

Education Grants

Alert

The Weekly Report on Funding Opportunities for K-12 Programs

Vol. 18, No. 46
December 11, 2008

Report calls for revamp of school funding system

An overhaul of the nation's school finance system to focus on student achievement, not on compliance with regulations, is recommended in a new study by the Center on Reinventing Public Education at the University of Washington.

According to the six-year study *Facing the Future: Financing Productive Schools*, the nation currently has "a finance system that is focused on maintaining programs and paying adults, not on searching for the most effective way to educate our children." Decentralization of school finance decision-making authority from district administrative offices to principals' offices to allow school officials to meet students' needs and the implementation of new, innovative programs are what's needed, the report advises.

Current systems often tie administrators' hands by restricting funding to established

(See **REPORT** on page 7)

Unique inclusive program prepares students for future

Bringing your school's special education and general education students together can open a world of meaningful learning for everyone involved. And while locating funding and programs may seem challenging, one organization is working to make these initiatives possible.

Best Buddies, founded in 1989 by Anthony Kennedy Shriver, is a nonprofit organization dedicated to enhancing the lives of people with disabilities by providing opportunities for one-to-one friendships and integrated employment.

"As these kids leave high school into a world of all kinds of people, we feel that the [Best Buddies program] prepares them for the world a little bit more," said Eileen Murphy, state

(See **INCLUSIVE** on page 7)

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Federal Grants Alert

Research fellowships (ED)

Scope: The Education Department's National Institute on Disability and Rehabilitation Research seeks applications for fellowships aimed at supporting highly qualified individuals to conduct research on the rehabilitation of individuals with disabilities.

Deadline: Jan. 27.

Funds: \$505,000 for seven awards. The project period is one year.

Eligibility: There are two grant categories. For the Merit Fellowship, the applicant must have advanced professional training or independent study experience in an area directly related to disability and rehabilitation. For the Distinguished Fellowship, the applicant must have a doctorate or other terminal degree, or the equivalent and seven or more years of research experience in subject areas, methods or techniques relevant to rehabilitation research.

Areas: Fellows must conduct original research with the goal of maximizing full inclusion and integration of individuals with disabilities into society, especially those with the most severe disabilities.

Contact: Marlene Spencer, U.S. Department of Education, 400 Maryland Ave., S.W., Room 6026, PCP, Washington, D.C. 20202-2700; (202) 245-7532

(See **FEDERAL** on page 3)

District, ed. foundation relations supplement school programs

Working with an education foundation that provides programs and not direct cash donations may seem like a raw deal for some school districts. But with the right relationship and communication, schools districts can secure the very same programs they sought funding for in the first place.

The Sonoma Valley Education Foundation, founded in 1993 by parents and community leaders in Sonoma Valley, Calif., is one example of a foundation trying to make a bigger impact through the development of districtwide programs created side-by-side with the schools they serve.

"We are now more viable because we are working with the district to find out what kinds of programs they need to supplement," said Fran Meininger, executive director, Sonoma Valley Education Foundation. "Donors recognize this and feel more confident that their donations are being put to the most beneficial use. They know that when we say we are going to do something that it will get done because we've made commitments to each other."

Meininger, a former nonprofit executive, business owner, and consultant and management

analyst for the City of Sonoma/Sonoma County's Sheriff's Department, joined the Sonoma Valley Education Foundation in August 2007. She helped focus the foundation as a leader in program-driven educational support in partnership with the local school district, and in concert with their strategic plan.

"We are not in business to function in spite of our district; we fund in support of it," Meininger said.

To help establish such a relationship, she suggests:

- **Find out what's happening.** Not only is it important to get the school district involved, but it is important to get the foundation involved within the district. "Our district superintendent attends all of our board meetings," Meininger said. In return, Meininger attends district meetings of the trustees and invites them to every event that the foundation holds. "We have a lot of time to talk," she said.

- **Ask for and give input.** Meininger said the biggest impact comes out of knowing the districts needs. "We are not the authority of what is needed and is going on in schools — we go to the authority," she said.

- **Keep it friendly.** Establish a personal relationship, so that when you need something at your school, you just have to pick-up the phone. "Communicate in a fun, friendly manner. These relationships don't happen in board meetings," Meininger said.

- **Support each other.** Provide help when it is needed. "We found a grant that we wanted to apply for, but it only funded school districts [not foundations]," Meininger said. The district served as the lead, and the foundation wrote the grant and got the program funded.

To contact Meininger, e-mail her at svef-fran@sbcglobal.net □

Education Grants Alert

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New Subscriptions: (800) 341-7874
Editorial: (561) 622-6520, ext. 8707
ksullivan@lrp.com

Publisher: Kenneth F. Kahn
V.P., Editorial: Claude J. Werder
Executive Editor: Candace Golanski Gallo
Managing Editor: Kelly J. Sullivan
Editor: Krista Birkeland

Editorial Contributors: James Michael Brodie, Pamela Moore, Wangui Njuguna, Kim Riley, Mark Sherman, Sarah D. Sparks, Jeanne Sweeney, Erin Uy, Frank Wolfe

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Clarification

An article in a recent issue of *Education Grants Alert* (vol. 18/ iss. 44), "Develop alternative avenues to supplement school funding," was not as clear as it could have been about funding schools through 501 (c) (3) organizations. To clarify, Carole Brooks, resource development specialist for the Special Education District of Lake County, Ill., said that in her experience, many foundations are giving money directly to 501 (c)(3) organizations, not directly to schools. "They will still give to schools," Brooks said, "but in setting up their funding criteria they are asking that school districts apply through a 501 (c)(3) organization to make their requests." □

Federal Grants Alert (Cont. from p. 1)

E-mail: Marlene.Spencer@ed.gov

Web: www.ed.gov/news/fedregister/announce/index.html

Disability, rehabilitation field-initiated projects (ED)

Scope: The Education Department's National Institute on Disability and Rehabilitation Research invites field-initiated projects to develop methods, procedures and technologies that maximize the full inclusion and integration of people with disabilities into society.

Deadline: Jan. 27.

Funds: An estimated 20 awards of \$200,000 a year each for three years.

Eligibility: Higher education institutions, private nonprofit organizations, public agencies and for-profit entities.

Areas: NIDRR makes two types of awards under the program: the research track and the developmental track. NIDRR is particularly interested in proposals for projects designed to contribute to improved employment outcomes among individuals with disabilities.

Contact: Marlene Spencer, U.S. Department of Education, 400 Maryland Ave., S.W., Room 6026, PCP, Washington, D.C. 20202-2700; (202) 245-7532

E-mail: Marlene.Spencer@ed.gov

Web: www.ed.gov/news/fedregister/announce/index.html

Digital humanities institutes (NEH)

Scope: The National Endowment for the Humanities invites applications to implement national or regional training programs in humanities computing as a means of increasing the number of humanities scholars using digital technology in their research and disseminating knowledge about advanced technology relevant to the humanities.

Deadline: Feb. 18.

Funds: Awards typically range from \$50,000 to \$250,000 for one to three years.

Eligibility: Nonprofit organizations with 501(c)(3) tax-exempt status.

Areas: Goals are to bring together humanities scholars and digital technology specialists from

different disciplines; analyze new digital media, multimedia and text-based computing technologies and integrate them into humanities research; train humanities scholars to design, develop and use cyber-based tools and environments for research; and devise new and creative uses for technology that offer valuable models to apply specifically to research in the humanities.

Projects may not be used for digitization of collections; workshops on routine computer applications; development and presentation of courses or programs that focus on the skills and knowledge required to preserve, digitize or catalog humanities collections, such as training in digital scanning; graduate programs in the digital humanities; or programs that are not regional or national in scope.

Contact: NEH Office of Digital Humanities, contact via e-mail

E-mail: odh@neh.gov

Web: www.neh.gov/grants/guidelines/IATDH.html

Perception, action and cognition (NSF)

Scope: The National Science Foundation supports research on perception, action and cognition, including their development.

Deadline: Feb. 1.

Funds: Grant size varies. Recent awards clustered in the \$100,000 to \$400,000 range.

Eligibility: U.S. colleges and universities, including two-year and four-year institutions; nonprofit, non-academic organizations, such as independent museums, observatories, research laboratories, professional societies and similar organizations that are directly associated with educational or research activities; for-profit organizations, including small businesses with strong capabilities in scientific or engineering research or education; and state and local governments, including school districts and state education agencies.

Areas: Emphasis is on research strongly grounded in theory. Topics include vision, audition, attention, memory, reasoning, written and spoken discourse, motor control and developmental issues.

Contact: Vincent Brown, (703) 292-7305

E-mail: vrbrown@nsf.gov

Web: www.grants.gov/search/basic.do (enter FON "PD-03-7252") □

Private Grants Alert

JEHT Foundation

Scope: The JEHT Foundation provides funding for juvenile justice programs that work to reduce unnecessary detention and incarceration of youth while protecting public safety, easing the financial burden to society of juvenile justice programs, and ensuring that juveniles who come into contact with the justice system are fairly and appropriately treated and have a better chance of success.

Deadline: Rolling for letters of inquiry.

Funds: In 2006, the foundation provided more than \$26 million for 192 grants.

Eligibility: 501(c)(3) organizations and nonprofit organizations that can meet a 501(c)(3) financial equivalency test.

Areas: Programs should prevent incarceration by identifying and addressing the pathways through which youth come into contact with the justice system; create custodial environments that are safe, appropriate to the needs of youth, and provide services that will increase their chance of successful return to the community; and implement aftercare programming that will enable young people to return safely and successfully to their homes and communities.

E-mail: info@jehtfoundation.org

Web: www.jehtfoundation.org/juvenilejustice/

John Templeton Foundation

Scope: The John Templeton Foundation supports research and education on the identification, nurturing and recognition of mathematically and scientifically gifted young people.

Deadline: Ongoing.

Funds: Grants range from \$1,000 to \$5 million.

Eligibility: Nonprofit organizations, academic institutions and research institutions.

Contact: John Templeton Foundation, 300 Conshohocken State Road, Suite 500, West Conshohocken, PA 19428; (610) 941-2828

Web: www.templeton.org/funding_areas/

Spencer Foundation

Scope: The Spencer Foundation requests proposals for research projects in philosophy as it relates to educational policy and practice, includ-

ing issues directly related to K-12 schools and higher education institutions as well as policies that influence children's growth and development in the family and in other areas of social life.

Deadline: Rolling.

Funds: In 2006, the foundation provided almost \$13 million for 156 grants.

Eligibility: Principal investigators must be affiliated with a college or university, a research facility, a cultural institution, or a school district.

Areas: Examples of topics that may receive funding include: the proper content of moral education and of the rights of parents to constrain it, the place of religion in schools, and the obligations to students with special education needs.

Contact: Spencer Foundation, Attn: IPEPP, 625 N. Michigan Ave., Suite 1600, Chicago, IL 60611; (312) 274-6509

E-mail: kgray@spencer.org

Web: www.spencer.org/content.cfm/philosophy-in-educational-policy--practice-rfp

New Leaders for New Schools

Scope: New Leaders for New Schools provides a pathway for current and former educators to become outstanding principals of urban public schools by recruiting, selecting and training leaders with the motivation to spark a life-long love of learning in our nation's urban youth.

Deadline: Feb. 19.

Funds: Residents receive a salary and benefits commensurate with those of assistant principals and are paid directly by the school district or charter system for which they work, and they receive coursework, instruction and support worth \$70,000.

Eligibility: While requirements vary by program city, most applicants have an average of seven years' experience and must possess instructional expertise in a K-12 setting including, at minimum, 2-3 years of full-time K-12 classroom teaching experience.

Areas: Previous leaders include veterans of the system who have a record of instructional leadership; teacher leaders, grade-level chairs, school leadership team members and professional developers; former teachers who went on to run nonprofit or for-profit organizations and want to combine their teaching and leadership experiences; former business and nonprofit leaders who

Private Grants Alert (Cont.)

became teachers; and young leaders who have demonstrated they can deliver results in a short period of time.

Contact: New Leaders for New Schools, 30 W. 26th St., 2nd Floor, New York, NY 10010; (646) 792-1070

E-mail: info@nlins.org

Web: www.nlins.org/Program.jsp

The Lalor Foundation

Scope: The Lalor Foundation provides funding through the Anna Lalor Burdick Program to educate young women about human reproduction in order to broaden and enhance their options in life.

Deadline: May 15 and Nov. 2, 2009, for concept papers.

Funds: Grants range from \$10,000 to \$50,000.

Eligibility: 501(c)(3) organizations.

Areas: Reproductive education must be the centerpiece of the proposed project, including the subjects of contraception and pregnancy termination.

Contact: The Lalor Foundation Inc., c/o Susan Haff, Grants Management Associates, 77 Summer St., 8th Floor, Boston, MA 02110; (617) 426-7080, ext. 323

E-mail: shaff@grantsmanagement.com

Web: www.lalorfound.org/albguidelines.html

Christopher and Dana Reeve Foundation

Scope: The Reeve Foundation provides quality of life grants to increase independence, day-to-day happiness, and to improve access for people with paralysis.

Deadline: Applications open on or around Jan. 2, 2009 for first funding cycle and July 1 for second funding cycle. Deadlines for entry are March 1 and Sept. 1, respectively.

Funds: Grants up to \$25,000.

Eligibility: Nonprofit organizations, community parks, schools, veterans' hospitals and tribal entities.

Areas: Funding is awarded in three categories: Actively Achieving — projects that help people ride a bike, compete in sports, play with friends on a totally accessible playground, etc.; Bridging Barriers — projects that help overcome obstacles to full participation in society, such as voice-operated

computer technology, modification of homes and buildings to make them wheelchair accessible, and/or to access transportation services; Caring and Coping — projects may include peer networks, support groups, counseling, etc.

Contact: Christopher & Dana Reeve Foundation, 636 Morris Turnpike, Suite 3A, Short Hills, NJ 07078; (800) 225-0292

Web: www.christopherreeve.org/site/c.ddJFKRNoFiG/b.4425935/k.6491/Quality_of_Life_Grants.htm

Abbott Fund

Scope: The Abbott Fund supports organizations involved with arts and culture, education, health, mental health, oncology, cardiovascular health, HIV/AIDS, diabetes, career development, nutrition, human services, community development, science, civic affairs, children, minorities, and economically disadvantaged people.

Deadline: Proposals accepted from January through October.

Funds: Grants up to \$100,000.

Eligibility: 501(c)(3) organizations and government entities, such as public schools, public universities, etc.

Contact: Abbott Fund, 100 Abbott Park Road, D379/AP6D, Abbott Park, IL 60064; (847) 937-7075

Web: www.abbottfund.org

The Ittleson Foundation

Scope: The Ittleson Foundation funds innovative, pilot, model and demonstration projects that: fight the stigma associated with mental illness; utilize new knowledge and current technological advances to improve programs and services for people who have mental illness; and advance preventative mental health efforts, especially those targeted to youth and adolescents, with a special focus on strategies that involve parents, teachers and others in close contact with these populations.

Deadline: Sept. 1, 2009, for letters.

Funds: In 2006, the foundation provided almost \$400,000 in charitable donations.

Eligibility: Nonprofit organizations.

Contact: Anthony C. Wood, executive director, Ittleson Foundation Inc., 15 E. 67th St., New York, NY 10065; (212) 794-0351

Web: www.ittlesonfoundation.org/mental.html □

Local Funding Briefs

In this section, Education Grants Alert focuses on private-sector funders that limit their giving to geographic regions in which they have a particular interest.

Claude Moore Charitable Foundation

Geographic Area: Virginia.

Scope: The Claude Moore Charitable Foundation provides grants to help the talented and underprivileged (culturally and economically) maximize their educational development, specifically, through literacy and advanced academic pursuits.

Other areas of interest:

- Inner city youth — programs that focus on broadening perspectives and opportunities in early education intervention.
- Youth training — programs that emphasize self-help and local initiatives targeting unique areas not currently addressed.
- Innovation — support given for different types of educational programs.
- Health — programs that strengthen the practice of public health to ensure the medical system can fulfill its vital role.

Deadline: July 1, 2009, and Sept. 1.

Funds: Grants range from \$1,000 to \$100,000.

Contact: Grants Program, Claude Moore Charitable Foundation, 11350 Random Hills Road, Suite 520, Fairfax, VA 22030; (703) 934-1147

Web: www.claudemoorefoundation.org/grants/how_to_apply.html

Utah Credit Union Education Foundation

Geographic Area: Utah.

Scope: The Utah Credit Union Education Foundation solicits applications for the 100% for Kids grant program, which provides funding to supplement innovative classroom-level programs carried out in public K-12 schools. Priority will be given to core curriculum materials that will be used by and for kids.

Deadline: Last day of each school quarter.

Funds: Grants range from \$1,000 to \$5,000.

Contact: 100% for Kids: Utah Credit Union Foundation, Attn: Foundation Coordinator, 1805 S. Redwood Road, Suite 200, Salt Lake City, UT 84104; (800) 662-8684

E-mail: foundation@ulcu.com

Web: www.100percentforkids.org/grants/grants.html

PeyBack Foundation

Geographic Area: Indiana, Tennessee and New Orleans Metropolitan area.

Scope: The PeyBack Foundation, established in 1999 by Peyton Manning, helps promote the future success of disadvantaged youth, ages 6-18, by assisting programs that provide leadership and growth opportunities for children at risk.

Deadline: Feb. 2.

Funds: Grants range from \$1,500 to \$10,000.

Contact: PeyBack Foundation Grants, 6325 N. Guilford, Suite 201, Indianapolis, IN 46220

E-mail: PeyBack@peytonmanning.com

Web: www.peytonmanning.com/Pages/Main/PeyBack/Foundation.htm

Ben B. Cheney Foundation

Geographic Area: Tacoma and Pierce counties and southwestern Washington; southwestern Oregon; and Del Norte, Humboldt, Lassen, Shasta, Siskiyou and Trinity counties, Calif.

Scope: The Ben B. Cheney Foundation funds projects in areas of Cheney Lumber Company operations that develop new and innovative approaches to community problems, facilitate the improvement of services or programs, and invest in equipment or facilities that will have a long-lasting impact on community needs.

The foundation supports programs helping young people gain the skills needed to become responsible adults.

Deadline: Rolling for letters of inquiry.

Funds: Grants range from \$15,000 to \$20,000; grants of \$100,000 may be considered for multi-million dollar projects.

Contact: Bradbury F. Cheney, executive director, Ben B. Cheney Foundation, 3110 Ruston Way, Suite A, Tacoma, WA 98402-5307; (253) 572-2442

E-mail: info@benbcheneyfoundation.org

Web: www.benbcheneyfoundation.org/whatwegiveto.html □

Report calls for revamp of school funding system (Cont. from p.1)

programs, argues the study. For example, in Washington and North Carolina, the majority of state funding for schools is tied to teacher slots — one teacher for roughly 20 students — yet the study asserts that alternative uses for the funds, such as for online materials or instruction, may be more useful.

Data indicates principals are more in tune with academic needs than officials in central district offices. Principals with greater control over their funding streams tend to focus their dollars on generalist classroom teachers and part-time teachers, and they tend to employ fewer administrators, classroom aides, and full-time specialist teachers than district-run schools do, according to the study.

Yet districts and principals are often unaware of how much they spend on individual programs and do not know what alternative uses might be made of the funds, the report said. In addition, federal and state funding streams are often at odds, because federal Title I money is devoted to high-poverty schools, while state money for categorical programs — extra services and specialty teachers — is often used for non-Title I schools, the report said.

Susan Sclafani, managing director of the Chartwell Group and former assistant secretary for the Office of Vocational and Adult

Education, said she agrees with the overall recommendations at a Brookings Institution discussion of the report.

But she cautioned that “practice is so much more complex than theory.” Quality assessment systems are needed to determine best practices for low-performing students and middle-of-the-road students, because what works for one group may not work for the other, Sclafani said.

Jane Hannaway, director of the Urban Institute’s Education Policy Center and principle investigator for the National Center for Analysis of Longitudinal Data in Education Research, said, “You’d like to link finance systems to the most productive inputs — for example, the most productive teachers ... that’s a difficult, technical task.”

The Obama administration may provide fertile ground for such an approach. During the presidential campaign, President-elect Barack Obama said he would not abandon accountability in a reauthorization of the Elementary and Secondary Education Act.

The CRPE report is available at www.crpe.org/cs/crpe/download/csr_files/pub_sfrp_finalrep_nov08.pdf.

Contributed by Frank Wolfe at sister publication Education Daily. □

Inclusive program prepares students for future (Cont. from p.1)

director of Best Buddies Illinois.

With more than 1,400 middle school, high school and college campuses across the country and internationally, Best Buddies is bringing together thousands of general education and special education students through the formation of Best Buddies clubs. In fact, two of Best Buddies’ six programs are directed solely toward middle schools and high schools.

When a school forms a Best Buddies school club, students with intellectual disabilities are matched with general education students their same age, grade and interest to create special friendships. Murphy said the addition of such a club to a school campus can be transformational. “In one high school, there are 110 students in the club, and the culture of the whole school is different,” she said. “It is accepted to have a buddy with a disability — it is one of the biggest clubs in the school. It’s not cool to make fun of these students.” Here, general education students learn to be more sensitive toward others, and special needs students become

less isolated and make friends.

To be eligible for the Best Buddies program, a school must have a special education program. There is no cost for participating schools to launch and maintain the program (the organization covers the \$5,600 annual expense). Sometimes schools provide a stipend for the teacher who leads the club, like they would for any school club, but most teachers volunteer, Murphy said.

Schools can receive ongoing support from Best Buddies once the club is formed, such as invitations to events the organizations hosts, and staff member contact in as little or as much capacity as they need, she said.

“These kids are often isolated in special education classes,” she said. “We want to introduce them to a wider world of friendship.”

To locate a Best Buddies’ office near you or for more information, visit www.bestbuddies.org.

Contact Eileen Murphy at Eileen.Murphy@bestbuddies.org. □

Funding Notebook

New Web site links people with disabilities

TASH Inc., a leading international disability association working on equity, diversity and quality of life for people with significant disabilities, launched Bridges, a free peer-to-peer online resource directory accessible to people with disabilities and their family members, educators, advocates and professionals.

Established by a grant from the NEC Foundation of America, the Web site helps members of the disability community get in touch with experienced peers regarding more than 20 topics, including inclusive education, advocacy, support and inclusive community recreation.

For more information, visit www.TASH.org

Young engineers rocket to Alabama

NASA invited 14 groups of young rocketeers from 11 middle schools, high schools and youth organizations from across the country to the 2008-09 Student Launch Initiative rocketry challenge, to be held April 15-20, 2009.

Each team will design, build and field test a rocket capable of traveling to an altitude of 1 mile and tracking and delivering data when the rocket parachutes back to earth. Awards for participants range from \$2,450 to \$3,700.

For further information, visit http://www.nasa.gov/home/hqnews/2008/dec/HQ_08316_Student_Launch.html

Zazove Foundation grants support hearing loss

The Louise Tumarkin Zazove Foundation provides tuition scholarships for people with bilateral hearing loss who are U.S. nonprofit undergraduate, graduate or high school students. Deadline for applications is May 31.

For more information, visit www.ltzfoundation.org/scholarships.html

Your vote counts for youth social projects

The 30 finalists in the Best Buy @ 15 Challenge with Youth Venture have been announced and are now waiting for your online vote. The 15 winning teams will each receive \$10,000 to support their social ventures, which range from poverty to the arts.

Registered voters may also win a free iPod Shuffle and \$500 to donate to their school or favorite nonprofit. Deadline for voting is Jan. 9.

For further information, visit <http://www.GenV.net/bestbuy>

Free online course emphasizes education

Microsoft Corp., the Michigan Department of Education, and the Michigan Virtual University offer students across the nation access to CareerForward, a free online course covering globalization, career-

planning, financial literacy and entrepreneurship.

The course, which takes 20 hours to complete, is designed to instill a better understanding of the crucial importance of education and students' ability to improve their motivation and choices in high school and college.

For more information, visit <http://review.careerforward.org/careerforward>

Youth invent an easier, better, green world

The Lemelson Foundation and Ashoka GenV seek entrants for the Invent Your World Challenge, which asks young inventors to create a new technology or adapt an existing one to make life easier, the planet greener, or the world better.

To enter, applicant must submit an idea in 200 words and a photo of the prototype, if available. Winners receive a mentorship, seed funding, networking opportunities, and a \$20,000 scholarship. Deadline for entry is Dec. 31.

For further information, visit www.inventyourworld.org/campaign.html

E-Rate applications now accepted

The Schools and Libraries Program of the Universal Service Fund, known as E-Rate, requests applications from elementary or secondary schools, school districts and libraries to fund telecommunications services, Internet access, internal connections and basic maintenance of internal connections.

Discounts for support depend on the level of poverty and the urban/rural status of the population served. Discounts range from 20 to 90 percent of the costs of eligible services. Applying schools may not have an endowment over \$50 million. See Web site for additional eligibility, broken down by individual state requirements that may allow for pre-K, adult or juvenile justice programs to receive funding.

Deadline for entry is Feb. 12.

For more information, visit www.universalservice.org

Academy expands, includes 15 new centers

The U.S. Dream Academy, an afterschool education and mentoring program serving more than 800 high-risk students in 11 learning centers in 10 cities, received a \$2 million grant from The Atlantic Philanthropies to expand its programs to Baltimore; East Orange, N.J.; Houston; Indianapolis; Los Angeles; Memphis; Orlando, Fla.; Philadelphia; Salt Lake City; and Washington, D.C.

The U.S. Dream Academy works with youth in grades 3-8 to break the cycle of intergenerational incarceration by empowering youth with academic, social and values enrichment through supportive mentoring and technology training.

For further information, visit www.usdreamacademy.org. □