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## May 2013 E-News

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## Announcements

The latest news and information from around the country.

## New Projects

### Digital Public Library of America (DPLA) Discovery Portal

<http://cyber.law.harvard.edu/node/8282>

The beta version of the discovery portal of the Digital Public Library of America (DPLA) is now available. It contains some 2.4 million records of materials found in American archives, libraries, museums, and cultural heritage institutions for use by students, teachers, scholars, and the public.

### Institute of Education Sciences Funding Opportunities Webinars

<http://ies.ed.gov/funding/webinars/index.asp>

The U.S. Department of Education's Institute of Education Sciences will host a series of funding opportunities webinars in May-July 2013. These webinars will focus on a wide range of topics for applicants to the FY 2014 grant programs, including the application process, grant writing, and overviews of specific funding opportunities. Full descriptions of the webinars are available and registration is now open. Registration will begin May 10. The first webinar in the series, "First Impressions: How to Win Grants and Influence Your Research Career," will examine how to write grants and will be held May 23, 2013, 2:00-3:30 PM Eastern. See the website for other topics and dates.

## Calls to Participate

## **Learning Disabilities Association of America Seeks Submissions for 2014 Conference**

<http://www.lidaamerica.org/conference/index.asp>

The Learning Disabilities Association (LDA) of America seeks submissions for the 2014 Conference in Anaheim, CA, February 19-22, 2013, for papers or other formal presentations, workshops, or informational sessions. LDA values sessions on current and best practices, including basic information about the nature of learning disabilities as well as innovative approaches to advocacy, assessment, intervention, and instruction; new ways to ensure successful transition, use of assistive technology, access to the general curriculum, providing a continuum of services and fostering productive adulthood; and hands-on practical techniques for Table Talk and reports of research for Poster Sessions. For 2014, a special focus will be placed on research best practices and skill building of both children and adults in culturally diverse populations. A new strand in the program will be "Correctional Education and Justice System." Deadline for submissions: May 31, 2013.

## **National Dialogue: Join the Conversation for Change**

<http://fptepolicyworks.ideascale.com/>

The "Join the Conversation for Change" online national dialogue is a two-week discussion hosted by the U.S. Departments of Labor, Education, Health and Human Services and Social Security Administration, May 13-27, 2013. Participants are sharing their input on federal legislative and regulatory barriers and opportunities to improve transition outcomes for youth with disabilities. This input is important to the Departments, which encourage participation in the discussion and look forward to an active exchange of ideas.

## **Youth Service America Seeks Applications for Youth Ambassador Program**

<http://www.ysa.org/grants/NCAM>

Youth Service America, in partnership with the Festival of Children Foundation, is accepting applications for the National Child Awareness Month Youth Ambassador program, an initiative to help young people ages 16-22 address critical issues facing youth in the United States. Each Ambassador will receive support, advocacy training in the nation's capital, and planning-guidance for their respective service projects. Fifty-one youth ambassadors will be selected, one per state and the District of Columbia, to join a national network of young people who will use their collective voice in service to other youth. Each Ambassador will receive a \$1,000 grant and be flown to Washington, DC, for a training program. Ambassadors will receive ongoing networking opportunities with other youth ambassadors across the country, as well as ongoing training and mobilization resources to help advance participants' service initiatives. Applicants must be between 16-22 years old, reside in the US, be able to attend a training in Washington, DC, in September and participate in Global Youth Service Day (April 11-13, 2014), and collaborate with a sponsoring organization or school. Deadline for applications: June 16, 2013.

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## **The Resource Zone**

### **Other National Resources**

**Building a Grad Nation: Progress and Challenge in Ending the High School Dropout Epidemic** (April 2013)

*Archived Webinar*

<http://media.all4ed.org/webinar-apr-30-2013>

The “Building a Grad Nation: Progress and Challenge in Ending the High School Dropout Epidemic” webinar shared details from the 2013 report update of “Building a Grad Nation: Progress and Challenge in Ending the High School Dropout Epidemic,” including information on states and student demographics making the largest gains in high school graduation rates. The report shows that the nation is slowly but surely making progress.

**Count Us In!** (September 2012)

*Toolkit*

<http://tinyurl.com/bwb8jc2>

The Count Us In! toolkit from Attendance Works, America’s Promise Alliance, Civic Enterprises, and Points of Light, offers talking points on the importance of good attendance, templates of proclamations and news releases, ideas for engaging students and parents, and advice for tracking data to identify and intervene with chronically absent kids.

**Helping Students with Disabilities Transition to College and Careers**

(March 2013)

*Archived Webinar*

<http://tinyurl.com/cqk97lx>

The American Youth Policy Forum has archived its webinar, “Helping Students with Disabilities Transition to College and Careers.” High quality transition services are important in preparing students with disabilities for college, careers, and other positive post-school outcomes. The webinar highlighted research, policies, and programs that have helped students with disabilities transition successfully.

**How Career and Technical Education Can Help Students Be College and Career Ready: A Primer** (April)

*Policy Brief*

<http://tinyurl.com/ct5z93j>

“How Career and Technical Education Can Help Students Be College and Career Ready: A Primer” is a Policy Brief issued by the College and Career Readiness and Success Center at the American Institutes for Research that provides an overview of the evolution of career and technical education (CTE) in the U.S. and highlights issues CTE faces in the field that must be overcome for it to become a major, wide-reaching strategy for preparing students for postsecondary success. The national commitment to graduate more students from high school prepared to face postsecondary challenges needs schools to improve CTE, to ensure that students have access to high-quality pathways to success.

**IDEA Partnership Collections** (2013)

*Web page*

<http://ideapartnership.org/using-tools/learning-together/collections.html>

The IDEA Partnership collections include a glossary, powerpoint presentations, presenter’s guides, dialogue guides, etc., for people looking for resources on Autism Spectrum Disorders, the Common Core Standards, Response to Intervention (RtI), Secondary Transition, or related important topics.

## **Improving College and Career Readiness for Students with Disabilities**


(May 2013)

*Issue Brief*

<http://tinyurl.com/kqnu52m>

The "Improving College and Career Readiness for Students with Disabilities" issue brief prepared by American Youth Policy Forum (AYPF) for the College and Career Readiness and Success Center at the American Institutes for Research aims to help state policymakers plan strategies to prepare students with disabilities and special needs for college and career. The brief provides context and background on the numbers of students with disabilities who are college and career ready; examines issues related to preparation and readiness for postsecondary education and careers; and includes examples of current programs and policies that help students with disabilities to successfully transition to college and careers.

## **Improving the Measurement of Socioeconomic Status for the National Assessment of Educational Progress: A Theoretical Foundation**

(November 2012) 

*Report*

[http://nces.ed.gov/nationsreportcard/pdf/researchcenter/Socioeconomic\\_Factors.pdf](http://nces.ed.gov/nationsreportcard/pdf/researchcenter/Socioeconomic_Factors.pdf)

The U.S. Department of Education's Institute of Education Sciences' National Center for Education Statistics (NCES) has released "Improving the Measurement of Socioeconomic Status for the National Assessment of Educational Progress (NAEP): A Theoretical Foundation," a new paper available from The Nation's Report Card. To improve the measurement and reporting of socioeconomic status (SES) and its relationship to academic achievement in the context of NAEP, NCES convened a panel of experts to provide recommendations concerning SES as a construct, with the understanding that their recommendations might ultimately lead to a new measure of SES that could be used for NAEP.

## **State Perspectives on Using the Guideposts for Success - Maryland (2013)**

*Case Study*

<http://www.ncwd-youth.info/innovative-strategies/state-perspectives/maryland>

The National Collaborative on Workforce and Disability for Youth (NCWD/Youth) has released the Maryland "Youth State Perspectives on Using the Guideposts for Success," one of two publications illustrating how state agencies can use the Guideposts for Success as a strategic organizational framework to increase coordination across agencies, departments, and service providers responsible for youth transition outcomes. In Maryland, the Department of Education's Division of Rehabilitation Services has used the Guideposts to develop and pilot a transition services model called the Maryland Seamless Transition Collaborative (MSTC).

## **State Perspectives on Using the Guideposts for Success - South Carolina**

(2013)

*Case Study*

<http://www.ncwd-youth.info/innovative-strategies/state-perspectives/south-carolina>

The National Collaborative Workforce and Disability for Youth (NCWD/Youth) has released the South Carolina "Youth State Perspectives on Using the Guideposts for Success," one of two publications illustrating how state agencies can use the Guideposts for Success as a strategic organizational framework to increase coordination across agencies, departments, and service providers responsible for youth transition outcomes. The South Carolina Vocational Rehabilitation Department (SCVRD) uses the Guideposts as a framework for defining, developing, and tracking its youth transition services and programs throughout the state.

## **Student Interventions: One Size Does Not Fit All (2013)**

Article

<http://tinyurl.com/crdlv25>

In student interventions it is important to consider the categories of students who need intervention. This step is often missed in improving a school-wide academic intervention system. For example, having a mandatory lunchtime homework catch-up assumes that all students identified for the intervention are unmotivated (and have a place at home to do homework), but can actually do the work. Some students may be high-needs academically even though motivated, or both high-needs and unmotivated. Some may not have a home environment conducive to studying and completing homework. An individual teacher may need help from a team of teachers and/or from the principal to intervene effectively. The intervention designed should reflect these different needs.

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## What's Happening

### Other National Events

#### **The Use of Individualized Learning Plans to Help Students to be College and Career Ready**

*Web-based Event*

<https://www1.gotomeeting.com/register/286091760>

Preparing for college and careers requires more than mastering academic content. College and career exploration and planning play a critical role in engaging students through creating personalized learning opportunities and preparing them for life beyond school. Individualized Learning Plans (ILP) are one tool that middle school and high school students can use to define their personal interests, goals, and course choices through postsecondary education and careers. Many states have adopted or are exploring policies that require the use of ILPs. The American Youth Policy Forum, the College and Career Readiness and Success Center at the American Institutes for Research, and the Center for Workforce Development at the Institute for Educational Leadership are co-hosting this webinar on the use of ILPs across the country.

#### **Family Comes First: Transforming the Justice System by Partnering with Families**

*Web-based Event*

*May 8, 2013*

*2:00 PM - 3:30 PM (Eastern)*

<http://nc4yc.org/training/webinars/details/19-family-engagement-webinar-part-three.html>

The Office of Juvenile Justice and Delinquency Prevention's National Center for Youth in Custody will present a webinar, "Family Comes First: Transforming the Justice System by Partnering with Families." Presenters will discuss findings from the forthcoming Campaign for Youth Justice study of best practices in family-system partnerships, showcase examples from jurisdictions that include the family voice in their systems, explore features of a transformed juvenile justice system, and introduce the FAMILY Model that jurisdictions can use to assess their own systems from a family perspective.

#### **The Future of Assessment in Education: Implications for Practice**

*Web-based Event*

*May 8, 2013*

<http://media.all4ed.org/registration-may-8-2013>

The Gordon Commission on the Future of Assessment in Education, a panel of experts in testing, education practice, and policy, chaired by psychologist Edmund W. Gordon, issued a report in March that calls for transforming assessment to better support teaching and learning by measuring a broader set of knowledge and skills and by identifying how students think, not just documenting what they know and can do. In this webinar, the first of two that will examine the Gordon Commission's findings and their implications, panelists will explore what these findings suggest for classroom and school practice, including implications for schools and school districts, and for teachers and teacher education.

### **Promising Practices in Transition for Predominantly Minority Youth: Results of Multi-Year, Multi-Sites Studies**

*Web-based Event*

*May 15, 2013*

*1:00 PM - 2:00 PM (Eastern)*

<http://tinyurl.com/cmy3bc2>

The Center on Transition to Employment will hold an informational webinar, "Promising Practices in Transition for Predominantly Minority Youth: Results of Multi-Year, Multi-Sites Studies," on a multi-year, multi-site study of personal and contextual factors contributing to employment for predominantly minority youth with high incidence disabilities. Researchers will discuss the elements essential in successful transition programs and interventions derived from this study and as well as strategies for replication and innovation of promising practices and interventions.

### **Using Individualized Learning Plans to Increase College & Career Readiness of All Students**

*Web-based Event*

*May 16, 2013*

*1:30 PM - 3:00 PM (Eastern)*

<http://www.ncwd-youth.info/intersection/current-issue.html#3>

The Institute for Educational Leadership, which houses the National Collaborative on Workforce and Disability for Youth (NCWD/Youth), will host "Using Individualized Learning Plans to Increase College & Career Readiness of All Students," a webinar that will highlight key findings from NCWD/Youth's research on the use of Individualized Learning Plans (ILPs). An ILP is both a document and a process that a student uses, with support from school counselors, teachers, and parents, to define their career goals and postsecondary plans in order to inform the student's decisions about courses and activities throughout high school. The presenters will share research findings and recommend actions for educational leaders at the state and local levels interested in successful transitions of youth from adolescence to adulthood.

### **Postsecondary Education for Students with Intellectual Disabilities: What the Future Holds**

*Web-based Event*

*May 20, 2013*

*1:00 PM - 2:30 PM (Central)*

<http://tinyurl.com/b3x23n3>

"Postsecondary Education (PSE) for Students with Intellectual Disabilities (ID): What the Future Holds," the last in a series of six "Think College!" webinars, will discuss some of the next generation of issues likely to result from the increased demand for and supply of PSE options for students with ID. It will highlight effects of serving this new student population, and the power of aligning with existing higher education initiatives, as well as implications for students, research and practice.

### **Six Core Elements of Health Care Transition**

*Web-based Event*

*May 23, 2013*

*2:00 PM - 3:00 PM (Eastern)*

<https://www1.gotomeeting.com/register/319147777>

The "Six Core Elements of Health Care Transition (HCT)" webinar will examine these core elements from the perspective of how they affect youth, young adults, and families experiencing the process of health care transition preparation, planning, and

completion. These practice-based processes and tools were developed by Got Transition to support a structured approach to the health care transition from pediatric to adult focused care. Primary and specialty care providers that have implemented the Six Core Elements of HCT have been able to substantially improve health care transition support, particularly for youth and young adults with special health care needs.

### **Early Intervention Matters: How Addressing Chronic Absence Can Reduce Dropout Rates**

*Web-based Event*

*May 24, 2013*

*12:00 PM - 1:30 PM (Eastern)*

[http://online.krm.com/iebms/reg/reg\\_p1\\_form.aspx?oc=10&ct=0016164&eventid=20213](http://online.krm.com/iebms/reg/reg_p1_form.aspx?oc=10&ct=0016164&eventid=20213)

Chronic absence, missing 10% or more of school for any reason regardless of whether absences are excused or unexcused, is a red alert that students are headed for academic trouble and eventually for dropping out of high school. Even as early as kindergarten, research shows these absences can affect academic achievement, especially for low-income students unable to make up for lost time. Chronic absence can set a pattern of poor attendance and academic failure for older students, fueling the dropout rate. The Webinar will discuss what the most recent national and state research says about the impact of chronic absence on key educational milestones, successful efforts to turn around poor attendance, and preliminary insights into what may be causing higher rates of absenteeism among students with disabilities.

### **Reinventing Principal Evaluation**

*Web-based Event*

*May 29, 2013*

*3:00 PM - 4:30 PM (Eastern)*

<https://vts.inxpo.com/scripts/Server.nxp>

Evaluating principals has become a hot topic as districts around the country have begun formally tying the evaluation of school leaders to their students' academic growth. Hawaii and Chicago are among the early adopters: Both districts are finishing their first year using new principal evaluation systems. District leaders in Chicago and Hawaii will discuss their new principal evaluation systems, how they have been implemented and received, and what lessons they've learned along the way.

### **Using Youth Courts as a Supportive School Discipline Practice**

*Web-based Event*

*May 29, 2013*

*3:00 PM - 4:30 PM (Eastern)*

<http://www.juvenilejustice-tta.org/event/ssdWebinar-youthCourts>

The "Using Youth Courts as a Supportive School Discipline Practice" webinar, provided by the U.S. Departments of Justice, Education, and Health and Human Services, is the sixth in the Supportive School Discipline Initiative series, and will discuss how youth courts in schools can ensure that offenders are held accountable for their discipline infractions and the consequences are fair and restorative and do not require formal involvement in the juvenile justice system.

### **Supporting Students with Disabilities in Making the Transition from School to Adult Life**

*June 12, 2013*

*Audio Conference*

*1:00 PM - 2:30 PM (Eastern)*

[http://www.lorman.com/390244?discount\\_code=X2824617&p=15999](http://www.lorman.com/390244?discount_code=X2824617&p=15999)

"Supporting Students with Disabilities in Making the Transition from School to Adult Life" is an audio conference that will highlight research, policies, and practices that have been used to help students with disabilities prepare for and make a successful transition to adult life. Federal legislation plays a major role in supporting the participation of youth with disabilities in secondary and postsecondary education programs, employment, and other aspects of community living, but postschool



follow-up studies have shown young adults with disabilities continue to experience difficulties in achieving postschool goals, and more can be done.

### **Check & Connect Mentor Training**

*August 7, 2013 - August 8, 2013*

*Mentor Training*

*Minneapolis, MN*

[http://checkandconnect.umn.edu/training\\_consultation/mentors\\_MN.html](http://checkandconnect.umn.edu/training_consultation/mentors_MN.html)

Check & Connect Mentor Training is a 2-day competency-based training designed to provide participants with information, competencies, and skills needed to be effective Check & Connect mentors at their local sites. This training is designed for those assigned the role of Check & Connect mentor, whether a new or current mentor, as well as those interested in Check & Connect mentoring principles and practices. Site coordinators and administrators are encouraged to attend as well. Deadline for registration: July 11, 2013 (early bird deadline: June 27, 2013).

### **Check & Connect Mentor Training**

*August 14, 2013 - August 15, 2013*

*Mentor Training*

*Renton, WA*

[http://checkandconnect.umn.edu/training\\_consultation/mentors\\_WA.html](http://checkandconnect.umn.edu/training_consultation/mentors_WA.html)

Check & Connect Mentor Training is a 2-day competency-based training designed to provide participants with information, competencies, and skills needed to be effective Check & Connect mentors at their local sites. This training is designed for those assigned the role of Check & Connect mentor, whether a new or current mentor, as well as those interested in Check & Connect mentoring principles and practices. Site coordinators and administrators are encouraged to attend as well. Deadline for registration: July 11, 2013 (early bird deadline: June 27, 2013). [^ Top of Page ^](#)

## **Get Wired!**

### **Web Sites**

#### **Child Trends Website**

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

The Child Trends website presents news, research, and blog discussions of issues in child poverty, child welfare, early childhood development, education, fatherhood & parenting, health, evaluation, indicators of child well-being, marriage & family, positive development, teen sex & pregnancy, and youth development.

#### **Juvenile Justice Resource Hub Website**

<http://jjie.org/hub/>

The Juvenile Justice Information Exchange (JJIE.org), a site for ethically sound journalism on juvenile justice issues, has launched a comprehensive Juvenile Justice Resource Hub, in partnership with the National Juvenile Justice Network and the MacArthur Foundation. The Hub will feature research, best practices, and toolkits on effective systems reform in juvenile justice.



## **National Center for Innovation and Career and Technical Education Website**

<http://ctecenter.ed.gov>

The National Center for Innovation and Career and Technical Education (NCICTE), funded in 2012 and authorized under the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV), has launched a website that features proposed research by the center, related research in the CTE resource section, and online training modules that provide guidance for translating the center's studies into application at individual colleges, districts, or schools.

## **The Forum for Youth Investment**

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

The Forum for Youth Investment website offers information about research and events relevant to preparing youth to be "Ready by 21" for college, work, and life, with sections on "Ready by 21," publications, field supports, and policy networks.

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# **Funding Forecast**

## **Federal Grant Opportunities**

### **Forecast of Funding Opportunities under the Department of Education Discretionary Grant Programs for Fiscal Year 2013**

<http://www.ed.gov/fund/grant/find/edlite-forecast.html>

This document lists virtually all programs and competitions under which the U.S. Department of Education has invited or expects to invite applications for new awards for fiscal year 2014 and provides actual or estimated deadlines for the transmittal of applications under these programs. The lists are in the form of charts organized according to the Department's principal program offices and include programs and competitions previously announced as well as those to be announced at a later date.

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### **FY 2013 Discretionary Grant Application Packages**

<http://www.ed.gov/fund/grant/apply/grantapps/index.html>

This site, from the Department of Education, provides information on grant competitions that are currently open.

## **FY 2013 Discretionary Grant Application Packages**

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This site, from the Department of Education, provides information on grant competitions that are currently open.

## **Additional Funding and Award Opportunities**

### **Best Buy Children's Foundation Seeks Applications for Youth Technology Grants**

<http://pr.bby.com/community-grants/>

The Best Buy Children's Foundation is accepting applications from local and regional nonprofit organizations working to provide teens with places and opportunities to develop 21st century technology skills to assist their future education and career choices. Community grants of up to \$10,000 (average amount \$5,000) will be awarded for program activities such as computer programming, digital imaging, music production, robotics, and gaming and mobile app development. Grants are intended to support local efforts and are reviewed for consideration by Best Buy teams across the United States. Organizations must be tax exempt under Section 501(c)(3) of the Internal Revenue Code, and must provide direct services that build technology skills in teens ages 13-18, and must be located within fifty miles of a Best Buy store, Best Buy Mobile location, Best Buy Distribution Center, Best Buy Service Center, or Best Buy corporate campus. Before submitting a full application, applicants must complete an eligibility quiz. Deadline for quiz completion: July 1, 2013.

### **Foundation for Technology and Engineering Educators Invites Applications**

<http://www.iteea.org/Awards/granthearlihy.htm>

The Foundation for Technology and Engineering Educators, in partnership with Pitsco/Hearlihy & Company, is accepting applications for technology and engineering education programs at any grade level. Through its Excellence in Teaching Technology and Engineering grant program, the foundation will award grants of \$2,000 each to K-12 technology and engineering teachers to encourage the integration of a quality technology and engineering education program within their school's curriculum. Applicants must be teachers (elementary or secondary) who are successfully integrating technology and engineering education within their school's curriculum. In addition, teachers must be ITEEA members and be registered for the ITEEA annual conference. Membership materials may be enclosed with the scholarship application. Deadline for applications: December 1, 2013.

### **Humanities, Arts, Sciences, and Technology Advanced Collaboration (HASTAC) Invites Applications for Project: Connect-Youth Summer Programs Competition**

<http://dmlcompetition.net/>

The Humanities, Arts, Sciences, and Technology Advanced Collaboration (HASTAC) is accepting applications for projects that provide hands-on summer learning opportunities for youth focused on making the Web more civil, safe, and empowering for all. Through the Project: Connect-Youth Summer Programs Competition, HASTAC will award grants of up to \$10,000 each to libraries, museums, and other nonprofit organizations to support a series of local hands-on

events in July, August, or September where young people can collaborate and compete in activities such as hackathons, maker spaces, digital journalism and communications labs, and mentoring workshops. Programs must be based on the understanding that learning happens anywhere, anytime, and should be equitable, social, and participatory, and should reflect kids' interests. To be eligible, nonprofit learning development and civic engagement institutions and organizations, including learning development organizations such as museums, libraries, afterschool and summer programs, must be tax exempt under Section 501(c)(3) of the Internal Revenue Code. Deadline: June 10, 2013.

### **Kennedy Center: VSA Playwright Discovery Competition**

[http://www.kennedy-center.org/education/vsa/programs/playwright\\_discovery.cfm](http://www.kennedy-center.org/education/vsa/programs/playwright_discovery.cfm)

The Kennedy Center VSA Playwright Discovery Competition invites middle and high school students to take a closer look at the world around them, examine how disability affects their lives and the lives of others, and express their views through the art of script writing. Writers may write from their own experience and observations or create fictional characters and settings. Scripts can be comedies, dramas, or even musicals. Maximum award: Division 1 (Grades 6-8, or equivalent): \$375 for his/her school; publication in the 2013 VSA Playwright Discovery Program booklet. Division 2 (Grades 9-12, or equivalent): \$750 scholarship, \$375 for his/her school; publication in the 2013 VSA Playwright Discovery Program booklet. Deadline: June 1, 2013.

### **Mitsubishi Electric America Foundation: Grants for Youth with Disabilities**

[http://www.meaf.org/how\\_to\\_apply/](http://www.meaf.org/how_to_apply/)

The Mitsubishi Electric America Foundation Grants program is dedicated to helping young Americans with disabilities maximize their potential and fully participate in society. The foundation supports organizations and projects within its mission that have broad scope and impact and demonstrate potential for replication at other sites. A major program emphasis is inclusion: enabling young people with disabilities to have full access to educational, vocational, and recreational opportunities, and to participate alongside their non-disabled peers. Maximum award: \$90,000. Eligibility: 501(c)3 organizations. Deadline: June 1, 2013.

### **Mr. Holland's Opus Foundation Invites Applications for Music Donation Program**

<http://www.mhopus.org/Apply>

Through its Keeping Music Alive program, the foundation will donate musical instruments to music programs that serve low-income communities and have little or no budget for musical instruments. Priority is given to programs serving the most students within a school population. Public, private, and charter schools are invited to apply; however, schools must be eligible for funds under Title 1 and/or serve a population where at least 50% of the students qualify for the National Lunch Program. Schools also must have an established instrumental music program (concert band, marching band, jazz band, and/or orchestra) that takes place during the regular school day and is at least three years old. Schools that offer Orff/classroom music only are not eligible to apply. Deadline for Pre-Qualification: August 1, 2013.

### **William T. Grant Foundation Invites Applications for Youth Social Setting Research Projects**

[http://www.wtgrantfoundation.org/funding\\_opportunities/research\\_grants/social-settings](http://www.wtgrantfoundation.org/funding_opportunities/research_grants/social-settings)

The William T. Grant Foundation is accepting applications from organizations for research projects related to understanding how youth settings work, how they affect youth development, and how they can be improved. Grants of \$100,000-\$600,000 will be awarded for projects that address theory, policy, and/or practice affecting the settings of youth ages 8-25 in the United States. Social settings are defined as the social environments in which youth experience daily life. These include environments with clear boundaries such as classrooms, schools, and youth-serving organizations, and those with less prescribed boundaries such as neighborhoods or other settings in which youth interact with peers, family members, and other adults. To be eligible, organizations must be tax exempt under Section 501(c)(3) of the Internal Revenue Code. Deadline: August 2, 2013.

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## End of Issue

### Excerpting E-News

You are welcome to copy and paste portions of this E-News issue into your own e-mail newsletter; however, please credit the National Center on Secondary Education and Transition E-News and link to <http://www.ncset.org/enews> as follows: "Excerpted from NCSET E-News, an electronic newsletter of the National Center on Secondary Education and Transition (NCSET), available online at <http://www.ncset.org/enews>. NCSET is funded by the U.S. Department of Education, Office of Special Education Programs."

### Contributing to E-News

If you have information on new products, resources, funding opportunities, and conferences or training events and want to contribute these to a future E-News issue, please e-mail the information to [ncset@umn.edu](mailto:ncset@umn.edu) or see [Suggest an Item for E-News](#) for more information.

### Purpose of the Listserv

E-News features resources, activities, products, and funding information from around the country. E-News is dedicated to assisting youth, parents, educators, service providers, and administrators to stay connected and informed about secondary education and transition issues.

### To Subscribe or Unsubscribe

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