program](#). Empty printer cartridges and used cell phones can be collected within a school, district, or entire community to help raise needed funds or to earn equipment for your school!

There is no cost to you! The FundingFactory provides free collection boxes, promotional materials to help you get your collections started, and business support supplies.

Participants in the FundingFactory's program are also able to compete for great prizes through a host of contests. Some past contests include drawings and/or participation prizes of digital cameras, iPod Shuffles, printers, software, and more!

It is quick and easy to join. Click here to [sign up now!](#) (<http://tinyurl.com/mizf>) Please mention that you learned about FundingFactory through SchoolGrants when you register.

GRANT WRITING RESOURCES

Primer on Title I, Part A Distributions through ARRA

The American Recovery and Reinvestment Act of 2009 (ARRA) provides significant new funding for programs under Title I, Part A of the Elementary and Secondary Education Act of 1965 (Title I). For fiscal year 2009, \$10 billion in additional Title I funds will be distributed to local education agencies (LEAs) that have high concentrations of students from low-income families. The funds are used to help improve teaching and learning for students most at risk of failing to meet state academic achievement standards. Preliminary estimates of Title I, Part A recovery allocations for each state and LEA are available at:

<http://www.ed.gov/about/overview/budget/news.html#ARRA>.

More guidance will be published by the U.S. Department of Education (ED) in coming weeks to explain how the Title I recovery funds can be spent. At the present time, only basic information is available.

Distribution of Funds

- By the end of March 2009, states should receive 50% of their Title I recovery funds. No new applications will be necessary; the funds will be appended to the existing approved Consolidated State Application.
- To receive the remaining 50% of funds, states will have to file an amendment.
- States have the option of awarding the Title I recovery funds to LEAs on the basis of existing, approved applications.
- States are encouraged to award the Title I funds as quickly as possible. In the absence of a waiver, an LEA must obligate at least 85 percent of its total FY 2009 Title I, Part A funds (including ARRA funds)

by Sept. 30, 2010. Any remaining FY 2009 Title I, Part A funds will be available for obligation until Sept. 30, 2011.

- LEAs eligible to receive Title I funds will also be eligible to receive the ARRA funds.

Uses of Funds

- Title I, Part A recovery funds may be used consistent with Title I, Part A statutory and regulatory requirements, including the provision of equitable services to eligible private school students.
- Because the recovery funds represent a short-term solution, districts should focus these funds on short-term investments with the potential for long-term benefits.
- Grantees will be able to use some funds for early childhood programs and activities. Additional guidance will be issued in the coming weeks about using ARRA funds to expand high-quality early childhood educational services.
- Examples of potential uses of the Title I, Part A recovery funds that are allowable under Title I and consistent with *ARRA* principles:
 - Establishing a system for identifying and training highly effective teachers to serve as instructional leaders in Title I schoolwide programs and modifying the school schedule to allow for collaboration among the instructional staff;
 - Establishing intensive, year-long teacher training for all teachers and the principal in a Title I elementary school in corrective action or restructuring status in order to train teachers to use a new reading curriculum that aggressively works on improving students' oral language skills and vocabulary or, in some other way, builds teachers' capacity to address academic achievement problems;
 - Strengthen and expand early childhood education by providing resources to align a district-wide Title I pre-K program with state early learning standards and state content standards for grades K–3 and, if there is a plan for sustainability beyond 2010–11, expanding high-quality Title I pre-K programs to larger numbers of young children;
 - Providing new opportunities for Title I schoolwide programs for secondary school students to use high-quality, online courseware as supplemental learning materials for meeting mathematics and science requirements;
 - Using longitudinal data systems to drive continuous improvement efforts focused on improving achievement in Title I schools;
 - Providing professional development to teachers in Title I targeted assistance programs on the use of data to inform and improve instruction for Title I-eligible students;
 - Using reading or mathematics coaches to provide professional development to teachers in Title I targeted assistance programs; and
 - Establishing or expanding fiscally sustainable extended learning opportunities for Title I-eligible students in targeted assistance programs, including activities provided before school, after school, during the summer, or over an extended school year.

Waiver Requests

Waivers in the use of ARRA Title I funds will be considered under the following circumstances:

- one or more of the "set-aside" requirements in Title I, Part A that apply to the use of funds by LEAs;
- calculate the per-pupil amount (PPA) for supplemental educational services (SES) based on an LEA's FY 2009 Title I, Part A allocation without regard to some or all of the recovery funds;
- allow a state to grant its LEAs a waiver of the carryover limitation in section 1127 of Title I, Part A more than once every three years; or
- the Title I, Part A maintenance-of-effort requirement.

Supplement Not Supplant Issues

Waivers cannot be requested to override the "supplement not supplant" rule. However, in certain circumstances, including cases of severe budget shortfalls, an LEA may be able to establish compliance with the "supplement, not supplant" requirement, even if it uses Title I, Part A funds to pay for allowable costs that were previously paid for with state or local funds. For more guidance, see the Non-Regulatory Guidance available at <http://www.ed.gov/programs/titleiparta/fiscalguid.pdf>
<http://www.ed.gov/policy/gen/leg/recovery/factsheet/title-i.html>

Too Few First Grade Classes are High Quality

A study published in the *Elementary School Journal* found that not nearly as many first grade classes are as warm, friendly, and academically stimulating as we would hope. In fact, only 23% were deemed to be of "high quality," 31% were found to have a low level of instructional quality but a positive emotional climate, and 28% of the 820 classes reviewed were graded as mediocre. The remaining 17% were given a rating of "low overall quality."

The findings are part of the Study of Early Child Care and Youth Development, a 17-year research project funded by the National Institute of Child Health and Human Development (NICHD). Previous studies found that less-advantaged children performed as well as their more advantaged peers in classes where teachers exhibited characteristics such as sensitivity, positive emotional support, helpful feedback, and organization, among other practices.

Researchers found that teacher experience did not have an impact on the quality of the classroom learning environment. They found that low-income and non-white students were twice as likely as white students to attend low-quality classes.

http://www.edweek.org/ew/articles/2009/03/04/23first_ep.h28.html?tmp=136682559

Study Finds Physically Fit Students More Likely to Perform and Behave Better

Based on an assessment of more than 2.4 million students in grades 3-12 during the 2007-2008 school year, researchers found that students who are physically fit are more likely to do well on state assessments, have good attendance, and have fewer disciplinary problems than their peers who are less physically fit. The state of Texas requires an annual physical fitness assessment of public school students, accomplished through the

use of the Cooper Institute of Dallas' FITNESSGRAM. The FITNESSGRAM tool measures five areas: body composition, aerobic capacity, muscular strength, endurance, and flexibility.

The study found that cardiovascular health, measured by a walking/running test, had a higher correlation to school success than did the Body Mass Index (BMI), a measure of body fat based on height and weight, adjusted for age and gender. Dr. Kenneth Cooper, the chairman of The Cooper Institute and the "father of aerobics," said, "The impact exercise has on the growing brain is unparalleled. Increased exercise improves cardiovascular health, and that helps the brain function more efficiently and enhances its ability to learn."

Correlations found by the study include:

- The more fit the students, the better the school's academic performance is.
- Better school attendance is associated with better fitness.
- Higher levels of fitness at a school were associated with fewer disciplinary incidents (drugs, alcohol, violence, and truancy)
- Counties with high levels of cardiovascular fitness tended to have high passing rates on the state assessment.

<http://ritter.tea.state.tx.us/press/09fitnessresults.pdf>

Lack of Vitamin D Linked to Teen Health Problems

New research finds that teenagers that have low levels of vitamin D, the "sunshine" vitamin, are more likely to suffer from high blood pressure and high blood sugar. Jared Reis of Johns Hopkins Bloomberg School of Public Health led the study. He said that more research is necessary before a final determination can be made to positively link lack of vitamin D and health problems; however, the research shows strong associations.

Teens in the study with the lowest vitamin D levels were more than four times as likely to have metabolic syndrome – defined as having at least three conditions that contribute to heart disease and diabetes, including high blood pressure, high blood sugar, big waists, and high cholesterol.

The body makes vitamin D when exposed to at least 15 minutes of sunlight a few times a week and gets it through fortified products such as milk and from salmon and other oily fish. According to the American Academy of Pediatrics, children and teens should have 400 units of vitamin D per day, the equivalent of drinking four cups of milk.

Researchers studied about 3,500 boys and girls ages 12 to 19. They found that, on average, none of the teens were getting enough vitamin D. White youth had the highest levels and black youth had least. The levels of vitamin D in Latino children fell between whites and blacks. This may be because the darker one's skin color, the more exposure to the sun it takes for vitamin D to be absorbed.

<http://www.msnbc.msn.com/id/29642547/>

ED Issues Guidance for Helping Students Read

The What Works Clearinghouse, a part of the U.S. Department of Education, has issued guidance entitled *Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades*. The strategies in the 60-page practice guide were subjected to rigorous external peer review. The peer reviewers were charged with determining whether the evidence cited in support of particular recommendations is up-to-date and that studies of similar or better quality that point in a different direction have not been ignored.

The guide presents five specific recommendations that can be used to identify struggling readers and provides proven strategies that can be used to help them improve their reading skills. The strategies can be used to implement RtI and multi-tier interventions at the classroom or school level. Screening students for reading problems, designing multi-tier intervention programs, adjusting instruction to help struggling readers, and monitoring student progress are all strategies covered in detail in the guide.

http://ies.ed.gov/ncee/wwc/pdf/practiceguides/rti_reading_pg_021809.pdf

Scientists Favor Depth over Breadth in Study of Science

There has been a great deal of debate about whether students should learn a little about a lot of science or a lot about a little area of science. At least in one study, scientists have come down on the side of depth of study rather than breadth.

Published in *Science Education*, the study found that students gained a stronger understanding of the topic when they focused on relatively few topics in greater depth. Researchers found that students who focused more intensely on core topics were more capable in their college science courses than those who learned a little bit about a larger number of topics. However, those students whose classes focus on breadth rather than depth may do better on standardized assessments.

Scientists speculate that students perform better in college classes when exposed to more in-depth learning of fewer topics in high school because the students achieve some level of mastery and confidence that they can “learn science.” They learned how much time and effort it takes to learn something new in science and were taught to overcome false impressions.

http://www.edweek.org/ew/articles/2009/03/11/24science_ep.h28.html

Program Teams Teens with Elementary School Students

Albert Einstein High School asks its athletes to volunteer to participate in a literacy program. The volunteers go to Highland Elementary School to read and communicate with the children. The program not only increases literacy skills, it helps make children more comfortable with the prospect of high school. The teens read a book to the students in the elementary classroom and then answer questions the children may have.

The program is benefiting both the high school volunteers and the elementary school students. Nancy Ann Graham, literacy coach at Einstein, said that the high school students gained confidence as they chose and presented a book. The younger children have a mentor in their high school volunteer – someone they can look up to and ask a myriad of questions about life as a teenager. <http://www.washingtonpost.com/wp-dyn/content/article/2009/03/11/AR2009031101841.html>

National Graduation Rates Stay Flat at 75% but Some States Improve

Despite the fact that the high school graduation rate in the United States for 2006 remained flat at about 75%, a dozen states saw substantial increases in the number of students graduating from high school. According to a [report](#) by researchers at John Hopkins University, Tennessee made the most gains with the rate increasing from 61% to 72%. New York also saw an increase in the number of students graduating from high school. The rate increased from 64% to 67%. Kentucky, Delaware, South Dakota, Arkansas, Alabama, North Carolina, Hawaii, Missouri, Nebraska, and New Hampshire all had significant gains

The Tennessee Department of Education credits initiatives of Governor Phil Bredesen for the increase. He put more funding in programs for at-risk students and ESL students. http://www.boston.com/news/local/new_hampshire/articles/2009/03/12/report_12_states_made_gains_in_hs_graduation_rate/

NEWS FROM AROUND THE NATION

AL: Teenagers Must Behave in School to Drive

If approved by the Senate, Alabama teens will earn the right to drive as a reward for good behavior in school. A bill unanimously passed by the state House assigns teens, beginning at age 13, points for every time they misbehave in school. One point is earned for in-school suspension, while up to 40 points are earned if a student is expelled.

When the student is old enough to get a learner's driving permit or a driver's license, his or her discipline record will be reviewed. For every point they have accumulated, they must wait one additional week before they can get their learner's permit or driver's license.

<http://www.tuscaloosaneews.com/article/20090226/APN/902262068>

GA: Bill Making Fitness Mandatory Close to Becoming Law

Starting in 2011, it looks like Georgia students are going to face one more test – this time, a physical fitness test. A bill has passed the House and the Senate Education Committee that requires students in grades 1-12 to be tested on whether they can walk or run a mile, do sit-ups and pull-ups, and more. One of the bill's

sponsors is a former assistant school superintendent. “We are real concerned about the obesity rate of children in this country,” said Representative Brooks Coleman. “We think this will be the first generation to live a shorter life span.”

A third of all Georgia middle school students and a quarter of all high school students are overweight or at risk of becoming overweight. “A lot of people think your body is a carrying case for your head,” said Deb Baber, the physical education department chair at Westside High School. ““If you look at our student body, it’s a reflection of our society — sedentary. They just don’t get it.”

Currently, Georgia law requires elementary school students to get 90 hours of health and/or physical fitness per year. For middle school, there are no requirements. High school students are required to take only one physical education course in order to graduate. <http://www.macon.com/198/story/644847.html>

MA: Dropout Rates Drop When Using Key Strategies

Statewide, one-in-five students do not graduate from high school within four years. However, some Massachusetts schools and districts are making progress and steadily reducing their dropout rates. A new policy brief, *Meeting the Challenge: Promising Practices for Reducing the Dropout Rate in Massachusetts Schools and Districts*, examines the work of these schools to answer the question, “In schools that are reducing their dropout rates, what is working?”

The Rennie Center interviewed district leaders and principals from 11 high schools in nine districts to find out what they’re doing to keep kids in school. Commonalities includes using data to identify at-risk students; providing targeted interventions and supporting the transition to ninth grade; connecting high school to college and careers; providing alternatives to traditional high school; and forming collaborations and partnerships to bring in additional resources for at-risk students.

Rennie Center researchers found that:

1. Strong leadership that values struggling students and their needs encourages the entire faculty to care about the outcomes for these students;
2. A diverse set of interventions and supports are necessary to meet the various needs of at-risk students – there is no “one size fits all” approach that will be effective;
3. Addressing the needs of the students takes time ;
4. Initiatives need to focus on the whole child, not just academic needs; and
5. Following up with students who drop out to find out why and to encourage them to return.

http://www.renniecenter.com/research_docs/0902dropout_brief.html

TX: 65% Rule May Get Nixed

Four years ago, Governor Rick Perry mandated through executive order that schools spend at least 65% of their funding on classroom instruction. That rule is now under fire by Perry’s own Republican Party and Perry says he is open to scrapping it if a better way of measuring school efficiency is available.

The unpopular mandate hasn't been enforced stringently. Schools have not faced much of a penalty when they fail to meet it if the district's overall finances are in order.

House Public Education Committee Chairman Rob Eissler who filed House Bill 2262 to eliminate the rule said that the standard has not been feasible. Senate Education Committee Chairwoman Florence Shapiro concurs. She said that there are too many vital activities and services that cannot be counted toward meeting the 65% rule. <http://www.statesman.com/news/content/region/legislature/stories/03/10/0310percent.html>

A candle loses nothing by lighting another candle. -- Erin Majors

NO CHILD LEFT BEHIND (NCLB) AND OTHER FEDERAL NEWS

Stimulus Money Should Expand Days, Reward Teachers, and Measure Progress

Simply pouring more money into schools will not result in change. U.S. Secretary of Education Arne Duncan said, "D.C. has had more money than God for a long time, but the outcomes are still disastrous." He told reporters for the Washington Post that when the \$100 billion in stimulus funds is distributed, beginning in the next 30 to 45 days, the windfall should target states, local school systems, and nonprofit organizations that adopt programs that have been proven to work.

Among the promising practices Duncan mentioned were:

1. Longer school days that can be used to help struggling students make up ground;
2. Turning schools into community hubs where families can access health care, meals, and other services;
3. Adopting achievement standards that indicate how the performance of American students compares to that of their global peers; and
4. Rewarding teachers who are doing an exceptional job and removing teachers who are not.

http://www.washingtonpost.com/wp-dyn/content/article/2009/03/04/AR2009030403523_pf.html

ED to Schools: Spend Fast, Spend Wisely, Keep the Receipts!

School superintendents, mayors, and governors received an email message from the Arne Duncan, the secretary of the U.S. Department of Education (ED), that essentially told them that billions of dollars are on their way. The feds expect the money to be spent quickly and wisely. And, they will be checking to ensure that both occur.

The message included guidelines for how the \$100 billion can be spent, especially the \$44 billion that will be made available to states before the end of March 2009. The funding includes \$5 billion in Title I, about \$6 billion in IDEA, and about \$33 billion designated for fiscal stabilization. The hope is that the influx of cash will help schools avert layoffs. Additional money will be distributed after states apply for funding and provide assurances that the money will be spent according to federal education laws.
<http://www.nytimes.com/2009/03/09/education/09educ.html>

Taking a Closer Look at Funding Coming through the Economic Stimulus Package

Because of the economic stimulus package that was passed by Congress and signed by the President, the nation's schools will soon share billions of dollars in additional funding that will be distributed through the three components of the American Recovery and Reinvestment Act (ARRA): the State Fiscal Stabilization Fund (SFSF), Title I, Part A of the *Elementary and Secondary Education Act* (Title I), and the *Individuals with Disabilities Education Act (IDEA)*, Part B. The money will be distributed in stages over two school years (2009-10 and 2010-11). Some funds will be distributed by formula while others will be dependent on the competitive grant process.

States will receive 50% of Title I, Part A and 50% of IDEA, Part B funds before the end of March 2009. No new applications will be required from the states in order to receive those funds. To qualify for SFSF, however, states will be required to complete streamlined and user-friendly applications that will be available by the end of March. Within two weeks after receipt of approvable applications, the SFSF will be distributed.

The remaining funds (50% of Title I and IDEA and 33% of SFSF) are expected to be available from July 1 to September 30, 2009. Guidelines for securing these funds will be published on the U.S. Department of Education (ED) Web site.

The following funds will be distributed by the end of March:

- \$39.8 billion for public early learning, K12, and higher education will be distributed by formula from the state to LEAs and by a state-determined mechanism to institutions of higher education. These SFSF will be sent to state governors.
- \$8.8 billion in SFSF can be used by governors for education (including school modernization), public safety, or other governmental services.
- \$10 billion in Title I, Part A, and \$11.7 billion in IDEA, Part B will be distributed to state education agencies.
- \$500 million will be available from IDEA, Part C as soon as guidelines are issued.
- \$540 million will be available through Vocational Rehabilitation State Grants as soon as guidelines are issued.
- \$40 million in formula funds through the Impact Aid Construction funds will be available (an additional \$60 million will be distributed by competitive grants at a later date).
- \$52.5 million in formula funds through Independent Living Services will be available (an additional \$87.5 million will be distributed by competitive grants at a later date).

- \$70 million for the Education for Homeless Youth program.

Beginning in the fall 2009, the following funds will be available:

- \$3 billion in Title I School Improvement Grants
- \$650 million for Educational Technology State Grants
- \$200 million for Teacher Incentive Fund grants
- \$100 million for Teacher Quality Enhancement grants
- \$250 for Statewide Data Systems

The ED will announce competitive grant opportunities under non-ARRA programs in the coming months. The priorities of those programs will align with the Obama administration's "Race to the Top" initiative and will recognize states and LEAs that optimize the use of the varied funding streams available under ARRA.

Technical assistance resources to help states and local school districts effectively implement promising and evidence-based reforms will also be available in coming months.

<http://www.ed.gov/policy/gen/leg/recovery/implementation.html>

The future belongs to the nation that best educates its citizens. – Barack Obama

GRANT WRITING TIPS

Tips for Seeking American Recovery and Reinvestment Act of 2009 Grants

The economic stimulus program, formally called the American Recovery and Reinvestment Act of 2009 or ARRA, will be making available billions of dollars in grant funds. Do you know how to learn about those opportunities (other than by subscribing to SGBN and BHTB)?

The following tips are from a [special report](#) by the National Council of Nonprofits.

1. Bookmark <http://www.recovery.gov>. This Web site was mandated by the ARRA. Here you'll find easy-to-understand and current documents that explain the ARRA ; data about contracts awarded by the federal government that expend ARRA funds; and a link to information about announcements of grant competitions and solicitations for contracts to be awarded.
2. As mentioned in the last SGBN, now is the time to ensure that your organization is set up and ready to apply for grants through grants.gov. San Francisco's mayor is quoted as saying that groups that "have not organized to date are in real peril of missing out on the competitive dollars." The last few issues of SGBN have concentrated on bringing you as much data as possible about the ARRA to help prepare you for upcoming grant opportunities.

3. Keep in mind, the Obama administration wants the money distributed quickly. No one has ever tried to disperse so much money in as short a time as is required by the ARRA. At the same time, the ARRA requires unprecedented accountability and transparency. Requirements will be made known in some cases after funds have already been distributed. Prepare now to ensure that any funds you receive will be used in ways that can be easily described, supported, and tracked.
4. Be sure you know what the Act allows. For instance, the ARRA prohibits the use of any federal funds for any "aquarium, zoo, golf course, or swimming pool." If your application includes a request for funding for one of these areas, you may jeopardize your entire request.
5. Review your mission statement and community needs. Do they align with the stimulus bill or other information at recovery.org? If so, apply for funding to help you accomplish your goals. If not, pass on them and find other ways to accomplish your goals.
6. Perhaps it is more important than ever to do what grant makers have been encouraging for years: collaborate, collaborate, collaborate! Bring together organizations whose missions are complementary and develop programs that capitalize on each organization's strengths.

SCHOOLGRANTS SERVICES

SchoolGrants provides a number of grant-related services at reasonable costs:

- Expert grant writing
- Proposal review
- Hands-on site-based workshops
- Two-day interactive grant writing workshops
- *Let's Write a Grant* interactive CD

If you need expert grant writing assistance, do not hesitate to contact us at donnafern@gmail.org.

UPCOMING GRANT DEADLINES

Please note: The links in this section were researched and accurate at the time they were placed onto the list of upcoming grant deadlines. The accuracy of the links is not verified again unless the opportunity is currently featured in the "Grant and Award Opportunities" section of *SGBN*.

FOUNDATION/CORPORATE OPPORTUNITIES

- [Siemens 'We Can Change the World' Challenge, Mar 15](#)
- [Invent Your World Challenge, Mar 15](#)
- [Tyco Electronics Foundation, Mar 15](#)
- [The Beveridge Family Teaching Prize, Mar 16](#)
- [2009 Harold W. McGraw, Jr. Prize in Education, Mar 20](#)
- [Libraries, Literacy and Gaming Grant, Mar 20](#)
- [2009 NCSS Grant for the Enhancement of Geographic Literacy, Mar 21](#)
- [Got 2B Safe! Contest, Mar 23](#)

[Listen to a Life Contest](#), Mar 30
[Captain Planet Foundation](#), Mar 31
[The Murdock-Thompson Center Summer Fellowships](#), Mar 31
[2009 Dannon Next Generation Nutrition Grant](#), Mar 31
[National Fish and Wildlife Foundation's Keystone Initiative Grants](#), Apr 1
[The Clorox Company Foundation](#), Apr 1
[Power In Numbers: Win Group Grants to Ignite Change](#), Apr 6
[Verizon Foundation Education Grants \(MA only\)](#), Apr 6
[American Academy of Dermatology's Shade Structure Program](#), Apr 10
[ESA Foundation Grant](#), Apr 15
[Teens for Planet Earth Service Awards](#), Apr 15
[World of Children Awards Program](#), Apr 17
[AIAA Classroom Grants](#), Apr 30

FEDERAL OPPORTUNITIES

[Drug Free Communities Support Program](#), Mar 20
[Native Hawaiian Education Program](#), Mar 24
[Alaska Native Education \(ANE\)](#), Mar 24
[Early Reading First Program](#), Apr 2 (preapplication)
[Readiness and Emergency Management for Schools](#), Apr 14
[Presidential Awards for Excellence in Science, Mathematics and Engineering Mentoring](#), Apr 21
[Recreational Programs](#), Apr 24
[Early Reading First Program](#), June 16 (full proposal)

GRANT AND AWARD OPPORTUNITIES

FOUNDATION/CORPORATE GRANT AND AWARD OPPORTUNITIES

Libraries, Literacy and Gaming Grant

The Libraries, Literacy, and Gaming Grant is designed to help libraries of all kinds develop and implement gaming experiences that support literacy development for youth 10-18 years of age.

Public, school, and academic libraries in the United States that serve youth ages 10 to 18 are eligible applicants. Partnerships are strongly encouraged.

Grants of up to \$5,000 will be awarded. Funded libraries will also receive ongoing support and technical assistance from a team of library gaming experts.

Simple online applications must be submitted by the end of the day (11:59 PM) on Friday, **March 20, 2009**.
<http://librarygamingtoolkit.org/rfp/>

Verizon Foundation Education Grants (MA only)

The Verizon Foundation is helping Massachusetts public schools better prepare students to succeed in the 21st century by providing grants that will help schools integrate Thinkfinity.org, Verizon Foundation's comprehensive online portal, into the classroom. Grant requests should focus on helping your school(s) achieve a particular academic goal using Thinkfinity.org resources and professional development

Massachusetts public schools are eligible applicants.

Fifteen public schools across Massachusetts will be awarded grants of \$10,000 each to integrate Thinkfinity.org into the classroom.

Applications are due by **April 6, 2009**.

http://www22.verizon.com/about/community/ma/files/vzma_thinkfinity_rfp.pdf

Teens for Planet Earth Service Awards

The Teens for Planet Earth Service Awards recognize teens around the world for service-learning projects that demonstrate their commitment to the environment. The projects should demonstrate a positive impact on specific species of native wildlife, either directly or indirectly and should show some evidence of sustainability.

The Service Awards are open to groups (Teams) of one or more individuals (each individual is a Team Member). All Team Members must be between the ages of 13 and 19 as of April 15, 2009.

Recipients of the Gold Award will receive a certificate of excellence for their achievements; an entire Web page devoted to showcasing the Team's service-learning project; and \$1,000 to further enhance their project or education.

Completed applications must be submitted by mail and must be postmarked on or before Wednesday, **April 15, 2009**. <http://teens4planetearth.com/serviceawards>

Entergy Charitable Foundation

The goal of the Entergy Charitable Foundation (ECF) is to support initiatives that help create and sustain thriving communities. ECF has a special focus on low-income initiatives as well as educational and literacy

programs. Under its Education and Literacy initiative, ECF is interested in combating illiteracy and ensuring that every individual has basic reading and writing skills.

Only 501(c)(3) nonprofits and other organizations with nonprofit status, such as schools, hospitals, governmental units and religious institutions, are eligible applicants. In considering requests for grants, priority is placed on programs in specific counties/parishes. Please check the following links to determine if your project is located in an area where Entergy has operations: [Arkansas](#), [Louisiana](#), [Mississippi](#), [Massachusetts](#), [New Hampshire](#), [New York](#), [Texas](#), and [Vermont](#).

Grants of up to \$1,000 will be made.

Applications for the Foundation generally are reviewed three times per year. Applications must be submitted **May 1, 2009**. Applications should NOT be submitted more than one month prior to the deadline (i.e., for the May 1st deadline, April 1st is the earliest date applications are accepted).
http://www.entergy.com/our_community/ECF_grant_guidelines.aspx

Target Arts Grants

Target funds arts programs that bring the arts to schools or make it affordable for youth and families to participate in cultural experiences, such as school touring programs, field trips to the theater or symphony, or artists residencies and workshops in schools. Programs that make the arts accessible to school children are of particular interest.

Applications are accepted from 501(c)(3) organizations as well as schools, libraries, and public agencies.

Grants generally range from \$1,000 to \$3,000.

Online grant applications will be accepted until **May 31, 2009**, for programs taking place between October 1, 2009, and September 30, 2010. <http://sites.target.com/site/en/company/page.jsp?contentId=WCMP04-031819>

Early Childhood Reading Grants

Early Childhood Reading Grants are small grants designed to help foster a love of reading and encourage children from birth to age 9 to read together with their families. Programs such as weekend book clubs and after-school reading programs will be supported.

Applications will be accepted from 501(c)(3) nonprofit organizations, schools, libraries, and public agencies.

Most grants will range from \$1,000 to \$3,000 each.

Online applications are being accepted until **May 31, 2009** for programs taking place between October 1, 2009, and September 30, 2010. <http://sites.target.com/site/en/company/page.jsp?contentId=WCMP04-031821>

Career Awards for Science and Mathematics Teachers (NC only)

The Career Award for Science and Mathematics Teachers is a five-year award available to outstanding science or mathematics teachers in the North Carolina public primary and secondary schools. The purpose of this award is to recognize teachers who have demonstrated solid knowledge of science or mathematics content and have outstanding performance records in educating children. This five-year award presents opportunities for professional development and collaboration with other master science or mathematics teachers who will help to ensure their success as teachers and their satisfaction with the field of teaching. The award also offers schools and school districts the opportunity to fully develop teachers as leaders in the field.

Science and math teachers in North Carolina public schools are eligible applicants. High school and middle school teachers must spend at least 70% of his or her time teaching science or mathematics. Elementary school teachers must spend at least 30% of his or her time teaching science or mathematics and at least 20% working with other teachers. Special consideration will be given to teachers working in hard to staff, economically deprived classrooms in North Carolina.

Career Awards for Science and Mathematics Teachers provide \$175,000 over a period of five years (\$35,000 per year) to eligible teachers in the North Carolina public school system.

The application deadline is **September 15, 2009**.
<http://www.bwfund.org/pages/379/CASM/>

Verizon Foundation

The mission of the Verizon Foundation is to improve lives through literacy, knowledge, and a readiness for the 21st century. To achieve their mission, the foundation provides grants to help people increase their literacy and educational achievement; avoid being an abuser or victim of domestic violence; and achieve and sustain their health and safety.

Proposals will be considered from eligible tax-exempt organizations in certain 501(c)(3) subsections as defined by the Internal Revenue Service (IRS). Proposals will also be considered from elementary and secondary schools (public and private) that are registered with the National Center for Education Statistics (NCES).

The average grant size generally ranges from between \$5,000 and \$10,000. In 2009, the Verizon Foundation will distribute approximately \$68 million nationwide to support technology, literacy, and domestic violence solutions programs.

Please note: the Verizon Foundation also provides volunteer partners for literacy programs. To request volunteers, complete the application found at http://foundation.verizon.com/pls/cybergrants/ao_login.login?x_gm_id=1&x_proposal_type_id=250

The Verizon Foundation reviews unsolicited proposals on a continuous calendar year basis from January 1st through **October 31st**. <http://foundation.verizon.com/grant/guidelines.shtml>

Entergy's Open Grants Program

Entergy's Open Grants Program focuses on improving communities as a whole. Priorities include arts and culture, community improvement/enrichment, and the environment and healthy families.

Educational initiatives are funded mainly through the Entergy Charitable Foundation. Proposals that primarily benefit low-income populations should be submitted to the Entergy Charitable Foundation, regardless of the program area.

Non-profit organizations that are tax exempt under section 501(c)(3) of the Internal Revenue Code are eligible applicants. Schools, hospitals, governmental units, and religious institutions that hold nonprofit status similar to 501(c)(3) status may also be eligible.

In considering requests for grants, priority is placed on programs in specific counties/parishes. Please check the following links to determine if your project is located in an area where Entergy has operations: [Arkansas](#), [Louisiana](#), [Massachusetts](#), [Michigan](#), [Mississippi](#), [New Hampshire](#), [New York](#), [Texas](#), and [Vermont](#).

Grants of up to \$1,000 will be made.

Open grant applications are accepted on an ongoing basis. Applications should be submitted at least three months prior to the time the funding is needed.

http://www.energy.com/our_community/Grant_Guidelines.aspx

FEDERAL GRANT OPPORTUNITIES

Early Reading First Program

This program supports local efforts to enhance the oral language, cognitive, and early reading skills of preschool-aged children, especially those from low-income families, through strategies, materials, and professional development that are grounded in scientifically based reading research.

Under this competition, eligible applicants are:

- (a) One or more LEAs, including charter schools that are considered LEAs under State law, that are eligible to receive a subgrant under the Reading First program (Title I, Part B, Subpart 1 of the ESEA);

- (b) One or more public or private organizations or agencies (including faith-based organizations) located in a community served by an eligible LEA; or
- (c) One or more eligible LEAs, applying in collaboration with one or more eligible organizations or agencies.

Eligibility lists are posted on the U.S. Department of Education's Web site at <http://www.ed.gov/programs/earlyreading/eligibility.html>. Before spending much time learning about this opportunity, you should verify that your district is an eligible applicant! Please note: eligibility updates were made for the following states: Georgia; Illinois; Louisiana; Michigan; Mississippi; New Jersey; North Carolina; North Dakota; Rhode Island; and West Virginia. If you live in one of these states and haven't checked recently, you should verify whether or not your district is on the list.

The U.S. Department of Education expects to make from 24 to 74 awards that range from \$1,500,000 to \$4,500,000 each. Average award size is expected to be \$3,000,000. Congress has not appropriated funds for this program at this time, but applications are being accepted now to allow enough time to complete the grant process before the end of the current fiscal year.

Pre-applications are due by **April 2, 2009**. Full applications (for applicants invited to submit full applications) will be due on **June 16, 2009**. <http://edocket.access.gpo.gov/2009/E9-4497.htm>

Readiness and Emergency Management for Schools

The Readiness and Emergency Management for Schools (REMS) grant program provides funds to local educational agencies (LEAs) to establish an emergency management process that focuses on reviewing and strengthening emergency management plans, within the framework of the four phases of emergency management (Prevention-Mitigation, Preparedness, Response, and Recovery). The program also provides resources to LEAs to provide training for staff on emergency management procedures and requires that LEAs develop comprehensive all hazards emergency management plans in collaboration with community partners, including local law enforcement; public safety, public health, and mental health agencies; and local government.

Projects must include a plan to create, strengthen, or improve emergency management plans, at the LEA and school-building levels, and within the framework of the four phases of emergency management: Prevention-Mitigation, Preparedness, Response, and Recovery. Projects must also include:

- (1) Training for school personnel in emergency management procedures;
- (2) coordination, and the use of partnerships, with local law enforcement, public safety or emergency management, public health, and mental health agencies, and local government to assist in the development of emergency management plans at the LEA and school-building levels;
- (3) a plan to sustain the local partnerships after the period of Federal assistance;
- (4) a plan for communicating school emergency management policies and reunification procedures for parents and guardians and their children following an emergency; and
- (5) a written plan for improving LEA capacity to sustain the emergency management process through ongoing training and the continual review of policies and procedures.

There are two competitive priorities:

10 points: LEAs that have not previously received a grant under the REMS Program (CFDA Number 84.184E) and are located in an Urban Areas Security Initiative Jurisdiction OR

5 points: LEAs that have not previously received a grant under the REMS Program (CFDA Number 84.184E)

LEAs, including charter schools that are considered LEAs under State law, that do not currently have an active grant under the REMS program (CFDA Number 84.184E) are eligible applicants. For the purpose of this eligibility requirement, a grant is considered active until the end of the grant's project or funding period, including any extension of those periods that extend the grantee's authority to obligate funds.

Grant amounts vary by district size: \$100,000 for a small-size LEA (1 - 20 educational facilities); \$250,000 for a medium-size LEA (21 – 75 educational facilities); and \$500,000 for a large-size LEA (more than 75 educational facilities).

Applications must be transmitted by no later than **April 14, 2009**.

<http://edocket.access.gpo.gov/2009/pdf/E9-5099.pdf>

Presidential Awards for Excellence in Science, Mathematics and Engineering Mentoring (PAESMEM)

The PAESMEM Program seeks to identify outstanding mentoring efforts that enhance the participation of groups (i.e., women, minorities, and persons with disabilities) that are underrepresented in science, technology, engineering, and mathematics. The awardees serve as leaders in the national effort to develop fully the Nation's human resources in science, technology, engineering, and mathematics.

Applicants must have demonstrated outstanding and sustained mentoring and effective guidance to a significant number of underrepresented students at the K-12, undergraduate, or graduate education levels for at least five years.

A total of 20 awards (~10 individual and ~10 organizational) of \$200,000 each are expected to be made.

Applications are due on **April 21, 2009**. <http://www.nsf.gov/pubs/2004/nsf04525/nsf04525.htm>

Teacher Incentive Fund Program- Recovery Act (ARRA) CFDA 84.385

The purpose of the Teacher Incentive Fund is to support programs that develop and implement performance-based teacher and principal compensation systems, based primarily on increases in student achievement, in high-need schools. The goals of the Teacher Incentive Fund program include:

- Improving student achievement by increasing teacher and principal effectiveness;
- Reforming teacher and principal compensation systems so that teachers and principals are rewarded for increases in student achievement;
- Increasing the number of effective teachers teaching poor, minority, and disadvantaged students in hard-to-staff subjects; and

- Creating sustainable performance-based compensation systems.

Local Educational Agencies (LEAs), including charter schools that are LEAs in their state, SEAs, or partnerships of (1) an LEA, an SEA, or both, and (2) at least one nonprofit organization may apply. Agencies with differentiated compensation systems already in place may apply for a TIF program grant to expand their programs so that they reach additional high-need school sites or to include teachers or administrators in high-need schools who are not participating in the current system. For purposes of the TIF program, a high-need school means a school with more than 30 percent of its enrollment from low-income families, based on eligibility for free or reduced-price lunch subsidies, or other poverty measures that the State permits the LEAs to use. For middle and high schools, eligibility may be calculated on the basis of comparable data from feeder schools.

The U.S. Department of Education expects to make 15 awards. A total of \$200,000,000 is available for this program.

Transmittal dates have not yet been determined.

<http://www07.grants.gov/search/search.do;jsessionid=Zd2HJ7YJLygPfKz9PTnv7SQp6GW2vWDgr1Gr0yh6pGcKRX0xHv4P!1677821819?oppld=45890&flag2006=false&mode=VIEW>

OJJDP FY 09 Recovery Act Local Youth Mentoring Initiative

The U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention (OJJDP) will be seeking applications under the Recovery Act - Youth Mentoring. Under this solicitation, the OJJDP will be making awards to support local organizations that develop, implement, or expand local mentoring programs leading to measurable, positive outcomes for at-risk youth. This program furthers the Department's mission by enhancing the capacity of local mentoring programs to develop and implement mentoring strategies to reduce juvenile delinquency and prevent violence.

OJJDP invites applications from public agencies (including state agencies, units of local government, public universities and colleges, and federally-recognized Indian tribal governments) and private organizations (including faith-based and community organizations). OJJDP will accept only applications that demonstrate that the applicant has entered into a partnership with one or more public or private entities to form a "community partnership." Eligible community partnerships must include at a minimum: one or more private organizations: such as nonprofits, for-profits, community and faith-based organizations. These partnerships will help to leverage public resources, in partnership with private resources, to make funds available to help stabilize State and local budgets. Applications that do not demonstrate that they have met the minimum eligibility to be considered a "community partnership" will be deemed ineligible for funding.

There is currently no information posted regarding amount or number of awards expected.

Deadlines for this opportunity are to be determined.

<http://www07.grants.gov/search/search.do;jsessionid=Zd2HJ7YJLygPfKz9PTnv7SQp6GW2vWDgr1Gr0yh6pGcKRX0xHv4P!1677821819?oppld=45872&flag2006=false&mode=VIEW>

Impact Aid Discretionary Construction Program – Recovery Act (ARRA) CFDA 84.401

These supplemental funds, appropriated under the American Recovery and Reinvestment Act of 2009 (ARRA), are intended to help stimulate the American economy. Grants awarded under the Impact Aid Discretionary Construction Grant Program provide funds for emergency repairs and modernization of school facilities to certain eligible local educational agencies (LEAs) that receive Impact Aid funds. Approved construction activities, include the preparation of drawings and specifications for school facilities; erecting, building, acquiring, altering, remodeling, repairing, or extending school facilities.

Eligible applicants are local educational agencies that were eligible to receive funds under section 8002 (Payments for Federal Property) or 8003 (Basic Support Payments) of the Impact Aid program for fiscal year (FY) 2008 that have a total taxable assessed value of less than \$100 million or have an average assessed value per pupil that is less than the State average.

A total of \$60,000,000 will be available to make approximately 40 awards.

Deadlines for this opportunity are to be determined.

<http://www07.grants.gov/search/search.do;jsessionid=Zd2HJ7YJLygPfKz9PTnv7SQp6GW2vWDgr1Gr0yh6pGcKRX0xHv4P!1677821819?oppld=45885&flag2006=false&mode=VIEW>

Statewide Longitudinal Data Systems (ARRA) CFDA 84.384A

These supplemental funds, appropriated under the American Recovery and Reinvestment Act of 2009 (ARRA), are intended to help stimulate the American economy. The Statewide Longitudinal Data Systems program provides grants to State Education Agencies to enable them to design, develop, and implement statewide, longitudinal data systems to efficiently and accurately manage, analyze, disaggregate and use individual student data. As provided for under ARRA, funding provided under this competition is to be used for Statewide data systems that, in addition to K-12 data, also include postsecondary and workforce information.

State educational agencies are eligible applicants.

The award floor is \$2,000,000 and the ceiling is \$20,000,000. A total of \$245,000,000 is available.

The transmittal deadline is to be determined.

<http://www07.grants.gov/search/search.do;jsessionid=Zd2HJ7YJLygPfKz9PTnv7SQp6GW2vWDgr1Gr0yh6pGcKRX0xHv4P!1677821819?oppld=45887&flag2006=false&mode=VIEW>

Teacher Quality Partnership Grants Program (ARRA) CFDA (84.405A)

These supplemental funds, appropriated under the American Recovery and Reinvestment Act of 2009 (ARRA), are intended to help stimulate the American economy. The Teacher Quality Partnership program

seeks to improve the quality of new teachers working in high-need local educational agencies (LEAs) and high-need schools by creating successful and high-quality model Pre-Baccalaureate Teacher Preparation programs and/or Teaching Residency programs for those qualified to begin teaching. Projects may also include a school leadership component to train superintendents, principals, early childhood educator program directors and other school leaders in high-need or rural LEAs. Initiatives to support development of digital education content, to improve the quality of pre-baccalaureate teacher preparation programs, and/or to enhance the quality of pre-service training for prospective teachers are also supported.

An eligible grant applicant is a partnership that includes, at a minimum:

- (1) A high-need local educational agency (LEA);
- (2) A high-need school or a consortium of high-need schools served by the high-need LEA and/or, as applicable, a high-need early childhood education program;
- (3) A partner institution of higher education;
- (4) A school, department, or program of education within such partner institution, which may include an existing teacher professional development program with proven outcomes within a four-year institution of higher education that provides intensive and sustained collaboration between faculty and LEAs consistent with the requirements of the law; and
- (5) A school or department of arts and sciences within such partner institution.

The partnership may also include the governor of the state, a business, and other types of educational entities, e.g., state board of education, charter school, or teacher organization.

Approximately 50 awards will be made. A total of \$100,000,000 is available.

Transmittal deadlines have not yet been determined.

<http://www07.grants.gov/search/search.do;jsessionid=Zd2HJ7YJLygPfKz9PTnv7SQp6GW2vWDgr1Gr0yh6pGcRX0xHv4P!1677821819?oppld=45888&flag2006=false&mode=VIEW>

UPCOMING EVENTS

March 13-16, 2009

ASCD 2009 Annual Conference: "Learning Beyond Boundaries"

Orlando, FL

The ASCD Annual Conference and Exhibit Show is education's premier professional development event, where you can explore the topics that interest you the most in more than 550 sessions. For three entire days, you'll have a full agenda of learning and networking activities to choose from.

March 19-22, 2009

NSTA's National Conference on Science Education

New Orleans, LA

Science teachers, principals and administrators will hear the finest professional development leaders in the country share their expertise in teaching strategies, content knowledge, literacy, assessment, inquiry, and more.

March 30-31, 2009

National Training on Implementing and Enhancing a Local Youth or Teen Court Program

Cleveland, OH

This training is designed for court, education, human service, law enforcement, and other government and nonprofit professionals interested in establishing a youth court program or staff in current programs seeking to enhance their knowledge and skills.

April 4-7, 2009

National School Boards Association Annual Conference

San Diego, CA

Those in attendance will experience motivational speakers, get expert advice, and have the opportunity to collaborate with a nationwide network of your colleagues. You'll return with real, workable solutions to give direction and leadership to your district in these challenging times.

April 16-17, 2009

National Center for Summer Learning at Johns Hopkins University

Chicago, IL

The conference will offer ideas for how to build, strengthen and expand summer programming and will enable attendees to connect with program providers, educators, youth workers, administrators, researchers, policymakers and other decision-makers who share a commitment to providing high-quality summer learning.

July 8-10, 2009

Shifting Education and the Economy into High Gear

Nashville, Tennessee

The ECS National Forum on Education Policy is the place for answers to challenges states face in early learning, middle school or high school and college and career preparation.. The 2009 National Forum will

feature more than 20 sessions — highlighted by powerful dialogues and deep discussions on a broad spectrum of current education challenges. Governors, legislators, chief state school officers, local and state school board members, foundation officials, business leaders, teachers, principals, college and university faculty, federal agency representatives, and state and national education stakeholders should plan to attend.

December 5-9, 2009
NSDC's 41st Annual Conference
St. Louis, MO

Conference strands include policy and advocacy; leadership; documenting the impact of professional learning; race, class, and culture; fundamentals of professional learning; teaching quality; and technology.

FINAL DETAILS

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