



Grant seeking becomes more competitive every day. The *SchoolGrants Biweekly Newsletter* helps you stay ahead of the competition. In addition to the twice-a-month newsletters, subscribers receive grant alerts when new federal education-related grants are released. This provides subscribers with the maximum amount of time to prepare competitive proposals after the opportunity becomes available.

At only \$45 per year per subscriber, the *SchoolGrants Biweekly Newsletter* is one of the best values available for PK-12 grant-related news, resources, tips, deadlines, and new foundation, corporate and federal grant opportunities. Bulk rates for multiple subscriptions are also available. If you would like additional information about bulk rates or have other questions, you can contact me at [grants4kidz@gmail.com](mailto:grants4kidz@gmail.com).

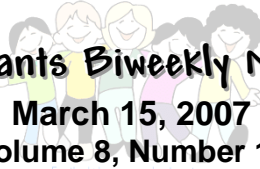
Each issue of the newsletter, which are published on or before the 1<sup>st</sup> and 15<sup>th</sup> of each month, is available in three formats:

- ◆ Single-column PDF
- ◆ Double-column PDF
- ◆ Single-column RTF (rich text format)

Many subscribers print the newsletter and save hard copies of the issues. Others download the electronic files and save them to their hard drives for future reference.

A special benefit for Biweekly Newsletter subscribers is the option to join the popular, friendly, and informative Bring Home the Bacon (BHTB) listserv. This value-added service puts you in touch with your colleagues from around the country – some of the finest grant writers anywhere participate on the list. No question is too insignificant, no concern too large to bring to BHTB.

**Please note that the links to referenced articles and grant opportunities have been deactivated in this sample copy of the newsletter.  
All links are active for newsletter subscribers.**



**SchoolGrants Biweekly Newsletter**  
March 15, 2007  
Volume 8, Number 12

For the kids... www.schoolgrants.org

*celebrating 8 years of  
service!*

**Sections:**

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## NEWS AND RESOURCES FOR GRANT WRITERS

### SCHOOLGRANTS NEWS

Quick 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!
- \* Please let me know if your email address changes so the *SGBN* will continue to reach you.
- \* 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.

Tips:

- \* Save the online version on your computer. If you use the *SGBN* that resides on your computer's hard drive rather than the online version, links can be accessed easily without continually having to hit the 'back' button on your browser.
- \* Access referenced articles in three ways: click on the title, the 'tinyurl' or the full hyperlink included at the end of each synopsis.

**Sample Copy**

### **U.S. Chamber of Commerce Releases State Education Grades**

<http://tinyurl.com/yuhfpx>

The United States Chamber of Commerce recently released a scathing report card for how well states are doing in preparing students for the workforce. *Leaders and Laggards: A State-by-State Report Card on Educational Effectiveness* gives each state a letter grade in nine areas: academic achievement; academic achievement of low-income and minority students; return on investment; truth in advertising; rigor of standards; postsecondary and workforce readiness; 21st Century teaching force; flexibility in management and policy; and data quality. The report is designed to highlight deficiencies in each state's education system and to encourage the business community to take a more active role in ensuring that the nation's public schools are effective. Researchers concluded that

## **SCHOOLGRANTS GRANT WRITING WORKSHOP!**

You've asked for them - and they're finally available! The *Going for the Gold* grant writing workshops are designed **by educators for educators** and are focused only on successful grant seeking for PK-12 schools, districts, charters, and private schools!

**June 14-15, 2007**  
**Freeman Heights Baptist Church**  
1120 North Garland Avenue  
Garland, TX 75040

**Save \$50!** Register *by no later than* May 15, 2007!

You will learn the ins and outs of grant seeking through lectures, discussions, and hands-on exercises and activities. The fast-paced, information-packed workshop will answer questions, such as:

- How and where do I find appropriate grant opportunities?
- What are the differences among federal, state, and private grants?
- What do I need to know to write a successful grant proposal?
- How can I increase my chances of writing successful grant proposals?

You'll leave with winning grant seeking strategies and an understanding of the key components required by every grant. We will give you hundreds of tips and 'do's and don'ts' – all designed to make you a more successful grant seeker.

At the end of the interactive, two-day workshop, you will have developed the key elements necessary to submit a simple proposal. Comprehensive workshop materials will include grant writing tips, sample proposals, checklists, forms, and much more to help guide your grant seeking efforts when you get back to your school or office.

A brochure and registration form can be downloaded at <http://grants4schools.org/>. And, as always, we are happy to answer any questions you may have. Please write to us at [grants4schools@gmail.com](mailto:grants4schools@gmail.com) or call (469) 235-7257.

**Register today to secure your spot!**

To ensure that we will be able to work with you in small groups and/or individually, each workshop is limited to only 35 participants.

every state needs to improve, especially in the delivery of services to low-income and minority youth. [http://www.edweek.org/ew/articles/2007/02/28/26chamber\\_web.h26.html](http://www.edweek.org/ew/articles/2007/02/28/26chamber_web.h26.html)

Among the findings presented in the report are:

- 40% of the nation's schools are failing. Taxpayers are not getting an adequate return, that is, student achievement, on the investment of their tax dollars.
- In 22% of states, taxpayers are getting only a mediocre return on their investment.
- 80% of states inflate student achievement and graduation rates.
- 75% of states have an adequate teaching force with teachers who are capable of preparing the nation's students for success in the 21<sup>st</sup> century.

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- 86% of states empower school administrators to make the decisions needed to meet goals and objectives.
- 45% of states have the ability to track students over time and across campuses. Thirty-one percent of states were determined to have at least an adequate data reporting system.

<http://www.americanchronicle.com/articles/viewArticle.asp?articleID=21691>

U.S. Department of Education Secretary Margaret Spellings praised the report and believes that it adds “an important voice to the ongoing dialogue on strengthening our country’s educational system.” It highlights, she believes, that “we need to pickup the pace. We have a lot of work to do.”  
<http://www.ed.gov/news/pressreleases/2007/02/02282007.html>

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### **Gates: Anxious over America’s Ability to Compete**

<http://tinyurl.com/23cprj>

Bill Gates, in written testimony to the Senate Committee on Health, Education, Labor and Pensions, makes dire predictions for America. “America simply cannot continue along this course. When I reflect on the state of American competitiveness today, my immediate feeling is not only one of pride, but also of deep anxiety. Too often,” he wrote, “we as a society are sacrificing the long-term good of our country in the interests of short-term gain.” Contributing to the growing problem are failures of the public school system, immigration policies, and lack of research spending.

#### **EASY FUNDRAISING IDEA!**

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 cartridges and used cell phones can be collected within a school, district or entire community to help raise needed funds or earn equipment. FundingFactory provides free collection boxes, promotional materials, and business support supplies.

Participants also are able to compete for great prizes through a host of contests. This year’s contest schedule includes digital cameras, die-cut equipment, Palm handheld devices, iPods, movie vouchers, pizza parties and more. **Sign up now!** (<http://tinyurl.com/mizf>) *Please mention that you learned about FundingFactory through SchoolGrants when you register.*

Gates was the only witness listed for the hearing on “Strengthening American Competitiveness for the 21<sup>st</sup> Century.” He reiterated the complex problems facing the nation: increasing dropout rates and lack of emphasis on careers in math and science, and strict regulations for the H-1B visa and green card programs that, essentially, require top talent from foreign countries to leave the U.S.

[http://www.computerworld.com/action/article.do?command=viewArticleBasic&articleId=9012426&intsrc=hm\\_list](http://www.computerworld.com/action/article.do?command=viewArticleBasic&articleId=9012426&intsrc=hm_list)

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### **Legislation to Reduce Dropout Rates Introduced**

<http://tinyurl.com/2zf5uz>

Republican U.S. Senator Richard Burr has introduced legislation that would create a competitive grant program designed to curb the number of students who are dropping out of school. If the bill is



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passed, the program will help fund the creation of academically challenging high schools; provide students with work-based experiences; and match students with advisors. A Democrat Senator from New Mexico, Jeff Bingaman, is the bill's co-sponsor.

<http://www.newsobserver.com/114/story/550311.html>

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### **Congressional Pork Barrel Spending Decreases**

<http://tinyurl.com/2cg7g3>

The Citizens Against Government Waste (CAGW) has monitored spending on pet projects of members of the U.S. Congress since 1991. Every year, it publishes the "Congressional Pig Book" that delineates how billions of tax dollars are spent each year through earmarks.

In 2007, pork-barrel spending has declined significantly to \$13.2 billion for 2,658 projects, compared to \$29 billion in 2006. In 2005, Congress approved spending for 13,997 pet "pork" projects. The reason CAGW gives for the reduction is that the previous Congress managed to approve only two of 13 spending bills. The new Congress agreed to ban earmarks until new rules could be established for submitting them.

The House passed rules that require each Representative to make every request for earmarked funds in writing. They must sign the request and provide a synopsis of the intended recipient and the project that will benefit. Senators must identify the requestor and the recipient and must then post the request on the Internet within 48 hours after it is filed.

The true test of restraint will come as legislators begin submitting their requests for fiscal 2008. Most of the 7,000 projects that did not receive earmarked funds this year are still "in the holding pen," according to John Hart, spokesman for Representative Tom Coburn of Oklahoma. Furthermore, "appropriations subcommittees are soliciting earmark requests in violation of the earmark moratorium," he says.

Only the Defense and Homeland Security spending bills were passed last year. Several examples of projects that received earmarked funds are:

- \$1.19 billion to build 20 F-22 fighter jets each year until 2009 despite a GAO report that says the jets are out-of-date and that the F-35 is a better, less costly, investment.
- \$4 million to build a rail line between the North Pole and Delta Junction. The combined population of the two locations is 2,618.
- \$12 million for security on intercity buses when bus lines should be responsible for ensuring the safety of their riders. <http://www.csmonitor.com/2007/0309/p02s01-uspo.html>

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### **Lumina Foundation for Education Reports on State Capacity to Track Individual Students**

<http://tinyurl.com/29oyg4>

In 2003, Lumina Foundation for Education published an inventory of state-level student unit record

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(SUR) capacity that examined the feasibility of linking student data from multiple states to track students on a national basis. Since that time, interest in SUR databases has expanded, especially as states develop comprehensive databases required by No Child Left Behind. The National Center for Education Statistics (NCES), along with two prominent panels – the National Commission on Accountability and the Secretary of Education’s Commission on the Future of Higher Education – all recommend a national system that will allow tracking of individual student progress.

Lumina Foundation for Education’s latest report, *Critical Connections: Linking states’ unit record systems to track student progress*, released in January 2007, re-examines “the state of the states” in creating databases capable of tracking students, no matter where they attend school. Researchers found that it is feasible to ultimately create national capability if:

- A consistent “common core” of data elements is established;
  - Best practices in data analysis and reporting are identified and shared;
  - New software is developed to help states and systems link SUR data with other state-level databases;
  - K-12 and higher education data resources are better aligned and linked; and
  - The Family Educational Rights and Privacy Act (FERPA) is clarified and re-regulated.
- [http://www.luminafoundation.org/publications/Critical\\_Connections\\_Web.pdf](http://www.luminafoundation.org/publications/Critical_Connections_Web.pdf)

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*Live your life so that your children can tell their children that you not only stood for something wonderful – you acted on it. –Dan Zadra*

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**Sample Copy!**

## **GRANT WRITING RESOURCES**

### **School-Family-Community Partnership Building Toolkit Available**

<http://tinyurl.com/yrl6bm>

The Center for the Education and Study of Diverse Populations at New Mexico Highlands University has developed for the New Mexico Public Education Department a new guide designed to support the development of school, family, and community partnerships that will help children and youth succeed in school and in life. *Working Together: School-Family-Community Partnerships* is divided into three sections, each containing six modules. Each module within the Teacher Tools and Family Tools sections includes effective practices, alignment to New Mexico Teacher Competencies, self-assessment tools, reproducible information, and Web resources. The Professional Development Tools Modules include PowerPoint presentations, activities, handouts, sign-in sheets, evaluation forms, and certificates of completion. [http://www.ped.state.nm.us/div/rural\\_ed/toolkit/toolkit.htm](http://www.ped.state.nm.us/div/rural_ed/toolkit/toolkit.htm)

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### **HBO Special Airs 3/15: Science of Addiction**

<http://tinyurl.com/2bt5gp>

An HBO documentary, *Addiction*, is scheduled to air on March 15 from 9:00 to 10:30 PM ET/PT. The 90-minute program, produced in partnership with the Robert Wood Johnson Foundation, the National Institute on Drug Abuse (NIDA), and the National Institute on Alcohol Abuse and Alcoholism (NIAAA), is designed to help viewers understand addiction as a treatable brain disease and to spotlight new medical advancements. The documentary will explore many elements of drug and alcohol addiction, through the eyes of those who are addicted and those of the scientific experts working to better understand and treat this devastating disease.

NIDA has released [Brains, Drugs, and Behavior - The Science of Addiction](http://www.drugabuse.gov/scienceofaddiction/sciofaddiction.pdf) to complement the *Addiction* documentary. Like the HBO special, the 36-page publication is designed to help policymakers and the general public better understand and educate others about the problem of drug abuse. <http://www.drugabuse.gov/scienceofaddiction/sciofaddiction.pdf>

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### **Research Brief Examines Relationship between Educator Community & Student Performance**

<http://tinyurl.com/laqp6>

The latest *ResearchBrief* by the Association for Supervision and Curriculum Development (ASCD) examines whether there is a link between faculty community and the performance of elementary school students. Based on a study of 61 Ohio elementary schools, 34 of which were in low-poverty areas and 27 in average-to-low poverty districts, researchers found that, in general, students in schools where staff works collaboratively outperform their peers in schools with less group cohesiveness, particularly in citizenship, reading, and science.

<http://www.ascd.org/portal/site/ascd/menuitem.6a9dfddd720040bf989ad324d3108a0c/>

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### **Study Finds that Students Are Bored**

<http://tinyurl.com/2czyymy>

A report by the Indiana University's [High School Survey of Student Engagement](#) (HSSSE) finds that two out of three high school students are bored in class every day. Seventeen percent of the students responding to the annual survey said they are bored in every one of their classes.

Thirty-one percent of the students said the reason they are bored in class is due to lack of interaction with the teacher, a factor research says is critical to student engagement and learning. The primary reason cited for boredom by three out of four respondents was that the material they are taught isn't interesting.

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At the same time, only 22% of the students responded that the reason they go to school is because of their teachers and a dismal 39% said it is because of what they learn in their classes. Of the students that said they have considered dropping out, 73% said the reason is that they don't like school; 61% said it was because they do not like their teachers.

Peers/friends draw 68% of students to school; the compulsory education law is the reason 58% said they attend class. Half of all respondents said they had skipped school at least once or twice; 22% said they have considered dropping out. Sixty percent of those said the reason they have considered dropping out is because they do not see the value in the work they are asked to do.

The survey was conducted across 26 states with more than 81,000 students participating. HSSSE was administered in 110 high schools that ranged in size from 37 students to over 4,000.

<http://www.insideindianabusiness.com/newsitem.asp?ID=22081>

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### **GrantSmart, Inc. Provides Free Access to Public Foundation Records**

<http://tinyurl.com/2b3kww>

GrantSmart is an operating nonprofit 501(c)(3) foundation. Its purpose is to facilitate communication between grantmakers and grantseekers by making public records filed by grantmakers available for public view. Unlike individual or corporate tax returns filed by non-profit organizations such as private foundations, public records. According to information provided to Don Doman of the Mountain States Health Alliance, the J. C. Downing Foundation, has chosen to support GrantSmart, Inc. as one of its three primary areas of interest.

<http://www.grantsmart.org/grantsmart.php>

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### **Girls Discuss 'What's Normal' for Health and Obesity**

<http://tinyurl.com/2fhhcp>

Published by the Girl Scout Research Institute (GSRI) in 2006, *The New Normal? What Girls Say About Healthy Living*, examines attitudinal and behavioral issues that impact girls' health and emotional well-being. Every phase of the research included girls from diverse racial and ethnic, geographic, and socioeconomic backgrounds. Researchers segmented girls by four age cohorts – 8- to 10-year-olds; 11- to 12-year-olds; 13- to 15-year-olds; and 16- to 17-year-olds – and by weight – two groups with normal weight girls and two with girls who were overweight.

Four major findings of the study suggest that girls use a set of norms to define health that differ from what adults may believe:

- Most girls believe being healthy has more to do with “appearing normal” and acceptance than with maintaining a healthy diet and exercise habits.

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- Girls' emotional health, self-esteem, and body image play an important role in their attitude toward diet and exercise.
- Girls have a basic knowledge about healthy foods and eating behaviors but frequently do not to put it into practice, choosing instead to make poor choices with respect to diet and exercise.
- Mothers function as role models for their daughters and were frequently cited as a source of information on healthy living.

The girls participating in the GSRI survey commonly took good health and physical vitality for granted. They saw little connection between their current behavior and future consequences. Eighty-eight percent of girls responding to the online survey said that "feeling good about yourself is more important than how you look" but only 41% agreed that being overweight was not a problem as long as you feel good about yourself. The majority of girls responded that eating a healthy diet was critical to being healthy, however, most reported that they do not consistently eat in a way they consider healthy. [http://www.girlscouts.org/research/publications/original/gs\\_exec\\_summary.pdf](http://www.girlscouts.org/research/publications/original/gs_exec_summary.pdf)

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## **NEWS FROM AROUND THE NATION**

### **NV: Governor Places Priority on Mortgage Funds for Teachers**

<http://tinyurl.com/254mz5>

In an effort to address Nevada's growing teacher shortage, Governor Jim Gibbons has unveiled the details of his Teachers' First Home Loan Program. The pilot program targets new teachers and existing qualified teachers who specialize in science, math, and special education. The program provides down payment assistance and first mortgage money generated by tax exempt mortgage revenue bonds. <http://gov.state.nv.us/PressReleases/2007/2007-02-21TeacherHomeLoanProgram.htm>

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### **NY: Parent Group Launches School-Related Blog to Dispel Rumors, Misconceptions**

<http://tinyurl.com/2vc5qc>

Fed up with misinformation from the New York City Department of Education and the media, a parent group has launched a new Web site, [New York City Public School Parents](#), that is designed to correct the perception in other cities that New Yorkers are in favor of their public school system being controlled by the mayor. Diane Ratvich, a noted education researcher, and about 15 other education experts have been asked to contribute regularly to the blog. Parents also have the opportunity to post stories and comments to the blog.

<http://www.silive.com/news/advance/index.ssf?/base/news/1173101420239120.xml&coll=1>

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## **TX: Dallas Public Schools Agrees to Repay Over \$200,000 in Grant Funds**

<http://tinyurl.com/yr2vz9>

The Dallas Independent School District (DISD) has agreed to return \$207,227 to the U.S. Department of Education (ED) after an audit found that the district had not fully documented expenditures made with a federal grant for bilingual education. Initially, DISD was told they owed almost \$1.8 million – the amount charged to the five-year grant that could not be supported with documentation. In addition, the district forfeited its final year of grant funding.

[http://www.dallasnews.com/sharedcontent/dws/news/localnews/stories/DN-disdgrant\\_23met.ART.State.Edition1.2039d2e.html](http://www.dallasnews.com/sharedcontent/dws/news/localnews/stories/DN-disdgrant_23met.ART.State.Edition1.2039d2e.html)

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*It is only when young people in school experience ... the ways in which democracy works and feels, that they are going to be able to act democratically. –Gene Grambes and John Carr*

## **No CHILD LEFT BEHIND (NCLB)**

### **Educators Tell Congressman What Problems Exist with No**

<http://tinyurl.com/yprugl>

**Sample Copy**

When Representative John Boozman met with some Arkansas educators recently, he heard a number of complaints about No Child Left Behind (NCLB) and the Individuals with Disabilities Act (IDEA). Many of the criticisms against NCLB related to its testing requirements. Using a single assessment to determine student proficiencies might be easiest but is, in the eyes of many teachers and administrators, an unfair measure. Multiple measures would be preferable and more accurate. Labeling schools that fail to meet minimum standards was also seen as unfair and many agreed that they knew “highly qualified” teachers who have more room for growth than some of those labeled as ineffective.

Likewise, schools should not be judged the same. Teachers told Boozman it would be much fairer to assess growth of a school’s students than to set a benchmark that all schools are expected to meet. Seen as especially unjust is the expectation that even children who are limited English proficient must perform at the same proficiency levels as their English-speaking peers.

Lack of funding for IDEA and NCLB was another common complaint. Representative Boozman was sympathetic and agreed that more money should be allocated to meet the special needs of students, but said he doubted there would be any increases in funding. While Congress deserves some credit for the good that has been accomplished through NCLB’s accountability system, Boozman agrees that there are areas that need to be addressed when the law is reauthorized. In the meantime, he vowed that he would create more opportunities to meet with educators; to hear and consider their complaints against the legislation. <http://www.swtimes.com/articles/2007/03/06/news/news01.txt>

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## ED Extends Waivers to States

<http://tinyurl.com/yqo3cm>

The U.S. Department of Education (ED) published in the 3/12/2007 *Federal Register* a list of waivers that have been granted, effective from the date of enactment of NCLB through December 31, 2006. The ED considered waiver requests in several different categories:

- (1) waivers related to Hurricanes Katrina and Rita;
- (2) growth model pilots;
- (3) waivers allowing local educational agencies (LEAs) to provide supplemental educational services (SES) rather than public school choice to eligible students attending schools that receive funding under Part A of Title I of the ESEA (Title I schools) and are in the first year of school improvement;
- (4) waivers allowing LEAs in need of improvement to be eligible to apply to their State educational agency (SEA) to become SES providers;
- (5) general programmatic waivers;
- (6) extensions of the period in which funds are available for obligation; and
- (7) waivers allowing recipients of funds under the Indian Education program to charge additional administrative costs to the program.

<http://a257.g.akamaitech.net/7/257/2422/01jan20071800/edocket.access.gpo.gov/2007/07-1149.htm>

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*What we need are more people who specialize in the impossible. –Theodore Roethke*

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## GRANT WRITING TIPS

### Tips to Successful Grant Writing

The following ten tips for successful grant writing have been adapted from those provided by [FirstChoice Power](#), an electric provider in Texas and a provider of nonprofit and teacher grants in areas where it does business.

- (1) Tell your story in such a way that it comes alive for the reviewer. S/he should feel the need and get excited about the proposed solution. For some funders, the “make ‘em cry” advice is good. For others, like government agencies, it is best to tell the story in a compelling way while providing numerous statistics and references to literature and research studies.

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

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[donna@k12grants.org](mailto:donna@k12grants.org)

- (2) Get someone who is unfamiliar with your proposed project – and education – to review your proposal prior to submitting it. I’ve heard it called “the grandmother test.” If your grandmother can read the proposal and understand everything in it, the proposal reviewers likely will as well. Do not use acronyms or terms that are not first explained fully. Keep in mind that reviewers are frequently not educators and are unfamiliar with curriculum and testing.
- (3) Do not submit a proposal that was prepared at the last minute unless you are confident that the potential grantor will not be able to tell it was a rush job. Beginning work on the proposal early will give you time to ask questions you may have and resolve unexpected problems.
- (4) Use proper grammar and correct spelling. Do not rely solely on spell check. You may have typed a valid word that simply is wrong for the particular sentence. Keep in mind that your written proposal often creates the funder’s first impression of you, your project, and your organization. Sloppy proposals filled with grammatical and spelling errors do not give the funder the confidence in your organization if an investment in your organization is going to be made.
- (5) Intriguing, creative proposals capture the imagination of the reviewer. Some examples given by FirstPower are: The Ditches and Other Curious Creatures; SLOPS: School Lunch-waste Organic Project Stewards; and When am I Ever Going to Use Science?
- (6) Be sure that your objectives are, in fact, objectives and not activities. Objectives should pass the SMART test: Specific; Measurable; Achievable; Relevant, and Time-bound.
- (7) Spend time on your budget. It must be relevant and accurate. Mistakes in math are easy to make, but will have the same negative impact on the funder as spelling and grammatical errors. Check and double-check your math! And, research the budget items. Do not guess at costs.
- (8) If you have not mastered the software that is used to prepare the proposal, find someone who has to help you. First impressions count and can be hard to break. Use a reasonable size font, and ensure that there is white space by using margins of at least one inch, short paragraphs, and bulleted lists.
- (9) Ensure that all of the information included in the proposal is accurate, including your email address and other contact information.
- (10) Funders are interested in content, not the weight of your proposal! The more succinct the proposal, the greater the likelihood that you’ll get a positive response to your request for support. It is said that if you cannot summarize your entire plan in a sentence, you are not ready to apply for a grant.

Give yourself every opportunity to be successful! Before writing any grant, spend adequate time determining whether your project is favored by the grantor. The best planned and written proposal still will not get funding if it is for a project or group that is ineligible or outside the realm of the funder’s priorities.

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## UPCOMING DEADLINES

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

### FOUNDATION OPPORTUNITIES

Beveridge Family Teaching Prize, Mar 15  
SIA Foundation (IN only), Mar 15  
Phelps Dodge Foundation Mini-Grants for Teachers, Mar 15  
Kagan Summer Academy Scholarship, Mar 15  
The First Lady's Family Literacy Initiative for Texas, Mar 16  
Grant for Geographic Literacy, Mar 21  
Community Schools National Awards for Excellence, Mar 22  
A+ for Energy ((AL, CA, IL, IN, NM, OH, TX)), Mar 23  
Summertime Kids (IN, KY, OH), Mar 23  
Saucony Run for the Good Program, Mar 30  
2007 Pew Partnership for Civic Change Award, Mar 31  
Mantis Award Program - 2007, Mar 31  
2007 Civic Change Award to Honor Community-wide Dropout Prevention Efforts, Mar 31  
Listen to a Life Contest, Mar 31  
Captain Planet Foundation, Mar 31  
3-A-Day of Dairy Nutrition Education Grants, Mar 31  
Tommy Hilfiger Corporate Foundation, Apr 1  
Expo's Classroom Makeover Contest, Apr 1  
Teens, Crime, and the Community (TCC) Initiative, Apr 1  
Outstanding Social Studies Teacher of the Year Awards, Apr 1  
Chesapeake Bay Small Watershed Grants (DC, DE, MD, NY, VA, WV), Apr 2  
Staples Foundation for Learning®, Apr 6  
Melinda Gray Ardia Environmental Foundation, Apr 9  
GoGirlGo! National Grants, Apr 13  
Libri Foundation, Apr 15 (limited geographic scope)  
Katrina and Rita Hurricane Relief Grants, Apr 15  
Pay It Forward Foundation Mini Grants, Apr 15  
ASCD Outstanding Young Educator Award, Apr 15  
Project Ignition, Apr 15  
Environmental Education Award, Apr 15  
California Conservation Innovation Grant (CIG) Program - 2007, Apr 20  
Toyota International Teacher Program, Apr 23

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Lemelson-MIT InvenTeams Grant Program, Apr 27  
ING Unsung Heroes Award, Apr 30  
Gloria Barron Prize for Young Heroes, Apr 30  
Learning Links Education Grants (IN, KY, OH), Apr 30  
HOBO® Energy Challenge, May 1  
Start Something, May 1  
Pre-College Psychology Grant Program, May 1  
Entergy Corporation, May 1 (AR, LA, MA, MS, NH, NY, TX, VT)  
Butler-Cooley Excellence in Teaching, May 1  
AT&T Excelsior Grant Program, May 1  
CAPCO Science Challenge, May 1  
Raytheon Education Grants, May 15  
SUPERSTAR Program, May 15  
MET International Development Fund Grant, May 15

### **FEDERAL OPPORTUNITIES**

Landmarks of American History and Culture: Workshops for School Teachers, Mar 15  
*We the People* Picturing America, Mar 19  
Environmental Literacy Grants for Formal K-12 Education, Mar 21  
Environmental Literacy Grants for Free-Choice Learning, Mar 21  
Early Reading First Pre-Applications, Mar 23  
Transition to Teaching Grant Program, Mar 26  
NASA Aerospace Education Project, Mar 26  
Grants to Reduce Alcohol Abuse, Mar 26  
Improving Literacy through School Libraries Program, Apr 2  
Digital Humanities Start-Up Grants, Apr 3  
Rehabilitation Continuing Education Programs--Community Rehabilitation Programs, Apr 5  
Foundations for Learning, Apr 13  
Drug-Free Communities Support Program, Apr 17  
Early Childhood Educator Professional Development (ECEPD) Program, Apr 20  
Summer Food Program (IN only), Apr 27  
Magnet School Assistance Program, Apr 27  
School-Based Student Drug-Testing Programs, May 8  
Information Technology Experiences for Students and Teachers (ITEST), May 10  
Early Reading First Program, May 29  
Parenting Capacities and Health Outcomes in Youths and Adolescents, June 1  
Learning in the Arts for Children and Youth, June 11  
Informal Science Education (NSF), full proposals, June 21

# GRANT & AWARD OPPORTUNITIES

## FOUNDATION/CORPORATE OPPORTUNITIES

### **Listen to a Life Contest**

<http://tinyurl.com/2fmpdb>

The Listen to a Life Contest is designed to build closer connections between young and old people. To enter the contest, a young person must interview an older person about their hopes and goals, how they achieved their dreams, what obstacles they faced and overcame, and how their dreams may have changed over the years.

Each team consists of a young person (8-18 years old) and an adult that is not a parent who is 50 years or over.

The grand prize winner will receive a Lenovo ThinkCentre computer and a \$500 gift certificate from Books Are Fun. His or her school will also win a \$500 gift certificate from Books Are Fun. Twenty runner-up prizes of \$200 gift certificates from Books Are Fun will also be given.

Entries of 300 words or less must be submitted online by **March 31, 2007**.

<http://www.legacyproject.org/contests/ltal.html>

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### **Teens, Crime, and the Community (TCC) Initiative**

<http://tinyurl.com/yvhpyd>

The National Crime Prevention Council (NCPC) is accepting applications for service-learning projects planned and implemented by youth who identify needs and create projects to address or prevent crime, violence, and drug abuse in their schools and communities for National and Global Youth Service Day. The grants are intended to encourage and promote crime prevention, community service, and civic responsibility.

Projects must be youth-led and address or be designed to prevent crime, violence, or drug abuse in a school or community. Projects will be implemented for National & Global Youth Service Day.

Grants of up to \$500 each will be awarded.

Applications must be submitted by **April 1, 2007**. [http://www.ncpc.org/ncpc\\_cms/NCPC-TCC%20Grant%20Application%20for%20National%20%20Global%20Youth%20Service%20Day\(2\).pdf](http://www.ncpc.org/ncpc_cms/NCPC-TCC%20Grant%20Application%20for%20National%20%20Global%20Youth%20Service%20Day(2).pdf)

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## Outstanding Social Studies Teacher of the Year Awards

<http://tinyurl.com/8dmp7>

The Outstanding Social Studies Teacher of the Year Awards recognize exceptional classroom social studies teachers for grades K-6, 5-8, and 7-12 who teach social studies regularly and systematically in elementary, and at least half time in middle or junior high, and high school settings.

Social studies teachers for grades K-6, 5-8, and 7-12 who teach social studies regularly and systematically in elementary school settings, and at least half time in middle/junior high and high school settings are eligible recipients. Anyone can nominate a teacher; self-nominations are permissible.

The winning teacher will receive a \$2,500 cash award, a commemorative gift, a complimentary one-year NCSS membership.

Nominations must be made by **April 1, 2007**.

<http://www.socialstudies.org/awards/teaching/>

**Sample Copy!**

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## Melinda Gray Ardia Environmental Foundation

<http://www.mgaef.org/grants.html>

The Melinda Gray Ardia Environmental Foundation supports curricula that empower and encourage students to become involved in solving environmental and social problems as informed decision makers through the emphasis and application of basic ecological principles. Grants facilitate the development and implementation of holistic environmental curricula that incorporate basic ecological principles and field environmental activities within a primary or secondary school setting.

Consideration for funds from The Melinda Gray Ardia Environmental Foundation is available to everyone regardless of race, gender, religion, national origin, age, handicap, or sexual orientation.

Grants are awarded for up to \$1,000.

Applications must be postmarked by **April 9, 2007**.

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## GoGirlGo! National Grants

<http://tinyurl.com/48s9o>

The purpose of GoGirlGo! Grants is to provide financial assistance to sports and physical activity programs seeking to add new or expanded program participation opportunities for an under-served population of girls, particularly economically disadvantaged girls and/or girls from populations with

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high incidences of health-risk behaviors. Delivery of a minimum 8-week sports/physical activity program is required, with preference given to organizations working consistently with girls throughout the year.

Nonprofit organizations with programs with a demonstrated ability to deliver girls' sport or physical activity programming to girls in third to eighth grade are eligible to apply. Special consideration will be given to programs in the Louisiana and Mississippi area affected by Hurricane Katrina and the state of Pennsylvania. (Programs that serve girls in metro Atlanta, GA (Clayton, Cobb, Cherokee, Dekalb, Douglas, Fayette, Fulton, Gwinnett, Henry and Rockdale counties), metro Chicago, IL (Cook, DuPage, Kane, Lake, McHenry and Will counties), Kansas City, KS (Johnson and Wyandotte counties) and San Antonio, TX (Bexar County) are NOT eligible to apply. The grant deadlines for these communities have passed.)

A total of up to \$155,000 will be awarded (min. \$140,000)

Applications must be *received* by no later than **April 13, 2007**.

<http://www.womenssportsfoundation.org/cgi-bin/iowa/funding/featured.html?record=33>

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### **Environmental Education Award**

<http://tinyurl.com/3c4svq>

The Environmental Education Award honors an innovative educator who has developed an approach to environmental education that significantly improves student comprehension of environmental issues, fosters an understanding of the link between environmental protection and economic growth, demonstrates leadership and inspires achievement.

Eligible nominees are educators who have developed innovative approaches to environmental education that result in significantly improved comprehension of environmental issues; foster understanding of the link between environmental protection and economic growth; demonstrate leadership; and inspire achievement.

The awardee will receive an unrestricted \$10,000 grant.

Nominations must be submitted online by no later than **April 15, 2007**.

<http://www.conservationfund.org/?article=2385>

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### **Butler-Cooley Excellence in Teaching Award**

<http://tinyurl.com/ys2z8v>

The Butler-Cooley Excellence in Teaching Awards Program seeks to honor education professionals who have changed the outcome of students' lives and the communities in which they live. Not less

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than three and not more than five teachers will be honored each year at the TMA Annual Convention.

The nominees must (1) Be a currently licensed, active primary or secondary school teacher; (2) Be teaching at an accredited public or private educational institution; (3) Have at least five years of teaching experience; and (4) Have spent the equivalent of twenty hours per week (based on at least a nine-month academic calendar year) for at least five of the prior seven years actively engaged in teaching.

Each recipient will receive a \$5,000 stipend, plus travel expenses (transportation and lodging) for the TMA Annual Convention.

Proposals are due by no later than **May 1, 2007**. <http://www.turnaround.org/about/awards.asp>

**Sample Copy**

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### **Pre-College Psychology Grant Program**

<http://www.apa.org/apf/highschool.html>

The American Psychological Foundation (APF) is seeking proposals for programs that support the science and application of psychological science among talented high school students. More than 200,000 students are currently enrolled in high school psychology, and APF wants to support high quality education in psychology and to nurture the next generation of psychologists. Preference will be given to proposals for programs focused on supporting the education of talented high school students.

Goals of the program are to: (1) reinforce the discipline of psychology as a science in secondary school curricula; (2) expand the profile of psychology as a science to attract talented high school students to pursue the discipline; (3) convey to high school students that psychological science is a tool to improve society; and (4) teach students about career options that apply psychology outside of an academic setting.

Applicants must be educational institutions or a 501(c)(3) nonprofit organizations or affiliated with such an organization.

Up to \$30,000 is available for projects.

Online applications must be submitted by **May 1, 2007**.

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### **MET International Development Fund Grant**

<http://tinyurl.com/yzotuu>

The Mathematics Education Trust (MET) will award a grant to persons working directly with teachers

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in a developing nation to improve their professional competence as classroom teachers of mathematics.

Interested persons are invited to submit a proposal.

One grant of up to \$10,000 will be awarded.

The application packet must be postmarked by **May 15, 2007**.

<http://nctm.org/about/met/international.htm>

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### **UnitedHealthcare Children's Foundation**

<http://www.uhccf.org/>

The UnitedHealthcare Children's Foundation embraces and supports the concept of facilitating access to health-related services that have the potential to significantly enhance either the clinical condition or the quality of life of the child and that are not fully covered by the available commercial health insurance. The Foundation provides financial assistance toward the family's share of the cost of medical services.

Any child, 16 years old or younger living in any UnitedHealthcare region of the United States in need of financial assistance for health care services will be considered eligible for a grant. UnitedHealthcare operates in all 50 states. The applicant must be covered by a commercial health insurance policy and limits for the requested service are either exceeded, or no coverage is available and/or the co-payments are a serious financial burden on the family. Health insurance sponsored by the Federal government (e.g. Medicaid, etc.) does not qualify as a commercial health insurance company. Generally, awards will be granted to individuals in families whose adjusted gross income per individual does not exceed \$20,000.

The amount awarded to an individual within a 12-month period is limited to either \$5,000 or 85% of the fund balance, whichever amount is less. Awards to any one individual are limited to a lifetime maximum of \$7,500. *Applications must be submitted to the Foundation prior to the receipt of services.*

There are no deadlines.

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### **Cruise Industry Charitable Foundation**

<http://www.iccl.org/foundation.cfm>

The Cruise Industry Charitable Foundation (CICF) focuses its efforts on programs that are designed to improve the quality of life in the communities served by the cruise industry. CICF supports programs that enhance educational opportunities for youth, including those designed to improve

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literacy, teach basic life skills, and promote good citizenship. The Foundation also supports academic enrichment opportunities aimed at enhancing student proficiencies in reading, math and science.

Potential grantees must be public charities within the meaning of Internal Revenue Code Section 501(c)(3). A current IRS letter determining Code Section 501(c)(3) public charity status must be attached to each grant application. Charitable requests from the communities where the industry does business are given priority consideration.

Information about average size of grant awards is not provided.

CICF grant applications should be submitted at the beginning of each calendar year or at the beginning of each quarter. Grant submissions will be reviewed on a quarterly basis for final selection. The full review process may take up to six months.

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### **Charlotte Martin Foundation**

<http://tinyurl.com/ynsvjz>

**Sample Copy**

The Charlotte Martin Foundation is dedicated to enriching the lives of youth, kindergarten through college, in the areas of athletics, culture, and education and also to preserving and protecting wildlife and habitat.

The Charlotte Martin Foundation, a private independent foundation established in 1987, operates in the states of Washington, Oregon, Idaho, Montana and Alaska.

Most grants range from \$5,000 to \$50,000, but larger grants are sometimes awarded.

Electronic applications are accepted at any time. <http://www.charlottesmartin.org/programs.htm>

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### **REGIONAL OPPORTUNITIES**

#### **Entergy Charitable Foundation Grant (AR, LA, MA, MS, NH, NY, TX, VT)**

<http://tinyurl.com/14fdb>

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.

Grants will be made only to the following types of organizations: 1) non-profit organizations that are tax-exempt under section 501(c)(3) of the Internal Revenue Code or 2) schools, hospitals, governmental units and religious institutions.

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Online applications must be submitted by February 1, **May 1**, and August 1. Do NOT submit your application more than one month prior to the deadline.

[http://www.energy.com/our\\_community/ECF\\_grant\\_guidelines.aspx](http://www.energy.com/our_community/ECF_grant_guidelines.aspx)

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**AT&T Exceleator Grant Program** (AL, AR, CA, CT, FL, GA, IL, IN, KS, KY, LA, MI, MO, MS, NC, NV, OH, OK, SC, TX, TN, WI)

<http://tinyurl.com/238etw>

AT&T Exceleator helps nonprofit organizations better serve their communities by providing grants to improve technology resources — including hardware, software and networking tools. These grants also fund resources, such as Internet access and computer training, to assist organizations with various programs, many aimed to increase educational learning and job skills development. AT&T Exceleator addresses a wide variety of community needs in four main program areas — Education, Community Development, Health and Human Services, and Arts and Culture.

The 2007 AT&T Exceleator grant program will be open to nonprofit organizations located in the following states: Alabama, Arkansas, California, Connecticut, Florida, Georgia, Illinois, Indiana, Kansas, Kentucky, Louisiana, Michigan, Mississippi, Missouri, Nevada, North Carolina, Ohio, Oklahoma, South Carolina, Texas, Tennessee and Wisconsin.

AT&T Exceleator grants to individual organizations range from \$2,500 to \$25,000 and are one year in length. Collaborations by two or more organizations will be considered for grants up to \$50,000 for one year.

Applications will be due on **May 4, 2007**. <http://www.att.com/gen/corporate-citizenship?pid=7745>

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**Energy's Community Partnership Grant** (AR, LA, MS, TX)

<http://tinyurl.com/3yb8xh>

Energy grants up to \$1,000 for projects that effectively impact arts & culture, community improvement/enrichment, education & literacy, or healthy families.

Grants will be made only to the following types of organizations: 1) non-profit organizations that are tax-exempt under section 501(c)(3) of the Internal Revenue Code or 2) schools, hospitals, governmental units and religious institutions. Eligible organizations must be located within Energy's service territory in Arkansas, Louisiana, Mississippi, or Texas.

All entries must be submitted before midnight on **May 31, 2007**. (The online application form will be available during the first week of April.)

[http://www.energy.com/our\\_community/cpGrant\\_Guidelines.aspx](http://www.energy.com/our_community/cpGrant_Guidelines.aspx)

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**Delta Dental of New Jersey Foundation, Inc.** (NJ only)

<http://tinyurl.com/24j77h>

The Delta Dental of New Jersey Foundation, Inc. works to promote and assist educational projects devoted to the enhancement of dental health, as well as research programs designed to increase public awareness of the general benefits of good oral health and to improve dental health through the science of dentistry. In an effort to reinforce the importance of oral health education all school year long, the Delta Dental of New Jersey Foundation is offering a grant opportunity to elementary schools in New Jersey's Abbott school districts to initiate an Oral Health Education Program in their third-grade classes for the 2007-2008 school year.

New Jersey elementary schools in Abbott school districts are eligible to apply.

Three schools, each from a separate district, will be chosen to receive up to \$5,000 to put towards the program.

Applications must be submitted by no later than **June 16, 2007**.

<http://www.deltadentalnj.com/foundation/foundation.shtml>

**Sample Copy**

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**FEDERAL OPPORTUNITIES**

**Early Reading First (Competition re-opened)**

<http://tinyurl.com/yvnu4v>

On January 22, 2007, the U.S. Department of Education (ED) published in the Federal Register a notice inviting applications for the Early Reading First (ERF) FY 2007 competition. The deadline date for eligible applicants to transmit their pre-applications for funding under this competition was February 21, 2007.

ED is reopening the pre-application phase of the ERF FY 2007 competition for all eligible local educational agencies (LEAs) and for eligible entities located in communities served by those LEAs.

Applicants must refer to the notice inviting applications that was published in the Federal Register (72 FR 2667) for all other requirements concerning this reopened competition. (See

<http://www.ed.gov/programs/earlyreading/eligibility.html>)

The revised deadline for transmittal of pre-applications is **March 23, 2007**.

<http://www.ed.gov/legislation/FedRegister/announcements/2007-1/030707a.html>

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## **Rehabilitation Continuing Education Programs--Community Rehabilitation Programs**

<http://tinyurl.com/2743go>

This program is designed to support training centers that serve either a Federal region or another geographical area and provide for a broad integrated sequence of training activities that focus on meeting recurrent and common training needs of employed community rehabilitation program personnel throughout a multi-State geographical area.

States and public and nonprofit agencies and organizations, including Indian tribes and institutions of higher education in Department of Education Regions II, IV, and X are eligible applicants.

Grants will range from \$475,000 to \$500,000. Three awards will be made.

Applications must be transmitted by no later than **April 5, 2007**.

<http://www.ed.gov/legislation/FedRegister/announcements/2007-1/030607b.html>

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## **Drug-Free Communities Support (DFC) Program**

<http://tinyurl.com/2fojj9>

DFC is a collaborative initiative sponsored by ONDCP in partnership with SAMHSA in order to achieve two major goals:

- Establish and strengthen collaboration among communities, private nonprofit agencies, and Federal, State, local, and tribal governments to support the efforts of community coalitions to prevent and reduce substance abuse among youth.
- Reduce substance abuse among youth and, over time, among adults by addressing the factors in a community that increase the risk of substance abuse and promoting the factors that minimize the risk of substance abuse. (Substances include, but are not limited to, narcotics, depressants, stimulants, hallucinogens, cannabis, inhalants, alcohol, and tobacco, where their use is prohibited by Federal, State, or local law.)

DFC grant funds support community-based coalitions. Applicant coalitions must have as part of the principal mission the goal of reducing substance abuse among youth and must be an organization legally eligible to apply for a grant. Coalitions must have worked together for a minimum of six months prior to the submission of the grant proposal and have representation from each of 12 sectors.

Sixty new awards of no more than \$100,000 will be made.

Applications are due by **April 17, 2007**.

[http://www.samhsa.gov/Grants/2007/sp\\_07\\_001.aspx](http://www.samhsa.gov/Grants/2007/sp_07_001.aspx)

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## Magnet School Assistance Program

<http://tinyurl.com/27pwmx>

The MSAP provides grants to eligible local education agencies (LEAs) and consortia of LEAs to support magnet schools that are part of an approved desegregation plan. Through the implementation of magnet schools, these program resources can be used in pursuit of the objectives of the ESEA, which supports State and local efforts to enable all elementary and secondary students to achieve to high standards and holds schools, LEAs, and States accountable for ensuring that their students do so. In particular, the MSAP provides an opportunity for eligible entities to focus on expanding their capacity to provide public school choice to students who attend schools identified for improvement, corrective action, or restructuring under Title I, Part A of the ESEA (Title I).

There are four competitive priorities and one invitational priority:

- Priority 1: Need for assistance (up to 10 additional points)
- Priority 2: New or revised magnet schools projects (up to 10 additional points)
- Priority 3: Selection of students (up to 10 additional points)
- Priority 4: Expanding capacity to provide public school choice (up to 10 additional points)
- Invitational priority: Experimental evaluation designs (no points)

LEAs or consortia of LEAs are eligible applicants. Applicants must submit with their applications one of the following types of plans to establish eligibility to receive MSAP assistance:

- a) A desegregation plan required by a court order;
- b) A plan required by a State agency or an official of competent jurisdiction;
- c) A plan required by the Office for Civil Rights (OCR), United States Department of Education (ED), under Title VI of the Civil Rights Act of 1964; or
- d) A voluntary plan adopted by the applicant and submitted to ED for approval as part of the application.

Awards are expected to range from \$350,000 to \$4,000,000 per year for up to three years. Forty awards will be made.

Applications must be transmitted by no later than **April 27, 2007**.

<http://a257.g.akamaitech.net/7/257/2422/01jan20071800/edocket.access.gpo.gov/2007/E7-4271.htm>

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## School-Based Student Drug-Testing Programs

<http://tinyurl.com/yq6z5x>

The School-Based Student Drug-Testing program awards grants to local education agencies (LEAs) and public and private entities to develop and implement, or expand, school-based drug-testing programs for students.

Local educational agencies and public and private entities are eligible applicants.

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Eleven awards ranging from \$100,000 to \$200,000 are anticipated.

Applications must be submitted by **May 8, 2007**.

<http://a257.g.akamaitech.net/7/257/2422/01jan20071800/edocket.access.gpo.gov/2007/pdf/E7-4273.pdf>

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## UPCOMING EVENTS

**March 16-18, 2007**

**Institute for Teaching of Chinese Language and Culture**  
**San Francisco, CA**

The Institute for the Teaching of Chinese Language and Culture, located within San Francisco's Chinese American International School (CAIS), will host a national conference focused on K-12 Chinese language education. Scheduled for March 16-18, 2007 at the Mission Bay Conference Center at the University of California, San Francisco, the Conference for the Teaching of Chinese Language and Culture (K-12) seeks to bring together school administrators and educators from around the country to address the growing demand for Chinese language education.

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**March 17 – 19, 2007**

**ASCD's Valuing the Whole Child: Embracing a Global Vision**  
**Anaheim, CA**

The annual ASCD conference is "all about great content!" More than 550 sessions are available to choose from covering topics such as differentiated instruction, what works in schools, school leadership, No Child Left Behind, closing achievement gaps, technology, higher education, and much, much more. Register by December 20, 2006 and save on the fee!

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**March 27, 2007**

**ONDCP Regional Student Drug Testing Summit**  
**Honolulu, Hawaii**

The Summit will address relevant legal and program development issues and serve as an introduction for schools that would like to learn more about student drug testing. Participants will also be provided with information on grants available through the U.S. Department of Education for the program. For schools that already have a program in place, new information will be available. There is no cost to attend the summits. To register, visit [www.cmpinc.net/dts](http://www.cmpinc.net/dts). You may contact Barbara Spencer at [bspencer@ondcp.eop.gov](mailto:bspencer@ondcp.eop.gov) with any questions you may have.

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**April 11-13, 2007**

**National Mentor Recruitment Trainings**

**Nashville, TN**

The [Office of Juvenile Justice and Delinquency Prevention \(OJJDP\)](#) will host the [National Mentor Recruitment Trainings](#). These training sessions will assist and challenge mentoring programs to explore new avenues for finding and recruiting mentors, particularly through faith- and community-based collaborations. This year's theme is "Mobilizing New Mentors through Faith- and Community-Based Collaborations."

The registration deadline for the Los Angeles training is **March 30, 2007**. For further information about the Mentor Recruitment Training and to register online, visit [www.mentoryouth.com/training](http://www.mentoryouth.com/training) or call 1-877-500-MENTOR.

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**April 23 – 25, 2007**

**National Institute for School Resource Officers**

**Austin, TX**

Hosted by the [Constitutional Rights Foundation](#) and [Street Law, Inc.](#), the institute is designed for school resource officers and police officers who teach young people about law.

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**April 24 – 27, 2007**

**2007 National Charter School Conference**

**Albuquerque, NM**

**Sample Copy**

Early registrations are now being accepted for the 2007 National Charter School Conference. Presentation proposal submissions will also be accepted through October 16, 2006. For more information, visit the National Alliance for Public Charter Schools Web site, email [nationalconference@publiccharters.org](mailto:nationalconference@publiccharters.org) or call (206) 463-3344.

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**April 24, 2007**

**ONDCP Regional Student Drug Testing Summit**

**Las Vegas, Nevada**

The Summit will address relevant legal and program development issues and serve as an introduction for schools that would like to learn more about student drug testing. Participants will also be provided with information on grants available through the U.S. Department of Education for the program. For schools that already have a program in place, new information will be available. There is no cost to attend the summits. To register, visit [www.cmpinc.net/dts](http://www.cmpinc.net/dts). You may contact Barbara Spencer at [bspencer@ondcp.eop.gov](mailto:bspencer@ondcp.eop.gov) with any questions you may have.

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**April 29 – May 2, 2007**  
**National Migrant Education Conference**  
**Phoenix, AZ**

Proposals are being accepted from potential presenters until Friday, December 15. More details should be posted to the site soon.

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**June 14-15, 2007**  
**Going for the Gold Grant Seeking Workshop**  
**Garland, TX**

Finally! A grant writing workshop designed for educators by educators! Learn the "in's and out's" of grantseeking from highly successful educators. Hands-on, interactive sessions make learning fun and effective! If you plan to do any grant writing, you owe it to yourself – and the kids for whom you write proposals – to attend this two-day workshop!

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**July 10-13, 2007**  
**National Forum on Education Policy**  
**Philadelphia, PA**

The ECS National Forum is the premier event for state policymakers and education leaders to share ideas and discuss problems and solutions to the most pressing education issues. Topics that will be covered include: identifying the real frustrations with education; whether P-16 partnerships are working; needs brought about by changing demographics; and why students are not engaged in school.

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