

DuPage Regional Office of Education

Grant Search Week of March 24, 2008

State and Federal Funds

Enhancing Education through Technology (EETT) Competitive Grant

Illinois State Board of Education

http://www.isbe.state.il.us/curriculum/elearning/pdf/eett_rfp.pdf

Eligible applicants are either a high-need school district or an eligible partnership, as defined below. A school district may submit or participate in only one proposal.

A “high-need local educational agency” is a school district that is among the local educational agencies in a State with the highest numbers or percentages of children from families with incomes below the poverty line, and

- serves one or more schools identified for improvement or corrective action under section 1116 of the Elementary and Secondary Education Act (ESEA), or
- has a substantial need for assistance in acquiring and using technology.

An “eligible local partnership” is a partnership that includes at least one high-need school district *and* at least one of the following:

- A school district that can demonstrate that teachers in its schools are effectively integrating technology and proven teaching practices into instruction, based on a review of relevant research, and that the integration results in improvement in classroom instruction and in helping students meet challenging academic standards.
- An institution of higher education that is in full compliance with the reporting requirements of section 207(f) of the Higher Education Act of 1965, as amended, and that has not been identified by the State as low-performing under that act.
- A for-profit business or organization that develops, designs, manufactures, or produces technology products or services or has substantial expertise in the application of technology in instruction.
- A public or private nonprofit organization with demonstrated expertise in the application of educational technology in instruction.

The partnership may also include other school districts, regional offices of education, libraries, or other educational entities appropriate to provide local programs.

The primary goal of the federal Enhancing Education Through Technology (EETT) program is to improve student academic achievement through the integration of technology in schools. It is also designed to assist every student in becoming technologically literate by the end of eighth grade. EETT encourages the effective integration of technology into daily instruction through intensive teacher training and curriculum development based upon successful research-based instructional methods. Required or allowed activities include professional development, those that address accessibility and integration; improvement of student achievement; improvement of

communication among students, parents and students; establishment of school-based technology leadership and assistance; support of school reforms; and data collection and analysis focused on improvement and others.

Grant Range: \$250,000-500,000

Deadline: May 1, 2008

Foreign Language Assistance Program--Local Educational Agencies

Office of English Language Acquisition, Language Enhancement, and Academic Achievement
for Limited English Proficient Students
Department of Education

<http://www.ed.gov/legislation/FedRegister/announcements/2008-1/032708a.html>

Eligible Applicants: LEAs, including charter schools that are considered LEAs under State law, in partnership with one or more institutions of higher education.

The Foreign Language Assistance Program (FLAP) provides grants to local educational agencies (LEAs) for innovative model programs providing for the establishment, improvement, or expansion of foreign language study for elementary and secondary school students. Under this competition, as required by the fiscal year 2008 Appropriations Act, 5-year grants will be awarded to LEAs to work in partnership with one or more institutions of higher education (IHEs) to establish or expand articulated programs of study in languages critical to United States national security in order to enable successful students to achieve a superior level of proficiency in those languages as they advance from elementary school through high school and college. In addition, an LEA that receives a grant under this program must use the funds to support programs that show the promise of being continued beyond the grant period and demonstrate approaches that can be disseminated to and duplicated in other LEAs. Projects supported under this program may also include a professional development component.

Absolute Priority:

This priority is: Sequential Study of Critical Languages

This priority supports projects to establish or expand articulated programs of study in foreign language learning that exclusively teach one or more of the following languages critical to United States national security--Arabic, Chinese, Korean, Japanese, Russian, and languages in the Indic, Iranian, and Turkic language families. Such programs must be designed to enable successful students to achieve a superior level of proficiency in those languages as they advance from elementary school through high school and college.

The following definitions apply to this priority:

(1) Articulated program of study. Each grade level of the elementary-school-through-college foreign language program is designed to expand sequentially on the achievement students have made in the previous level, with a goal of achieving a superior level of language proficiency.

(2) Superior level of language proficiency. A proficiency level of 3, as measured by the Federal Interagency Language Roundtable (ILR), achieved by a student.

Competitive Preference Priorities:

Competitive Preference Priority #1. Projects that include intensive summer foreign language programs for professional development.

Competitive Preference Priority #2. Projects that link non-native English speakers in the community with the schools in order to promote two-way language learning.

Competitive Preference Priority #3. Projects that make effective use of technology, such as computer-assisted instruction, language laboratories, or distance learning, to promote foreign language study.

Competitive Preference Priority #4. Projects that promote innovative activities, such as foreign language immersion, partial foreign language immersion, or content-based instruction.

Estimated Range of Awards: \$100,000-\$300,000.

Estimated Average Size of Awards: \$200,000.

Estimated Number of Awards: 12.

Deadline for Notice of Intent to Apply: April 11, 2008.

Deadline for Transmittal of Applications: April 30, 2008.

Technical Assistance and Dissemination To Improve Services and Results for Children With Disabilities--State Technical Assistance Projects To Improve Services and Results for Children Who Are Deaf-Blind

Office of Special Education and Rehabilitative Services
Department of Education

<http://www.ed.gov/legislation/FedRegister/announcements/2008-1/032508b.html>

Eligible Applicants: SEAs; LEAs, including public charter schools that are considered LEAs under State law; IHES; other public agencies; private nonprofit organizations; outlying areas; FAS; Indian tribes or tribal organizations; and for-profit organizations.

The purpose of the Technical Assistance and Dissemination To Improve Services and Results For Children With Disabilities program is to promote academic achievement and to improve results for children with disabilities by providing technical assistance (TA), supporting model demonstration projects, disseminating useful information, and implementing activities that are supported by scientifically based research.

Absolute Priority: Technical Assistance and Dissemination To Improve Services and Results for Children With Disabilities--State Technical Assistance Projects To Improve Services and Results for Children Who Are Deaf-Blind

The purpose of this priority is to support the establishment and operation of State Technical Assistance Projects To Improve Services and Results for Children Who Are Deaf-Blind (projects). Grants are available to support projects in all States, the Virgin Islands, and the outlying areas and the Freely Associated States (FAS) of the Pacific Basin. Funds awarded under this priority may not be used to provide direct early intervention services under Part C of IDEA, or direct special education and related services under Part B of IDEA.

Requirements are extensive. Please see full announcement for details.

Estimated Range of Awards: \$30,000-\$575,000.

Estimated Average Size of Awards: \$176,000.

Funding levels vary by state – IL is \$335,444.

Estimated Number of Awards: 54.

Deadline for Transmittal of Applications: April 24, 2008.

Foundation Funds

Project Ignition Safe Driving Program

State Farm Insurance

National Youth Leadership Council

<http://www.sfprojectignition.com/00home/>

Sponsored by [State Farm](#) and coordinated by the [National Youth Leadership Council](#), Project Ignition provides students in grades 9 through 12 and their teachers with the opportunity to work together to address the issue of teen driver safety.

Applicants must be willing to create and produce an innovative public awareness, service-learning project based on teen driver safety. Students must create this project with the support of a teacher/advisor and the school/organization. Students are invited to convey their safe-driving message in the most creative way possible. Participants may choose to use the Internet, direct mail, print advertising, video, live performance, or other medium. Last year's participants created school assemblies, designed print advertising, and hosted community-wide events.

Any interested student can submit an online application. In May, twenty-five applicants will be selected to each receive a \$2,000 check from State Farm to help put their plan into action. Student teams will then launch their campaign and gather their results for final judging in December. In January, up to ten finalists will be notified and will receive a stipend of up to \$5,000 each from State Farm for travel to NYLC's Annual National Service-Learning Conference in March, where the projects will be highlighted in front of an international audience. A panel of judges will then select the "Best of the Best" award, with the winning school receiving a grant for \$10,000.

Program information and application procedures are available at the Project Ignition Web site.

Deadline: May 16, 2008.

Local Store Grants

Target

[Target Corporation's](#) Local Store Grants provide funding support to "Target" communities in the areas of arts, reading programs, and family violence prevention.

To be eligible, organizations must be located in communities where Target does business. Grants will be awarded to nonprofit 501(c)(3) organizations, schools, libraries, or public agencies for nonprofit programs that impact arts, early childhood reading, or family violence prevention. Arts grants are awarded to programs that bring the arts to schools or make the arts accessible to children and families. Early childhood reading grants support programs that foster a love of reading and encourage children, from birth through age nine, to read together with their families. Family violence prevention grants support programs that strengthen families and communities by keeping them safe.

Support will be awarded for projects or programs. The average grant amount is between \$1,000 and \$3,000.

For communities offering unique opportunities outside the scope of the program's focus areas, Target provides each store limited funds for Target GiftCard donations. GiftCard donations are available March through December, as funding permits.

Visit the Target Web site for complete program information.

Deadline: May 31, 2008.

For Individual Teachers/ Students/ Programs

Early Career Scholars Program

William T. Grant Foundation

<http://www.wtgrantfoundation.org/index.htm>

The William T. Grant Foundation dedicates the majority of its funding to support empirical studies that advance theory, as well as policy and practice, to improve the everyday settings of youth between the ages of 8 and 25 in the United States.

The William T. Grant Scholars Program is designed to facilitate the professional development of early career scholars who have some demonstrated success in conducting high quality research and are seeking to further develop their skills and research program. Applications are invited from promising early career researchers who want to tackle questions important to theory and either policy or practice for improving youth settings. The foundation is interested in applicants trained across a range of social, behavioral, and health sciences.

Applicants at all nonprofit institutions, both in the United States and abroad, are eligible. International applicants should be pursuing research that has clear, compelling theory and either policy or practice implications for the settings of young people ages 8 to 25 in the U.S. Any

discipline is eligible. Applicants must have received their terminal degree within seven years of submitting their application.

Candidates are nominated by a supporting institution and must submit five-year research plans that demonstrate creativity, intellectual rigor, and a commitment to continued professional development; are grounded in theory and sound research methods; and provide evidence for appropriate mentoring from senior investigators.

Every year, four to six William T. Grant Scholars are selected and each receives \$350,000 distributed over a five-year period.

For complete program information and application procedures, see the William T. Grant Scholars Program Brochure at the Grant Foundation Web site.

Deadline: July 9, 2008.

TEAMS Award for Teacher and Media Specialist Collaborations

Gale/Library Media Connection

<http://www.galeschools.com/TEAMS/>

The Gale/Library Media Connection TEAMS Award recognizes and encourages the critical collaboration between the teacher and media specialist to promote learning and increase student achievement.

All K-12 public and private schools in the United States and Canada are eligible to enter. Examples of the types of collaboration that will be considered include using large-print books to improve student reading scores; increasing literacy among struggling readers; improving information literacy; using nonfiction materials in classroom libraries to support reading; and integrating electronic and print reference resources into classroom learning.

A panel comprised of education industry professionals and Gale staff will evaluate nominations based on demonstrated collaboration between media specialists and teachers during the 2007-08 school year; effective techniques that positively impact student learning and achievement; support received from school leadership; and ability for others to replicate this best practice. The nomination may be submitted by a library media specialist(s), teacher(s), principal(s), student(s) or parent(s).

Three winners will receive a \$2,500 cash award; Gale products (approximate value \$500); a one-year subscription to Library Media Connection; and Educator's Professional Bookshelf (approximate value \$500) from Linworth Publishing.

Visit the Gale Schools Web site for complete application requirements.

Deadline: April 28, 2008.