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State Superintendent

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“If I have been of service, if I have glimpsed more of the nature and essence of ultimate good, if I am inspired to reach wider horizons of thought and action, if I am at peace with myself, it has been a successful day.”

-Alex Noble

Jane Grinde

Project Director

Betsy Prueter

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Ruth Anne Landsverk

Family Education Coordinator

Casey Gauthier

VISTA Leader

What's RIGHT with these Action Plans?

By Ruth Anne Landsverk

An earlier column identified areas needing improvement in real Partnership Action Team plans submitted to DPI. Here, we'll talk about how action plans can focus on goals and activities that involve families in children's learning in meaningful ways. Can you pick out what makes the following activities most effective?

What's RIGHT with this Action Plan?

Goal: Coordinate a before and after school K-8 program.

1. Seek parent input to be used in developing desired program.
2. Recruit and train tutors to serve K-8 students in need of services.

3. Work with Team Nutrition Committee to emphasize healthy lifestyle skills.
4. Identify funding sources and work with grant writing committees.

This plan does several things right. The plan:

- **Uses parents' ideas** to shape the program (1). Programs that incorporate families' opinions and experiences can be more responsive and focused in meeting needs, and create a sense of parental ownership and engagement in the new effort.
- **Trains volunteers** (2). Training volunteers, including family and community members, equips them with specific knowledge and skills and the ability to meet school expectations and the goals of the program.

- In working with the Team Nutrition Committee (3), **connects and works with existing school committees** in its new initiative. Action Teams that exchange information with other school committees are less likely to duplicate existing efforts and are better able to locate and use available resources.
- **Seeks sustainability** by identifying funding sources and grants. An excellent Action Plan would also identify community partners to work with and a person to complete this work.
- By surveying families (1), **asks families to share** their present practices as well as areas they need more information about or help with.
- By hosting Family Reading Night (2), **equips parents** with effective reading strategies and opportunities to interact with children.
- Collaborating with the school PTO (2) allows the Action Team to **use the people-power and resources** of an existing school group.
- By organizing a Book Depot (3), **meets a need in the school community.**

Research shows that children who have books in the home are more likely to have better reading skills. Effective partnerships identify learning gaps and work to close them.

What's RIGHT with this Action Plan?

Goal: Only 69% of 4th grade students at (John Doe) Elementary score proficient or above in the state WKCE reading test. **Doe Elementary seeks to improve student reading scores** by:

1. Surveying parents about how they are involved at home
2. Work with the PTO to host Family Reading Night
3. Organizing a Book Depot to distribute books to children who have none.

This Action Plan features several promising practices. The plan:

- Through its goal, **connects the Action Plan to school goals**, in this case, improving student reading. Partnerships should be part of the school improvement plan.

Effective Action Plans also offer many ways for families:

- and school staff to meet face-to-face, building relationships and trust.
- and school staff to get to know one another, strengthening their networks of support.
- to be “in-the-know” about school rules, events, and student assessments and
- to comment on school rules and practices *as they develop*, influencing how they are shaped, implemented, and evaluated.

Save the Dates!



March 5, Supervisor Check-In

March 30, Summer Plans due

April 3, VISTA webinar

April 15, Quarterly Reports due

April 29, Parent Leadership Conference

VISTA Money Saving Tips

By Stephanie Jung and Kim Yoder

After living the VISTA life for the past five months and combining that with some past college experiences, we would like to share some of the ways we have learned to save money in everyday life.

Food and Drinks

-Go to the grocery store on an empty stomach on days when they offer free samples. Whole Foods, Outpost, and Sam's Club provide enough free samples to fill you up!

-Trader Joe's has great deals on many items, including Charles Shaw wine: \$2.99!

-Check out local churches and community organizations for free community meals; many offer free meals once or more a week.

-Instead of going out to eat, get some friends together to make a meal. You'll have something fun to do for the night and enough people to chip in to make something yummy.

Gardening

-All it takes is a small plot of land, a little water, somewhat of a green thumb and a little love. Seeds don't cost much and they can be purchased using food stamps/Quest card.



Energy Expenses

-Keep your heat down during the night and while you are at work—there is no point in over-heating an empty house.

-Invest in a warm blanket.

-WE Energies provides a free weatherization kit and has lots of energy-savings tips on their website: <http://www.we-energies.com/residential/energyeff/index.htm>.

-Investing in plastic window covering and curtains can go a long way to keep your house insulated.

-Use the budget plan for billing for your energy bill. It will seem like a lot of money in the summer months, but will be much easier on you in the

winter when you get that first shocking bill after using the heat.

Entertainment

-Look into budget theaters in your area or do a movie exchange with staff at your site.

-Check out local websites that list free events in the area. Watch your local paper for deals and events in your community.

-Instead of renting movies from the movie store, go to the library and check out movies, books, music and more for free!

-In summer, get outdoors and see the parks in your community.

-Go swimming in a community pool (be sure to ask for a VISTA discount or fee waiver!). You might even run into some staff or students from your school or organization!

Cell Phone, Internet and Cable/DirecTV

-Use free Internet at the library, get a digital converter box (and you even get access to Public TV's "Create" channel which offers you many do-it-yourself resources and ideas!) or purchase a family share plan to save money on cell phone bills.

Clothes

-Thrift stores are always good places to find cheap clothes.

-You can also have clothing swaps with friends or family.

-Always check the clearance racks or shop in the off-season to save and be prepared for next winter.

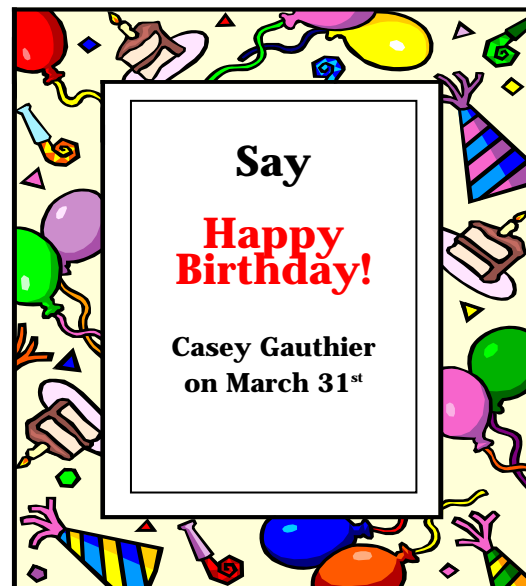
Cleaning Supplies

-For a cheaper disinfectant, mix together vinegar and water; it works great! See this link for more ideas on making your own cleaning supplies: <http://www.care2.com/greenliving/make-your-own-non-toxic-cleaning-kit.html>

Transportation

-Gas is expensive, so whenever possible, carpool, bike, use the bus or even leave a bit earlier and walk to where you want to go.

There are always ways to save here and there; it just takes a little creativity, but it doesn't mean leading a VISTA lifestyle can't be a good time! So, grab a bottle of two-buck chuck (the lingo for Charles Shaw wine), curl up on your couch with a few extra blankets (remember, use less heat), and watch a good movie loaned from your library!



Recipe of the Month

Tuscan Sausage and Bean Soup

This month, Ruth Anne shares a wonderful, personal recipe. "This is one of my family's favorite soups – perfect for a chilly day."



- 1 tbsp. olive oil
- 1/2 cup chopped onion
- 1 clove garlic, minced
- 2 (15-oz.) cans Great Northern beans, drained and rinsed
- 1 (14.5 oz.) can beef broth
- 3 cups water
- 1/2 tsp dried Italian seasoning, crushed
- 12 ounces Italian sausage, cut into 1/2-inch slices
- 1 medium zucchini or yellow squash, sliced (about 2 cups)
- 1 (14.5-oz.) can Italian-style tomatoes, cut up
- 1/3 cup dry red wine or water
- half of a 10-ounce package frozen chopped spinach, thawed and well drained
- grated Parmesan cheese (optional)

Directions

1. In a medium skillet, saute onion and garlic in oil until tender, 4 minutes. Cook Italian sausage until brown. Drain well. Rinse beans.
2. In a 3-1/2- or 4-quart pot, combine the beans, beef broth, 3 cups water, onion, garlic, Italian seasoning, cooked and drained Italian sausage, zucchini, undrained tomatoes, and red wine or water. Bring to a boil. Reduce heat. Simmer covered on low heat for 20 minutes.
4. Just before serving, stir spinach into soup. If desired, sprinkle each serving with Parmesan cheese.

Makes 4 to 5 servings.

Building Relationships through Memory Maps

By Betsy Prueter

VISTA supervisor Paul Olesky recently shared a great idea worth passing on to other VISTAs: creating a **neighborhood map**. Paul, who is Kelly Karls' supervisor at the Howe Neighborhood Family Resource Center in Green Bay, conducted this activity at a recent Family Dinner event to build community among participants.

As families arrived, they were invited to mark on a map where in the neighborhood they lived. They were then seated in a "mini community" with other families and individuals who lived in close proximity to their homes.

As Paul shared this story, I was impressed with the simplicity and depth of the idea. It encourages neighbor-to-neighbor conversations and builds the infrastructure to continue those conversations at home, at the grocery store, or at the bus stop. The relationship-building we all know as critical to success needs to be facilitated, nurtured, and mentored. And that's a part of why you are all serving in this capacity.

To my surprise, as I read the latest edition of *Educational Leadership*, published by the Association for Supervision and Curriculum Development (ASCD), Ruth Anne pointed out an article that reminded me very much of Paul and Kelly's neighborhood maps. JoBeth Allen, Professor at the University of Georgia-Athens, described another mapping process to build trust among families- **memory mapping**. Allen describes this process:

For example, drawing maps of childhood neighborhoods, or memory maps (Frank, 2003) might take place during a home visit, or in a classroom, or during a whole-school event such as a family night. Each participant draws an annotated map of his or her childhood neighborhood(s). Next, in small groups that include both teachers and families, participants walk one another through their neighborhood maps. (Allen, 2008).

What a powerful way to connect with parents and teachers! Allen says that many of the experiences families shared were very

personal and often moving as teachers hear what parents' own experiences were of school. Making the time to understand what lives of families are like outside of school has a big impact on how schools better serve their children and meet their needs. I compiled a (very) short list of resources on this topic to get you started!

Resources

Educational Leadership
online:

http://www.ascd.org/publications/educational_leadership.aspx

National Network of
Partnership Schools
Promising Practices

<http://www.csos.jhu.edu/p2000/PPP/2007/pdf/54.pdf>

Rosenbach School
Neighborhood Mapping
Project

<http://www.rosenbach.org/NM-Root/Content/Story/Intro.htm>



“Hey! That’s a Good Idea!” Corner

Nicole Stachurski, serving at Grove Elementary School in Wisconsin Rapids, has begun work on a school safety initiative at her site. One of her team’s ideas is to ask staff members, volunteers, and visitors to wear identification badges while in the building. **COMMUNICATING**

Stephanie Jung and the School for Urban Planning and Architecture (SUPAR) parent governance board are planning parent workshops for the rest of the semester. The topics and content of these workshops are based on the results of a survey from the beginning of the school year. Don’t forget about those surveys! They can inform your work for the entire year. **DECISION MAKING**

Penny Bruskin, serving at the Milwaukee Public Library, has been working with volunteers from Alverno College to engage Spanish speaking families in literacy activities at home. They are developing a “make your own sock puppet” event where parents can learn appropriate reading at home techniques to try with their children. **PARENTING**

Renee Hinn and her Action Team are planning improvements to their Parent Resource Center at Lincoln Elementary School in Oshkosh, based on parent feedback. Resource Centers should provide up-to-date, useful, and relevant information for families and need to be continuously evaluated! **LEARNING AT HOME**

Kelly Martyka at the South Madison Health and Family Center is

continuing to develop a volunteer base through recent attendance at UW-Madison’s Public Service Fair. Be sure to check with your local institutions of higher education for opportunities to recruit volunteers for your site! **VOLUNTEERING**

Supervisor Segment: Incorporating Transition Planning Into the Service Year

Planning for life after AmeriCorps won’t seem so daunting if you help members do it a little at a time. Nedra Klee Hartzell, the author of “Next Steps: Life After AmeriCorps,” has created a calendar that incorporates the guide into month-by-month activities.

MONTH 1: Ask members to **set general goals** for post-service. If members plan to go to undergrad or grad school, make sure they’re aware of deadlines for financial aid and admissions. Direct them to information about the Education Award and applying to schools.

MONTH 2: Begin the self-assessment process by looking at what skills members already have, what skills they’re gaining during service and what they’ll need to meet their future goals.

MONTH 3: Help members **continue to explore interests**. A helpful tool is defining your “personality type.”

MONTH 4: Have members **look at values and personal considerations**. Continue doing

self-assessment exercises and using “personality type” tools.

MONTH 5: Ask members to **summarize the self-assessment** process in writing. Have members share their assessments with each other in guided discussions. Because members will know each other well by this point, they should be able to offer constructive comments about the assessments.

MONTHS 6 and 7: Promote **information-gathering** activities that match the self-assessment needs. According to Hartzell, “this step is a formidable task with which members need much guidance.” Program staff should schedule trainings with career counselors, human resource specialists and others. Consider organizing a *Life After AmeriCorps* training that will offer “one-stop” resources on many different post-service options. Provide time for members to do research by computer or at your local library’s career center. Meet at least weekly with members to see how they’re doing and keep them on task.

MONTH 8: Facilitate **decision-making and goal-setting**. Have members examine the information they’ve gathered during the previous months and focus on goals. Remind them that they don’t need to figure out the rest of their lives—it’s easier to set a series of shorter term goals.

MONTHS 9–12: Help members **pursue individual options**. Because everyone may be going in a different direction, this may be the most difficult part of the process to manage. Give members

development time to conduct job searches, apply to schools, consider signing up for another year of service, or research other steps. Provide resources as needed. In staff meetings, ask members to individually report on their progress.

MONTH 10: Lead a frank discussion on **managing transition**. Ask members to talk about how they’ve managed change at other points in their lives—for example, when they transitioned into service. Could they use the same coping mechanisms now that they did then?

MONTH 11: Have members look at what they’ve gained from their AmeriCorps experience and consider how they’ll **continue to serve**. Talk about signing up for additional AmeriCorps service and/or other ways to volunteer in their community.

MONTH 12: Encourage **reflection, review, and closure**. Use the surveys and evaluations to help members reflect on their service and how it will help them in the future. Design end-of-service ceremonies to focus on where members are heading, rather than where they’ve been.

VISTA Interviews

Michelle answers Brendan’s questions

Michelle is serving at Spooner Middle School.



Brendan: What were you doing before this, and why did you decide to join VISTA?

Michelle: I just graduated last May from MSU-Mankato with a degree in Social Work and a minor in Psychology. I heard about the VISTA program through other Social Work graduates. They highly recommended it, as the VISTA mission fits perfectly with what Social Workers want to accomplish. I thought, "Why not?" I am one that wants to "save the world," if you will. This is a great opportunity to make a difference.

Brendan: What have you accomplished so far in your service that you are most proud of?

Michelle: I would have to say the "Souper Bowl of Caring" event. The AmeriCorps members and I organized this event to help create poverty and hunger awareness in our community. We had a silent auction, chili feed, and a weeklong food drive. The students and community really came together to make it successful! We brought in about \$4,000 that'll go towards Washburn Co. Food Pantry, Alban's Table (Free Community Dinner) and the "Helping Hands" School Garden. It was a lot of work but it definitely paid off!!

Brendan: What are your plans/goals for after your service?

Michelle: I just applied to graduate school to get my Master's in Social Work. I am hoping to do that this fall for the one-year program and then work with at-risk youth in a non-profit organization! But who knows...I change my mind everyday!

Brendan: What do you do for fun in Spooner?

Michelle: I absolutely love nature, and Spooner definitely provides many outdoor activities! There are many beautiful trails to run on, along with a lit-up cross-country skiing trail! There is a river across the street from my apartment so I go fishing and canoeing when it's warm enough. I haven't tried ice fishing yet -- I'll get there soon! We have a cute little movie theatre, lots of unique shops and a fun dinner train. Oh, and I can't forget...If you ever come to Spooner, you'll have to check out the World's Largest Woodcarving Museum!

Brendan: What's something that people might be surprised to know about you?

Michelle: Maybe it's pathetic to some, but I still sleep with my "blankie". My grandma made it for me 22 years ago, so I'm sure you can guess what it looks like now. I actually just asked her if she'd make me a new blankie and she has started knitting away; I can't wait to get a fresh one!

Brendan: What's your favorite place you have traveled to, and why?

Michelle: I went to Saltillo, Mexico, for two summers on a mission trip with my church. I absolutely fell in love with the city and the people! Although they have next to nothing, the community loves life more than anyone I've ever met! Family is everything to them. Their attitude about life was so influential. It was very refreshing and gave me a new perspective on life. Some day I would love to do mission work.

Brendan: Desert Island top five movies: go!

Michelle:

1. Titanic (saw it 7 times in the theatre. Sad, I know)
2. Forrest Gump (Life totally is a box of chocolates!)
3. Who's Eating Gilbert Grape (Oldie, but a must-see!)
4. The Notebook (I cry like a baby every time)
5. The Green Mile (Poor John Coffey)
6. Mama Mia (A "feel good, I wanna get up and dance" kind of movie)
7. The Sixth Sense (Still gives me chills to this day)

Brendan: If you could be a character on any TV show, who would you be?

Michelle: Kelly Kapowski on *Saved by the Bell*...She gets to date the beautiful Zack Morris.

Brendan: What's the best advice anyone has ever given you?

Michelle: Dr. Seuss said, "Be who you are and say what you feel, because those who mind don't matter and those who matter don't mind." I try to abide by this as much as possible. Those who love me will always accept me just the way I am, no matter what! Nobody should pretend to be something they're not just to make someone else happy. Put yourself first-no matter what. It's definitely challenging, but I am working on it! Go Dr. Seuss!

Brendan: Okay, the classic Parents Plus question: If you had to pick one song to be your personal theme song, what would it be, and why?

Michelle: I'd have to say "Some Days you Gotta Dance" by the Dixie Chicks. This song is very upbeat and

all about how you just have to live it up and loosen up because life is too short not to. I love to dance and let go of my worries, so this song fits perfectly. So the next time life is getting chaotic, just get up and start dancing!

Brendan answers Michelle's questions

Brendan is serving with the Business and Economics Academy of Milwaukee and Pulaski High School in Milwaukee.



Michelle: What do you think is the best part about being a VISTA?

Brendan: I love working with the parents, especially when you find that core group of parents at a school who come to everything and are really enthusiastic. But the thing I've enjoyed most this year has been seeing the culture change at one of my schools to the point where parent involvement is really valued and celebrated. Having the opportunity to be a part of that kind of change in one year is a really unique and awesome thing about VISTA.

Michelle: Where do you see yourself in 5 years...15 years?

Brendan: In 5 years I hope to be working on a joint degree in law and public policy, and in 15 years I would love to be working in education policy somewhere. I really think education is absolutely fundamental to a society, and we've got a lot of work to do to make our education system the best in the world again, so I want to be involved in that.

Michelle: What is the craziest thing you've ever done?

Brendan: In high school I ran cross country, and our locker had a shower that no one ever used, so we decided to make it into a "lounge." We



brought in random chairs and couches and stuff that we would see by the side of the road on our runs, and it became a huge tradition. This lasted until my senior year, when the district adopted a new fire code and the school said we couldn't keep the lounge. We organized a week of protests where we basically did something outrageous every day. The big finale was on Friday, where we brought in about 5,000 post-it notes that said "Fire Hazard" and stuck them all over the school.

Michelle: If you only could save 3 items from a house fire, what would they be?

Brendan: Hmm, well I do keep a box of old memories and stuff, so I'd want to grab that. And my laptop, because let's face it, I'd be totally lost without it. I can't really think of a third thing, though. I'm tempted to say I'd take a copy of "Things We Lost in the Fire," just to be ironic, but I don't own one.

Michelle: What quote do you live by?

Brendan: Confucius said, "Wheresoever you may go, go with all

your heart." I think that's a great philosophy because there are so many options in life, but the bottom line is you've got to be doing something you're passionate about. And as someone who's always planning ahead, it also helps me to stay focused on the here and now!

Michelle: If you had to choose between "The Bachelor" or "Grey's Anatomy," which would you watch?

Brendan: "I'd have to go with "Grey's Anatomy," because then I'd know what my friends who watch that show are talking about. (Does anyone watch "The Bachelor" anymore?) But I'd never watch it because it's on at the same time as "The Office."

Michelle: What's your biggest accomplishment thus far as a VISTA?

Brendan: I'd have to say the Action Team at one of my schools (BEAM) is my biggest accomplishment so far. It's been really strong this year and we've had great turnout—in fact, we have so many parents that we organized them into committees to work on specific projects. We also had a great family math and science night event in the fall at that school where we had about 175 participants; we're working on another one for the spring!

Michelle: What's your favorite Disney movie?

Brendan: "Aladdin." It's a great story and you can't beat Robin Williams as the Genie.

Michelle: If you could eat one food item for the rest of your life, what would it be?

Brendan: Probably pad thai. I don't think I could go the rest of my life without Thai food. If I can cheat a little and add a dessert, I'd have to have my grandma's sea foam salad. If you

haven't had sea foam salad, you're missing out.

Michelle: If you could give another incoming VISTA one piece of advice, what would it be?

Brendan: The most important thing is to never give up. As a VISTA working in a school you're dependent on a lot of other people—your supervisor, the administration, teachers—and there are going to be setbacks sometimes. You've really got to advocate for yourself and find a way to make things work because this program is capable of a lot when the support is there. Most of us only have one year at this, so we've got to make the most of it!

Managing the Generational Mix

By Casey Gauthier

As VISTAs we work with families, volunteers and community partners of varying ages. Honolulu Community College studies intergenerational issues and have published an overview of values from each of four represented generations in our society. It's important to remember that values can collide when different generations come together. Things can get accomplished better and faster than if we understand our differences. I have highlighted a few points below. Full text of this article can be found: <http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/intergencomm.htm>

Currently, four generations are represented in our world today. Those are Traditionalists, Baby Boomers, Generation Xers and Nexters (also called Generation Y).

TRADITIONALISTS

Traditionalists value:

- Privacy: They are the private, silent generation. Don't expect members of this generation to share their inner thoughts.
- Hard work: They believe in paying their dues and become irritated when they perceive others are wasting their time. Members of this generation often feel that their career identifies who they are.
- Formality: Whether written or in oral communication a formal communication style is preferred. This generation values formal dress and organizational structures..
- Things: This group loves their stuff and they won't get rid of it. Some may call them pack rats but others would argue that they remember the depression days and going with out. You never know when you might need it.

Communicating with Traditionalists:

- Focus on words rather than body language or inferences.
- Face to face or written communication is preferred.
- Don't waste their time, or let them feel as though their time is being wasted.

BABY BOOMERS

Baby Boomers value:

- Competition: Boomers value peer competition and can be seen by others as being egocentric.
- Hard work: Boomers started the "workaholic" trend. The difference between Traditionalists and Boomers is that Boomers value the hard work because they view it as

necessary for moving to the next level of success while Traditionalists work hard because they feel they should.

- **Teamwork:** This group embraces a team-based approach to business -- they are eager to get rid of the command and control style of their Traditionalist predecessors.
- **Inclusion:** This generation will accept people on an equal basis as long as they can perform to their standards.

Communicating with Baby Boomers:

- Boomers are the "show me" generation, so your body language is important when communicating.
- Speak in an open, direct style but avoid controlling language.
- Answer questions thoroughly and expect to be pressed for the details.

GENERATION XERS

Generation Xers value:

- **Entrepreneurial spirit:** Xers believe in investing in their own development rather than in their organization's. While others may see them as disloyal they are cautious about investing in relationships with employers because experience has shown that these relationships are not reliable. Cavalier as it may sound, one Xer told a Boomer that if you want loyalty get a dog.
- **Independence and creativity:** Xers have clear goals and prefer managing

their own time and solving their own problems rather than having them managed by a supervisor.

- **Information:** They value access to information and love plenty of it.
- **Quality of work life:** This generation works hard but they would rather find quicker more efficient ways of working so that they have time for fun. While Boomers are working hard to move up the ladder, Xers are working hard so that they can have more time to balance work and life responsibilities.

Communicating with Generation Xers:

- Use email as a primary communication tool.
- Ask them for their feedback and provide them with regular feedback.
- Use an informal communication style.

NEXTERS OR GENERATION Y

Nexters value:

- **Positive reinforcement:** Members of this cyber generation value positive reinforcement at accelerated rates compared to older generations.
- **Positive attitudes:** This group grew up during tranquil times and, as a result has a very optimistic outlook on life in general.
- **Diversity:** This group grew up with more diversity than their predecessors and if not exposed to it in their

community then they were introduced diverse people and cultures through the media.

- Technology: Technology is valued and is used as a tool for multi-tasking.

Communicating with Nexters:

- They will resent it if you talk down to them.
- They prefer email communication.
- Seek their feedback constantly and provide them with regular feedback.

Grant Opportunities



U.S. Dept. of Ed.: Teaching American History Grants

The Teaching American History Grant Program supports projects that raise student achievement by improving teachers' knowledge, understanding, and appreciation of traditional American history. Awards help districts to develop, implement, document, evaluate, and disseminate innovative, cohesive models of professional development, in partnership with entities that have extensive content expertise (colleges and universities, history and humanities organizations, and libraries and museums).

Deadline: March 9, 2009.

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

American Historical Association: Beveridge Family Teaching Prize

The American Historical Association Beveridge Family Teaching Prize recognizes excellence and innovation in elementary, middle school, and secondary history teaching, including career contributions and specific initiatives. Maximum award: \$1,500.

Deadline: March 16, 2009.

<http://www.historians.org/teaching/Beveridge.htm>

McGraw-Hill: Harold W. McGraw, Jr. Prize in Education

Awarded to three individuals who have addressed innovation and education, focusing on the whole child, in one of three broad categories: professional development and teacher education; pre-K-, elementary- and secondary-level education programs (in and out of school); and policy maker.

Deadline: March 20, 2009.

http://www.mcgraw-hill.com/prize/about_history.shtml

Questbridge: College Prep Program for High School Juniors

Questbridge, a non-profit organization dedicated to giving high-achieving low-income students resources during the college application process, is accepting applications for its College Prep Program for High School Juniors. Maximum award: full scholarship to summer program, college admissions counseling, and attendance at college preparatory conferences.

Deadline: March 31, 2009.

<http://www.questbridge.org/access/collegepretext/>

Nike: Jordan Fundamentals

The Jordan Fundamentals Grant Program recognizes outstanding teaching and instructional creativity in public secondary schools that serve economically disadvantaged students. Maximum award: \$10,000.

Deadline: April 15, 2009.

<http://www.nike.com/jumpman23/features/fundamentals/overview.html>

AIAA: Grants for Classroom Excellence in Math, Science, Technology and Engineering

American Institute of Aeronautics and Astronautics Foundation Classroom Grants are awarded for excellence in educating students about math, science, technology, and engineering. Maximum award: \$200.

Deadline: April 30, 2009.

<http://www.aiaa.org/content.cfm?pageid=244>

Gloria Barron Prize for Young Heroes

The Gloria Barron Prize for Young Heroes honors outstanding young leaders who have focused on helping their communities and fellow beings and/or on protecting the health and sustainability of the environment. Maximum award: \$2,500.

Deadline: April 30, 2009.

<http://www.barronprize.org/index.html>

Presidential Awards for Excellence in Mathematics and Science Teaching

The Presidential Awards for Excellence in Mathematics and Science Teaching are among the nation's highest honors for teachers of mathematics and science and recognize highly qualified teachers for their contributions in the classroom and to their profession. Maximum award: \$10,000.

Deadline: May 1, 2009.

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

State Farm/NYLC: Project Ignition

State Farm and the National Youth Leadership Council are sponsoring Project Ignition, which funds programs that give high school students and their teachers the chance to work together to address the issue of teen driver safety. Maximum award: \$10,000.

Deadline: June 30, 2009.

http://www.sfprojectignition.com/apply/submit_form.htm