



Elizabeth Burmaster
State Superintendent

DPI VISTA Monthly

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Small deeds done are
better than great
deeds planned.

-Peter Marshall

Jane Grinde
Project Director
Betsy Prueter
Project Coordinator
Ruth Anne Landsverk
Family Education Coordinator
Casey Gauthier
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Building Partnerships with For-Profit and Non- Profit Organizations

By Christina Briggs

When considering the challenges that we each face in our projects, many of us really count on the different organizations that have come forth to support us. The programming for my project is supported by a variety of community organizations, both non-profit and for-profit.

For-profit businesses, while at times difficult to access, can be a great resource if you're able to build contacts within the organization. Contacts, whether built by cold calling or through a "friend of a friend," can help you through projects that benefit you and, more importantly to your contact, benefit them. I've found that personal contact – telephone calls or face-to-face meetings -- work better for

building partnerships than email or letters. I have sent letters requesting donations first and then followed up with a call.

Eastbay, a Wausau-based sporting-goods company, donated items to two different athletic events I organized. Their most recent donation of 100 basketballs was based on the positive experience they had collaborating on the first event, which included media coverage. Because of their large donation, Eastbay is featured as a sponsor for the event on over 600 flyers that were distributed locally to Pre-K families.

Home Depot has also been very helpful. They requested pictures of the events that their building kits were used for; they wanted to see what the events looked like!

Other for-profit businesses that are great resources for fundraising include Noodles, Barnes and Noble and Burger King. Each of these businesses allows your organization

to designate a fundraising day after which a portion of the day's profits is given to your program. These are great fundraisers because you have to put very little time into them and the only cost are the flyers or advertising that you do.

Wausau School District Pre-K is scheduled to have a Barnes & Noble fundraiser on Saturday, January 10, from 9 AM to 9 PM. I sent out flyers to all of our Pre-K families, listed it in the upcoming events calendar of the local newspaper and TV news channel, and, after clearing it with the district's PR department, sent an email to all district staff.

Kohl's Cares For Kids and Target both make monetary donations to schools each year to use for a variety of programming. Target allows any customers with a Target Redcard to designate a school to receive 1% of their total



purchases each year. Kohl's provides organizations with discounted gift cards that can be sold at face value, check out the websites below or call your local branch to find out more information. I have also included a link below for Subway, which can provide

monetary and food donations for different events.

Media coverage can highly motivate for-profit organizations. They like to see how you are using their support and to know how many people are going to be reached (the more the better!). Try to have all your participation numbers and information before you contact them. If you have to submit a request, most papers and area news stations have a place on their website to submit your information about an event.

Non-profit organizations in my community have been the largest source of support. These organizations often share goals similar to our own as VISTAs. They can also be helpful with helping the families we work with in a variety of ways that we may not have access to. They may also be able to provide parent educational resources through classes or seminars, as our local Family Resource Center does. The United Way also provides a number of services to children and families in the community and can be a great resource for helping every family access what they need. United Way, for example, sponsors two programs for students in the Wausau School District: "Fill a Backpack, Fill a Need" and annual book distributions. Area food pantries can also donate food to an event if it benefits needy families and if your budget is really tight.

Find out what people within your organization are good at. My supervisor makes jewelry, so she taught a group of parents how to

make a piece of jewelry to take home. This also helps to build sustainability, which is a huge goal and concern for all of us.

In conclusion, building partnerships can be challenging, but keep in mind that we are helping the communities that these businesses operate in, and in turn, helping them. Sell your projects and talk about the families you are helping and the good work that we are doing. Be genuine, give thanks, and believe that we are making a difference- even if it's only one family at a time.

Helpful links:

<https://www.kohlscorporation.com/communityrelations/community01.htm>

<https://sites.target.com/site/en/corporate/page.jsp?contentId=PRD03-005157>

<http://www.barnesandnoble.com/bookfairs/index.asp>

<http://www.noodles.com/>

(About us section and then community section)

<http://www.subway.com/SubwayRoot/AboutSubway/helpingSociety/eForms/donationRequest/6818.html>

A Lesson in Teamwork: Snow White and the Seven Dwarfs

By Ruth Anne Landsverk

Here's our dead-of-winter dilemma: it's February, the snow has been flying for a good four months now, and it's time to recheck Action Team operations and recharge batteries. Just how **are** things going on your Action Team?

Following are seven tips for building teamwork on your Action Team, presented with a Disney-esque twist. In the spirit of creativity (and forgiveness), please take a moment to complete the following exercise.

Pretend you are Snow White. Which of the Seven Dwarfs would



you assign each teamwork tip to? Keep in mind that, based upon their names, some dwarfs will be naturals for the job; others will really have to stretch a bit. Snow White (you) wants the best for each of her seven friends: **Bashful, Doc, Dopey, Grumpy, Happy, Sleepy, and Sneezy.**

Correct answers are at the bottom. The author of this article promises to present each VISTA quizzee who gets 100% with their very own (healthy) apple at the 2009 Parent Leadership Conference April 29 in Madison. Good luck!

Teamwork Tip #1: Give each member a chance to share ideas and opinions. Some teams begin each meeting with a "round robin," giving each member gathered

around the table a chance to bring up concerns, observations, or information they may have learned about partnerships since the last meeting.

This is a job for Dwarf _____ . (Hint: this dwarf finds it hard to share anything more than a glance.)

Teamwork Tip #2: Respect each member's contributions. Everyone brings different gifts to the table. Learn what areas of expertise and talents each member has and how they can enrich partnership efforts. One of the myths about creativity maintains that the best ideas come from the most creative individuals. In reality, usually the best ideas come from building on or varying the ideas of other, i.e., through discussion and consensus.

This is a job for Dwarf _____ . (Hint: this dwarf does not respect Good Humor bars.)

Teamwork Tip #3: Get organized. Start and stop meetings at the agreed-on times, send out an agenda ahead of the meeting and stick to it during the meeting. Invite members to submit agenda items for the next meeting, and at the end of every meeting, review what tasks or responsibilities will be accomplished by whom before the next meeting.

This is a job for Dwarf _____ . (Hint: this guy can prescribe resolutions.)

Teamwork Tip #4: Coordinate communications. How will members contact each other if they have questions, can't make a meeting, or need help? What groups or individuals should know about team decisions? How will the team make sure parents know? Plan ahead so communication is clear and timely.

This is a job for Dwarf _____ . (Hint: this dwarf doesn't say much at all in the movie, so this will be a stretch for him.)

Teamwork Tip #5: Celebrate successes. Effective teams take time to review where they've been and where they are going. How has the work of the team helped families connect to and improve student learning? Which goals has the team accomplished and which is it working towards? Say, "thank you!" Members who feel good about their work are members who will remain committed to and focused on the "big picture" for partnerships.

This is a job for Dwarf _____ . (Hint: ever day is a celebration for this fellow.)

Teamwork Tip #6: Think creatively. Don't be afraid to take what hasn't worked in the past and tweak it a little. Brainstorm and put a

new spin on it. Try it in a new way or with a new group of people. VISTAs are famous for creatively using what they have to improve where they are. For example, to improve literacy you have pedaled books on bikes to kids in the summer, put book bins on school buses, and bestowed books on babies at birth.

This is a job for Dwarf _____ . (Hint: this dwarf “dreams” big.)

Teamwork Tip #7: Prepare well.

Events and activities will yield a greater response if your Action Team members do their homework, talk to all kinds of people, find out where the needs of your school community are and how best to meet them.

This is a job for Dwarf _____ . (Hint: in school, this guy was allergic to homework and has suffered ever since.)

If only the Dwarfs had followed these teamwork tips, perhaps Snow White wouldn't have had to chaw down a poisoned apple. Maybe Snow White can try these tips out on a new team of dwarfs rejected from the original Disney film (these are actual names that didn't make it): Shifty, Blabby, Dirty, Gloomy, Gasp, Burpy, and Awful!

Answers: Teamwork Tip #1: Bashful; Tip #2: Grumpy; Tip #3: Doc; Tip #4: Dopey; Tip #5: Happy; Tip #6: Sleepy; Tip #7: Sneezzy.

Save the Dates!

February 12th, Service Learning Conference

February 12th, Governor's Service Awards Dinner

February 13th, Volunteer Service Conference

March 5th, Supervisor Teleconference

April 29th, Parent Leadership Conference



Community vs. School-Based VISTA Sites: Different Methods to Sharing a Single Mission

By Kelly Karls

Kelly, serving at the Howe Neighborhood Family Resource Center in Green Bay, shares some insight into the life of a community site based VISTA.

Q: HOW IS A COMMUNITY-BASED SITE DIFFERENT THAN A SCHOOL-BASED SITE?

A: There is no one thing that separates the two, but there are a few basic differences. Because we do not always deal with school administrators, teachers, PTOs and school curriculum and policy on a regular basis, community-based sites do not fit perfectly into Epstein's six types of involvement model. Instead, we modify the framework to fit our needs so that we too can be a

vital partner in school's efforts to engage families.

Additionally, community-based sites do not typically have the same structure as schools; i.e. we do not have the same hours, established best practices for dealing with families, or access to district funds and staff members. This can be an additional challenge to linking our work to student learning. Finally, community-based sites do not always have regular interactions with parents and families and have to be

creative and inventive in our outreach; which is a good thing!

We are, however, able to support school-based family programs and offer our own programming that extends beyond school hours in an effort to accommodate more families.

Q: WHAT ARE THE ADVANTAGES OF COMMUNITY-BASED SITES?

A: There are many advantages to being a community-based site. First of all, we are very well connected with the greater community. We have a broad and comprehensive network of partners that allow us to engage diverse perspectives and use take advantage of a wide range of resources. Additionally, we can sometimes be more flexible than schools in terms of programming due to our extended hours.

Finally, community-based sites are often eligible for funding and grants that schools may not be qualified for and are often more visible to large community or corporate donors. Though these donations can be hit-or-miss, they can really help start or boost programming.

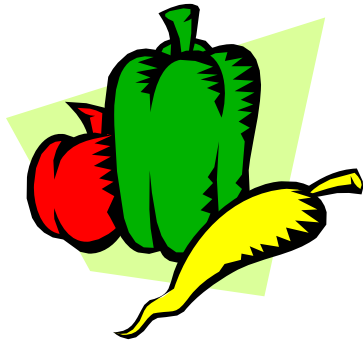
Q: HOW CAN SCHOOL-BASED SITES SEEK MEANINGFUL PARTNERSHIPS WITH COMMUNITY-BASED SITES?

A: Just ask! Community-based sites must be creative to gain the same access to parents and families that schools already possess. All community-based sites serve as a resource and would love to partner

with school-based sites! Working with these sites allows community-based sites access to a target population while sharing their resources and knowledge. Meaningful partnerships are all around us, and if we work together both community and school sites will be stronger and better equipped to carry out the VISTA mission.

Recipe of the Month

All-Veggie Salad



This month, Jane shares a very basic but delicious recipe. She says, "You can use any color pepper, but it looks pretty with the red. The corn really adds a sweet taste to the salad."

- 1 Cucumber
- 1 Red Pepper
- 1 Onion (purple is nice)
- 1 Can of Corn

Cut cucumber, pepper, and onion into bit-size pieces. Drain liquid from corn and add to other vegetables. Season with black pepper to taste. Use with or without dressing. Try ranch, if you like.

A Little Note!

VISTAs and alumni should keep posting "V is for" photos and stories to enter to win a free hoodie. Remember, winners are chosen at random so upload a photo today! You only have to post once to be eligible for every issue of VISTA Viewfinder. For more information, visit the VISTA Campus (<http://www.vistacampus.org/>)

Unpacking Family Involvement Legislation

By Betsy Prueter

We all know why we should build family partnerships. But do you know what legislation requires? Are you familiar with the language? Do you know about resources to help parents interpret and understand this language? Here's a brief breakdown of key points in No Child Left Behind: Section 1118 of Title One.

WHAT IT SAYS: Each local educational agency....shall develop...a written parent involvement policy that...describes how the local educational agency will --provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement;
--coordinate and integrate parental involvement strategies under this part with parental involvement strategies under other programs, such as Head Start, Even Start, the

Parents as Teachers Program, the Home Instruction Program for Preschool Youngsters, and State-run preschool programs;

--conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy developed under this section

THE SHORT VERSION: Plan, write, modify and evaluate effectiveness of school policies in collaboration with parents. Ask PARENTS for strategies to engage other parents.

WHAT IT SAYS: In states where parental information and resource centers (PIRC) have been established...local educational agencies and schools receiving assistance under this part shall assist parents and parent organizations by informing such parents and organizations of the existence and purpose of such centers, providing such parents and organizations with a description of the services and programs provided by such centers, advising parents on how to use such centers, and helping parents to contact such centers.

THE SHORT VERSION: Learn about Parents Plus (our state PIRC; which hosts 5 of our VISTAs) and share that information with your school staff and families.

<http://www.parentspluswi.org>

WHAT IT SAYS: As a component of the school-level parental involvement policy each school served shall jointly develop with parents for all

children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Such compact shall --describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the State's student performance standards, and the ways in which each parent will be responsible for supporting their children's learning.

THE SHORT VERSION: Use the six types of family involvement to engage all parents in meaningful ways.

ADDITIONAL RESOURCES:

Involving Parents in No Child Left Behind

<http://www.dpi.state.wi.us/fscp/pdf/bbnclbbk.pdf>

No Child Left Behind: A Parent's Guide

<http://www.ed.gov/parents/academic/involve/nclbguide/parentsguide.pdf>

Linking a School-Family Compact to Learning

http://www.ncela.gwu.edu/oela/summit2004/PDFs/Anne_HendersonDOC2.pdf

Supervisor Segment: The Supervisor as Communicator

The three critical communication skills supervisors must call on to help and to lead are:

- Active listening,
- Providing feedback, and
- Conflict management.

These skills are highly interrelated in the sense that they build on one another: active listening encourages feedback; conflict is less likely to erupt when feedback is asked for and given appropriately; and regular feedback promotes open discussion and active participation. In essence, good communication is the beginning of building trust between you and your members/volunteers, not to mention between you and other staff.

Whether you were first exposed to these terms and tools years ago or days ago, you may want to review them again in preparation for the next time someone looks at you and says, “Oh, is that what you meant when you said...?”

Active Listening

As an active listener, you try to understand what a member/ volunteer is saying, feeling, or thinking by putting your understanding into words and feeding it back to the member/volunteer for verification.



Active listening helps you to hear the emotion and affirm the person. It communicates these messages clearly:

- I hear what you are feeling.
- I understand how you see things right now.
- I see you are as you are right now.
- I am interested and concerned.
- I do not judge or evaluate you.

Providing Feedback

Providing feedback is helping your member/volunteer understand your site and your site’s policies. There are rules of the game and you explain how to play by them. Like a coach on a playing field, you have to decide who is playing successfully and who needs more coaching. You reward good plays and criticize poor ones, and you do it in a constructive way. In other words, you provide feedback to the players on how well they are doing and, if necessary, how they can do better.

There are two types of feedback: Praise—for exemplary work or behavior that exceeds expectations; and

Corrective feedback—for behavior that does not meet agreed upon expectations.

Four steps:

1. Describes what the member/volunteer is doing that creates problems;
2. Expresses why that behavior is a problem for the supervisor and for the project;

3. Specifies what the supervisor wants the member/volunteer to do instead (with input from the member/volunteer); and
4. Clarifies consequences for changing or failing to change the problem behavior.

Conflict Management

Assertive—the extent to which the member/volunteer attempts to satisfy his or her own concerns; and
 Cooperative—the extent to which the member/volunteer attempts to satisfy the other person’s concerns.

These two basic descriptions can then be used to understand five options for handling conflict:

COMPETING—a power-orientated mode. You want to get your way at the other person’s expense.

ACCOMMODATING—the opposite of competing. You neglect your own concerns in order to satisfy those of the other person. There is an element of self-sacrifice in this mode.

AVOIDING—choosing not to address the conflict by postponing, side-stepping, etc. You don’t pursue your goals or those of the other person.

COLLABORATING—the opposite of avoiding. By collaborating you attempt to involve the other person to find a solution to the issue at hand. It means digging into the issues to find an appealing alternative.

COMPROMISING—you try to find some expedient, mutually acceptable solution that is at least somewhat satisfactory to both of you.

“Hey! That’s a Good Idea!” corner

Matt

Dolezal is looking to capture the work of our VISTAs and host



sites on film! He will be traveling state wide to visit all sites to interview VISTAs and Supervisors and collect video footage of their projects. This video will be used for recruitment and to help further promote our project!

[Communicating]

Nicole Stachurski, who recently began her service at Grove Elementary School in Wisconsin Rapids, shared an excellent resource in her Quarterly Report. RIF (Reading is FUNdamental) is a Scholastic book distribution that could be a useful inexpensive program for elementary schools to utilize. Read more here:

<http://www.rif.org/>. [Learning at Home]

Penny Bruskin is making cross-stream service connections to help students using Milwaukee Public Library services. She has partnered with a local AmeriCorps member to provide needed tutoring services. Look up other national service members in your communities- the possibilities for partnerships are endless! [Collaborating with the Community]

Brittany Pensis and her supervisor



at Olga Brener Elementary School are anonymously recognizing school staff for

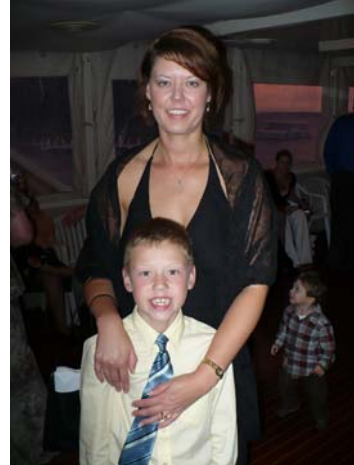
their support of and involvement in partnerships. They have selected four staff so far and award the winner with an NNPS mug filled with candy. They hope that by recognizing efforts of the staff, they can encourage even more participation. [Volunteering]

Dustin Young is working on an initiative at the Dane County Transitional High School in Madison called Pay it Forward. Students and community members are organizing all residents to engage. The key to Pay It Forward is to take action by doing kind deeds for strangers, or people who aren't expecting it. After you do the kind deed, tell them to continue doing the same for others. [Collaborating with the Community]

Chad Olle, working with the Action Team at Dottke High School in West Allis-West Milwaukee, has asked *parents* to take ownership of the team and help recruit other *parents*. This is an important recruitment strategy- asking the parents to network with each other and encourage one another to get involved! [Parenting]

Roxane answer's Renee's questions

Roxane is serving with the Wausau School District.



Renee: Where are you from?

Roxane: I grew up in Mosinee, WI.

Renee: Growing up, did you like school?

Roxane: I loved school but didn't like the people. I was a teacher's pet and always had my hand raised. Learning was great fun, but kids are mean, and I still remember the way I felt whenever I didn't fit in.

Renee: How did you learn about VISTA and why did you join?

Roxane: My husband, a teacher in the district, received a district-wide email with the opportunity. I was unemployed at the time and he thought it might be a way to network and make a few (very few) dollars. I didn't join for altruistic reasons, I joined to pay the bills and in the hopes I'd get a "real job" after service.

Renee: What is the most rewarding/favorite part of being a VISTA for you?

Roxane: My favorite part is the people I work with. I have great supervisors and love working at the district level.

Renee: What would be your ideal vacation?

Roxane: Somewhere warm! I hate cold and I hate winter. Unfortunately, I have a severe phobia of flying so I'd need lots of prescription drugs to knock me out to get there. I've been to Mexico and liked that, so maybe there or Hawaii.

Renee: Though as a VISTA you probably have a strict budget, what's something you still treat yourself to?

Roxane: I've never been one to treat myself even when I had a real job. I guess a small thing I still buy myself is Clinique makeup during their Bonus Buy time. It doesn't sound like much but I'm pretty low maintenance and have always been frugal when it comes to buying things for myself.



Renee: Do you have any hobbies or secret talents?

Roxane: I am too busy/tired with my son's activities to really have time for hobbies. I've dabbled in political campaigns and the local political scene, which I've enjoyed. I am still searching for a secret talent. I'm hoping I find it soon.

Renee: What's your favorite food or meal?

Roxane: My favorite food is shrimp. I grew up in a Polish/German family, so any meal with homemade mashed potatoes is good in my book.

Renee: What's your favorite season and why?

Roxane: As stated earlier, I hate cold and winter so I have to say summer because I love the heat and the sun. Most of the time, I'm still wrapped in a blanket, even in the summer. I'm probably best suited for living near the equator.

Renee: Do you know what your plans are after VISTA?

Roxane: I'll be hoping and praying the economy turns around and I can find a job of some sort, but I'm not holding my breath. I've had bad luck in the job area so I hope that changes.

Renee answer's Roxane's questions

Renee is serving at Lincoln Elementary School in Oshkosh.



Roxane: Tell us about where you are from and what your family is like.

Renee: I grew up in Fond du Lac, WI. I have an older brother (28) and an older sister (26). My parents still live in Fond du Lac and have been married for almost 30 years.

Roxane: What were you doing before becoming a VISTA?

Renee: Just before I joined this VISTA project, I was working for 2 months as a curatorial assistant at a museum in Oshkosh. It was a really cool job. I did research on artists, wrote a few descriptions of artwork for the gallery and photographed and catalogued pieces of the collection. They couldn't afford to keep me year-round, so I left for VISTA. Besides that, I have been in different AmeriCorps programs since graduating college.

Roxane: Why did you become a VISTA?

Renee: I participated in an AmeriCorps State program in Oshkosh for the 2007-2008 school year. Though I could have returned to that program for another term, I was looking for a "change of scenery" on the job front. I didn't want to spend a second year doing the same meetings and trainings, and I liked the idea of having a more lasting impact on my site. Also, there aren't a huge number of job opportunities in this area, especially considering that I attended college out of state and had a very limited network coming to Oshkosh. I figured as long as I wasn't going to make much money anyway, I may as well do something worthwhile.

Roxane: What are some of your goals for the future?

Renee: I am working towards a career in museums or college-level teaching. Art history is fascinating to me and I enjoy researching artists and talking about art in general. I applied to graduate school for art history for the fall of 2009. Eventually, I would also like to learn how to restore artwork.

Roxane: Describe yourself in one word.

Renee: Realistic.

Roxane: What genre of movies do you like best? What's your favorite?



Renee: I don't know about genres, but I have directors that I usually like: Wes Anderson, Coen Brothers, Paul Thomas Anderson, and Martin Scorsese. James Bond flicks are usually pretty entertaining, too.

Roxane: What's your favorite television show?

Renee: I actually have quite a few: Dr. Katz: Professional Therapist, The Office, House, Futurama, It's Always Sunny in Philadelphia, The Sopranos, Flight of the Concorde. I couldn't pick a favorite. My fiancé likes collecting DVDs, so we watch a lot of shows.

Roxane: What is your most prized possession?

Renee: Nothing in particular comes to mind. The only thing I would be really upset to lose (aside from my friends and family, obviously) are my pets- I have two guinea pigs and a cat- but I don't really consider them possessions.

Roxane: What do you do for fun?

Renee: Knitting! I'm always working on something. Yarn is one of the few things I'm willing to spend any money on outside of bills and groceries. I'm pretty low-key all around. I enjoy reading, watching movies or TV, and just relaxing at home. In summer I like walking or hiking.

Roxane: What is one thing about you that none of us would ever guess?

Renee: Someone might be able to guess this, but I detest the phone! I

don't like making calls, receiving them, or chatting on the phone. Many of my friends live at least an hour away; most are in other states. Keeping up with all these people just burns me out on the phone. I definitely prefer talking face to face whenever I can.

Grant Opportunities



Educational Resources: Essay Contest

The Educational Resources Essay Contest rewards schools that can show us how they are best at implementing technology for the advancement of student learning. Applicants must submit an essay detailing the technology used, how it is utilized and how it impacted student achievement. Maximum award: \$2,500 technology voucher. Eligibility: legal residents of the United States at least 18 years of age.

Deadline: April 1, 2009.

<http://ideas.edresources.com/Ideas/deasHome.aspx>

Intel Foundation: Schools of Distinction

The Intel Foundation Schools of Distinction Program honors U.S. schools that have demonstrated

excellence in math and science education. In order to be considered as an Intel School of Distinction, schools must develop an environment and curriculum that represents the intersection of benchmarks laid out by the Partnership for 21st Century Skills in their ICT literacy maps for math and science and national content standards for that content area. Maximum award: \$25,000 cash grant and \$100,000 in products and services from sponsors. Eligibility: K-12 public, private, charter, parochial schools in the United States, Department of Defense Dependents Schools, and Bureau of Indian Affairs schools.

Deadline: February 17, 2009.
<http://www.intel.com/education/schoolsofdistinction/application.htm#Categories>

**NABT/Vernier:
Ecology/Environmental Teaching
Award**

The National Association of Biology Teachers Vernier Software & Technology Ecology/Environmental Teaching Award honors a teacher who has successfully developed and demonstrated an innovative approach in the teaching of ecology/environmental science and has carried his/her commitment to the environment into the community. Maximum award: \$1,000 toward travel to the NABT Professional Development Conference, and \$500 of Vernier equipment. Eligibility: secondary school teachers.

Deadline: March 15, 2009.
<http://www.nabt.org/sites/S1/index.php?p=290>

Legacy Project: Listen to a Life
The Legacy Project Listen to A Life Contest connects generations through oral history. To enter, a young person must interview an older person about his or her hopes and goals throughout life, how he/she achieved goals and overcame obstacles, or how his/her dreams may have changed along the way. The young person then writes a 300-word essay based on the interview. Maximum award: a Lenovo ThinkCentre, iPod Classic, and \$800 worth of Orchard Software; young person's school receives \$25,000 worth of Orchard Software. Eligibility: each team must consist of a young person 8-18 years and a grandparent or grandfriend 50 years or over (co-entrant cannot be a parent)

Deadline: March 30, 2009.
<http://www.legacyproject.org/contests/ital.html>

Fiskars: Project Orange Thumb
Fiskars Project Orange Thumb grants give Fiskars garden tools and materials such as plants, seeds, mulch, etc. to eligible gardening groups. Maximum award: \$1,500 in Fiskars garden tools and \$800 in gardening-related materials (i.e. green goods). Eligibility: gardens and/or gardening projects geared toward community involvement,

neighborhood beautification, horticultural education and/or sustainable agriculture.

Deadline: February 17, 2008.

http://www.fiskars.com/content/garden/en_us/Garden/Community

**U.S. Department of Education:
Partnerships in Character
Education Program**

The Federal Partnerships in Character Education Program supports the design and implementation of character education programs that can be integrated into classroom instruction and that are consistent with state academic content standards.

Maximum award: \$600,000.

Eligibility: states, school districts, and nonprofit organizations (in partnership with districts).

Deadline: February 24, 2009.

<http://www.ed.gov/programs/character>

**Hewlett-Packard: Innovations in
Education Grants**

The 2009 HP Innovations in Education grants provide funding for secondary school districts to launch innovative pilot initiatives that support the administrators and teachers responsible for student success in math and science in middle schools and/or high schools. Maximum award: \$270,000. Eligibility: any public or accredited private school district or school system that serves at least 2000 secondary school (grades 6-12) students.

Deadline: March 30, 2009.

<http://www.hp.com/hpinfo/grants/us/2009-HPIIE-Secondary-US.pdf>