How Safe is Your Playground?
Certified Playground Safety Inspector Training
November 6-8, 2017
Columbus, IN

According to the Consumer Products Safety Commission, 200,000 children are treated annually for playground accidents. Of these, 70% or 140,000 occurred at public parks and schoolyards. How does your equipment measure up? How many preventable injuries occurred in your parks or playground facilities?
The National Recreation and Park Association and the Indiana Park & Recreation Association offer a certification program in playground safety, the Certified Playground Safety Inspector (CPSI) Certification program. The CPSI certification program provides the most comprehensive and up-to-date training on playground safety issues including hazard identification, equipment specifications, surfacing requirements and risk management methods.

Invest in certification and...
• protect children from injury due to playground hazards
• protect your business or agency from costly liabilities
• demonstrate your commitment to children’s safety by being associated with NRPA’s strong and long-standing reputation in playground safety

Classroom Course Description:
The CPSI classroom course trains individuals to identify hazards on public playgrounds and playground equipment, how to rank those hazards according to injury potential and how to apply that knowledge and establish a playground safety program. The course covers the material necessary to pass the Certified Playground Safety Inspector certification exam.

Individuals taking the CPSI Classroom Course will gain practical, hands-on training on how to apply the ASTM standards and the CPSC guidelines to playground environments. Upon completion of the CPSI course an individual should be capable of establishing a sound risk reduction program, establish a system of repair, retrofit and removal of hazardous equipment and establish a routine inspection system.

Who Should Attend:
Individuals wishing to become a Certified Playground Safety Inspector, playground owner/operators, health inspectors, daycare staff, school and park maintenance personnel, risk reduction managers, manufacturers, playground installers, insurance agents, etc.

Course is approved for 1.5 CEU’s
For additional information, or to register – https://inpra.evrconnect.com/pages/cpsi-training
Please direct all questions to lnye@inpra.org.

Request for Principal Participation in Survey: Please assist Brandon Wood, a fourth year doctoral candidate in the school psychology program at Indiana State University, with his dissertation project. This dissertation project seeks to better understand school principal’s perceptions of school psychologists’ preparedness for and engagement in systems-level consultation. You have been identified as a possible participant in this study because you are currently serving as a school principal in the state of Indiana. If you choose to participate in this study, it is expected that it will take approximately 20 minutes to complete the online survey. The results from this dissertation study could assist in updating the literature on current educational professionals’ perceptions of school psychologists roles and functions, aid school psychology training programs in preparing future systems-level consultants, and help current school psychologists interested in expanding their roles by entering into systems-level activities.

If you’d like to participate in this study, you can do so by following this link: https://indstate.qualtrics.com/jfe/form/SV_a9r0SfCcv11ljX7
If you have any questions or concerns, please feel free to contact Brandon by phone at 513-349-5754 or by email at bwood15@sycamores.indstate.edu. Thank you in advance for your consideration of participating in this research study.

Indiana School Principals Week. Governor Eric Holcomb has established the week of October 22-28, 2017 as Indiana School Principals Week in recognition for all you do for the students and communities of Indiana! Congratulations and thank you for your hard work. To view a copy of the proclamation, click here.
National Principals Month. As stated before, October has been established as National Principals Month by the NASSP, NAESP and the American Federation of School Administrators. The organizations have planned several activities to help spotlight our nation’s principals this month:

- **Capitol Hill Event:** On October 24, join us for a special Capitol Hill event featuring a panel of education leaders discussing the impact of education policy.
- **Video Contest:** Students have created fun videos about how much their principal means to them and the winners will be announced this month!
- **#ThankAPrincipal:** Students, teachers, and principals can share their school’s celebrations by posting on social media with #ThankAPrincipal. Join in! Access our social media toolkit for sample posts you can use.
- **E-cards:** Students, parents, and staff can send special e-cards to their principal.
- **Webinars:** Professional learning sessions will focus on topics and issues related to principals and leadership. See the calendar.
- **Shadowing Day Visits:** We encourage principals to take this opportunity to ask one of their members of Congress to shadow them for a day, so they can experience firsthand the responsibilities of exemplary principals.
- **Action Alerts:** In addition to shadowing visits, principals can use the Principal’s Legislative Action Center to find legislators and send them an action alert email regarding current issues important to school leaders.

**generationOn Indiana Updates**

- ** generationOn Website Updates**
  - October Theme of the Month – Bullying & Tolerance – Find projects and resources here that help kids and teens take action to stop bullying and help bullies understand what’s wrong with their behavior and helping victim’s heal. Kids and teens can create healthier communities where everyone has the ability to thrive. Some project examples include: Advocating for Change; Anti-Bullying Posters; Friendship Bench; Embracing Diversity
  - **Classroom & Schools** – Free resources for educators to take your service-learning to the next level, regardless of whether you’re new to service-learning or have been implementing it for years.
  - **Kids and Teens Clubs** – Provides comprehensive resources for kids and teens ages 5-18 to start and sustain service clubs that provide them the opportunity to make their mark on the world through service.
  - **Join** at NO COST on the generationOn website to be added to our genOn IN database.

**Learning to Give Website Updates**

- **Empower Students through Giving – Teaching a Learning to Give lesson isn’t an “add on”.** A variety of lessons connect language arts, social studies, science, and other disciplines to a purpose that resonates with students. Simply try one lesson and empower your kids as givers and community activists! Get Started here.
- **TeachOne for Giving Tuesday** on or before Nov. 28th with lesson plans to inspire giving and service - Each of these featured one-session lessons, Deliver Gratitude Day; Impact of Giving; Bedtime Bags; Giving Tuesday, adaptable K-12, sparks meaningful discussions and service that centers on giving, sharing, and caring. These four featured lessons were written by Indiana teachers Mary Slabaugh, Wakarusa Elem., Lauren Bailey, Northridge M.S., and Lynn O’Brien, Lebanon H.S. for LTG
- **October Moment of Service - Anti-Bullying Awareness Month** – LTG has Anti-Bullying Units and Lessons for Grades K-12 here. Use these lessons that involve students in understanding patterns of bullying behavior and making plans to set up a more positive school culture. No Cost to any lessons and resources on LTG. Connect one of these lessons with a service-learning project.

Reminders: genOn IN is continuing to offer our genOn IN $250 mini-grants to support a service-learning project at your school. Contact Joan for more information. Also, contact our genOn IN Consultant, Beth Smith for information about our FREE service-learning PD to our registered genOn Schools all over the state.

Thank you for continuing to share these resources with your staff and I encourage any administrator and teacher to register on generationOn to be connected to our grant funded genOn IN program, facilitated by IASP and IMLEA. More information about genOn IN, generationOn, and Learning to Give can also be found on the genOn IN pages on the IASP website and the IMLEA website. Questions: Contact Joan Belschwender, genOn IN Director. Phone: 317-891-9900 x201. Office in the IASP building, Indianapolis.
**IASP Benefit!** We sometimes forget to remind members of a tremendous resource that is **FREE** to you as an IASP member. [Ed Leaders Network (ELN)](https://www.iasp.org/edleadersnetwork) is a library of professional development webinars and videos. To access your account for the first time, your username is your *email address* and your password is *Password1* (case sensitive). When you have a few minutes on your hand, please go to the [website](https://www.iasp.org) and log on and look around to see what is available. Most videos are in the 10-15 minute range.

**School Climate Audits.** Remember, IASP, using our Principals Service Corps (PSC), offers climate audits to schools and corporations. Please email Tim McRoberts [tmcroberts@iasp.org](mailto:tmcroberts@iasp.org) for more information and pricing options.

**IASP Membership Renewal:** Renew now for 2017-18 to keep our communications coming to you. Remember, [online renewal](https://www.iasp.org) is easy and helps keep us connected.

**State Board of Accounts Workshop Registration.** Register today for this important workshop geared toward Extra Curricular Account (ECA) Treasurers. The session presents material (forms, retention, credit card, payable, fee/reduced, etc.) and has time for questions and answers. You may get more information and register with this [link](https://www.iasp.org).

**Assistant Principals Conference.** Mark your calendars. The annual conference for Indiana Assistant Principal will be held November 17 & 18, 2017 at the Downtown Marriott in Indianapolis. Two National keynote speakers highlight the conference which also includes four rounds of concurrent sessions plus a revamped cracker barrel session on Saturday. You can access more information and register [here](https://www.iasp.org). Sign up today to take advantage of the “Early Bird Fee.”

**Fall Professionals Conference.** November 19-21, 2017 will be the dates for our Fall Conference at the Indianapolis Downtown Marriott. Three keynotes by national speakers, Legal Updates and Superintendent of Public Instruction, Dr. Jennifer McCormick highlight our three day agenda. Five rounds of concurrent sessions, district meetings, plus our Principal of the Year banquet will provide many opportunities to connect and learn with colleagues from around our great state. Conference details and registration information can be accessed by clicking on this [link](https://www.iasp.org).

### District Meetings

<table>
<thead>
<tr>
<th>District 1</th>
<th>District 2</th>
<th>District 3</th>
<th>District 4</th>
<th>District 5</th>
<th>District 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apr. 12 - 6pm</td>
<td>Apr. 20 - 8:30am</td>
<td>Feb. 21 - 5pm</td>
<td>Mar. 15 - 8:30am</td>
<td>Apr. 12 - 6pm</td>
<td></td>
</tr>
<tr>
<td>TBA</td>
<td>TBA</td>
<td>Don Halls</td>
<td>Guerin Catholic HS</td>
<td>Three Wise Men</td>
<td></td>
</tr>
<tr>
<td>** apr. 25 - 5pm</td>
<td>Salvatoris**</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>District 7</th>
<th>District 8</th>
<th>District 9</th>
<th>District 10</th>
<th>District 11</th>
<th>District 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov. 1 - 5pm</td>
<td>Feb. 21 - TBA</td>
<td>Mar. 8 - TBA</td>
<td>Feb. 7 - 5:30pm</td>
<td>Feb. 7 - 5pm</td>
<td></td>
</tr>
<tr>
<td>TBA</td>
<td>TBA</td>
<td>TBA</td>
<td>Decatur Co. Admin. Office</td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>** Nov. 13 - 9:30am</td>
<td>Apr. 12 - 5:30</td>
<td>**</td>
<td>Jun. 7 - 11am Cricket Ridge Golf Course</td>
<td>Mar. 9 - 5pm Schnitzelbank</td>
<td></td>
</tr>
<tr>
<td>Decatur MS</td>
<td>The Inn at DePauw</td>
<td>**</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Accountability. Last week the Department shared information about future accountability considerations and timelines. Over the past week we’ve received some additional questions about calculating an ESSA score. Here are a few points of clarification:

- When school accountability grades come out in the fall of 2018 (using 2017-18 data), the grades will be calculated the same as they are being calculated this year unless state policy changes. Rule-making regarding state accountability grades is currently in progress. These grades are based on state laws and rules.

- During the fall of 2018 accountability season, a second calculation based on a federal formula will be shared with schools. This score will take into account federal requirements and will be dependent on the approval of Indiana’s ESSA plan which was submitted to the federal government earlier in September.

- The 2017-18 accountability scores are part of a transition year approach to accountability. With the anticipated changes around assessments, graduation pathways, and federal accountability, a transition year will give schools time to ramp up to the accountability model that should be in place for the 2018-19 school year (released in Fall 2019), when we anticipate the state and federal calculations will yield the same grade.

- The Department has not calculated the (ESSA) federal scores for the 2016-17 or 2017-18 school years. Schools interested in understanding what the federal score might look like for 2017-18 accountability could use their data from this year’s accountability calculations, adjust their graduation rate to factor out general diplomas, and estimate the points earned for attendance (K-8) and ELL performance based on local data. Again, we would stress the federal calculation will depend on the approval of Indiana’s ESSA plan, so any calculation of a federal accountability score for 2017-18 school year would be highly speculative.

Assessment. ISTEP+ 2017 Grade 10 Winter Retest & Winter ECAs IDOE Pretest Workshop Now Scheduled: The Office of Student Assessment scheduled the Winter 2017 IDOE Pretest Workshop in preparation for the upcoming ISTEP+ Grade 10 Winter Retest and Winter End-of-Course Assessments (ECAs). In-person and WebEx sessions will replace previously recorded versions. This training will present important information related to both assessments (e.g., program updates, scheduling guidance, test content), and is required for Corporation Test Coordinators. Please review this memo for specific details and to access the registration link.

Office of Educator Licensing. Please see the following memo regarding the appropriate licenses needed to teach Algebra I.

Office of Title Grants and Support. The following FAQ provides necessary information for prospective Title IV applicants. For additional questions, please contact Cole Dietrich or Christy Berger.

UPDATE - Regional and Teacher/Community Meeting. A combined Regional and Teacher/Community Meeting has been added in Southern Indiana. The meeting will be held on Thursday, October 5, from 7:00-8:30 p.m. ET. Attendees for this meeting include administrators, teachers, school board members, school business officials, parents, community stakeholders, and other school personnel. The meeting will be held at the Gibson Southern High School Auditorium in Fort Branch, Indiana. Please visit this page to register for the event.

Office of School Finance. September 2017 Count: Please see the following memos regarding the September 2017 Adult Learner Fund Count Date and ADM Count Date. Curricular Material Reimbursement: Please see the following memo and claim form regarding the 2017-18 Curricular Reimbursement.

Office of School Improvement. During the course of the 2017-18 school year, the Department will be piloting the core features of its school improvement model, such as a comprehensive needs assessment and school improvement planning process, in a diverse group of districts and schools across Indiana. As a result of these pilots, the Department will be able to provide district and school leaders with field-tested templates, exemplars and trainings for these core features, in service of supporting locally-driven school improvement efforts.

Office of Special Education. The Office of Special Education has been leading an effort to examine the Certificate of Completion. The Certificate is a document presented to students with an IEP that have been removed from a Diploma path. For the past two years, a group of stakeholders from schools, the Indiana Resource Network, Workforce Development, Vocational Rehabilitation, INSOURCE, ICASE and others have been meeting regularly to develop a course of study that outlines requirements for the Certificate of Completion that mirror a regular high school diploma. The revised Certificate of Completion requirements will meet new ESSA regulations for providing all students access to academic content standards and will become effective for the 2018-19 freshman class. Be on the lookout for more information and guidance around this change. For a more detailed explanation of the Certificate of Completion, please read the Director’s Newsletter.
ISTEP Replacement to Cost $43 Million

*Indy Star, October 4, 2017, by Associated Press*

Indiana education officials plan to pay a company $43 million to create, implement and grade the new test that will replace the much-maligned ISTEP standardized exams. State officials have approved a three-year contract with the Washington, D.C. based American Institutes for Research. They chose it over four other bidders, though it wasn’t the lowest cost offered. Test preparation will cost $3 million. The first year of the test’s use will cost $20.6 million, and the second year will cost $21.6 million, according to the contract proposal.

The company will design a new Indiana test named ILEARN, or Indiana’s Learning Evaluation Readiness Network. It’s planned for implementation in the spring of 2019. The current ISTEP exam, which nearly 500,000 students take, has faced years of complaints about the number of days students spend taking the test and months-long waits for exam results from other testing companies. The new test is planned to be given in a shorter testing window.

Results are also expected to be released in an ILEARN report, rather than the ISTEP. The new test is expected to include a computer adaptive test, with questions that change depending on whether a student answers a previous question correctly. State officials said it will assess a student’s abilities better. The tests will be administered completely online to grades three through eight and test students’ abilities in English language arts and mathematics.

Skeptical at First, These Ritz Supporters Are Now Optimistic About McCormick

*Chalkbeat, September 28, 2017 by Shaina Cavazos*

Jennifer McCormick’s campaign for state superintendent last year left many voters wondering what side of the education reform debate she was on. Supporters rallied around the Yorktown Republican for her experiences as a public school teacher, principal and superintendent. And while she raised an impressive sum of money from donors who had previously backed the choice-based reform star Tony Bennett, she maintained she wasn’t Bennett 2.0.

Her critics — often Democrats — weren’t so easily convinced, particularly given those deep-pocketed contributors, which included Hoosiers for Quality Education (the political arm of the school-choice advocacy group Institute for Quality Education) and Christel DeHaan, the founder of the network of Christel House charter schools. But now, almost a year after she beat Glenda Ritz in an election night upset, some of those Ritz supporters who were skeptical have changed their tune. Maybe she’s not so bad after all, they said. In her policies and recent comments since taking office, McCormick has just as often clashed with her Republican colleagues and pro-school-choice funders as she has been aligned with them. Yet even during the election, there were few policy areas where McCormick and Ritz had major departures.

Programs That Support New Teachers Could Boost Retention, Save Money

*Indy Star, October 2, 2017 by Arika Herron*

Indiana has a teacher retention problem. No one knows quite how big — or how expensive — the problem is. A study from the University of Pennsylvania estimated that teacher turnover costs school districts nationwide about $2.2 billion annually. A share of that cost is Indiana’s, and now lawmakers are looking for ways to solve it. By doing so, experts said the state could solve two problems in one fell swoop. Improve teacher retention and the state can also chip away at the teacher shortage plaguing Indiana and other states across the country.

“Indiana’s chief challenge isn’t a teacher shortage,” said Jennifer Hicks, K-12 science program manager for the I-STEM Resource Network at Purdue University, “it’s retention.” Hicks spoke to lawmakers considering new teacher induction programs Thursday. The Indiana General Assembly’s study committee on education was considering programs to better prepare new teachers and support them once they enter the classroom. If the state could get more teachers to stick around through the difficult first years of teaching, it could go a long way toward boosting retention and shrinking the shortage.

Betsy DeVos Awards Indiana $60 Million to Expand Charter Schools

*StateImpact, September 29, 2017 by Eric Weddle*

Indiana will receive $59.9 million in federal funds to expand charter schools over the next five years. Federal Education Secretary Betsy DeVos announced the award Thursday as part of a total package of approximately $514.9 million in recommended grants for eight other states, charter management organizations, non-profit organizations and state agencies. In a statement, DeVos says the funding supplements state-based efforts to give students access to more education options.

“Charter schools are now part of the fabric of American education, and I look forward to seeing how we can continue to work with states to help ensure more students can learn in an environment that works for them,” DeVos says.

Indiana will receive $24 million this year out of the approximately $253 million in total awards across the country. The remaining funds are contingent on future Congressional appropriations. “Indiana is committed to ensuring our students receive a quality education,” says Jennifer McCormick, Indiana Superintendent of Public Instruction. “This federal grant specifically targets the implementation, administration, research and evaluation of charter schools.”

Want to Boost Test Scores? Experts Say Indiana Must Change Teaching

*Chalkbeat, September 26, 2017 by Shaina Cavazos*

It’s been a common phenomenon in the testing world: A new exam is introduced, and the scores for it are significantly lower than for the old one — but then, in the following years, come back up. This “sawtooth” pattern has long been widely observed and written about, so it stands to reason that it’s also worked its way into the expectations of state education officials closely monitoring test results each year.

But in Indiana, ISTEP scores at the state level have been stagnant. In the two rounds of ISTEP tests since 2015, scores statewide have barely changed — 51.5 percent of students passed both English and math exams this year, compared to 53.5 percent in 2015. That year, with the switch to a tougher new exam, the number of students passing was 22 percentage points lower than on the previous test. “The fact that (passing rates) are as flat as they are is striking,” said Derek Briggs, a test researcher and professor at the University of Colorado Boulder. The suspicion that the flat scores are the new normal for Indiana — and that the lingering hope for big improvements in a short period of time could be unrealistic — has testing experts and educators speculating about why, and what could be done to nudge scores upward.
It's been hard to prove that attending preschool makes a difference for kids, academically. Many research studies have found that children who didn’t go to preschool catch up to those who did in just a few years. By third grade, there’s often no difference in math and reading scores between the preschooled and the non-preschooled child. Experts call it “fadeout.” That hasn’t set well with advocates of early childhood education. They point to other studies that have looked beyond elementary schools’ test scores, and have found that preschooled children are more likely to graduate from high school, be employed and raise families in stable marriages.

Now a pair of researchers has taken this line of research one generation further, and found that the offspring of preschooled children are living significantly better young-adult lives than the offspring of non-preschooled children. In that second generation, whose parents lived in a community that offered a free, federally funded Head Start preschool program in the 1960s, people were graduating from high school and attending college in much higher numbers, and were far less likely to be involved in crime or become a teen parent themselves.

What Did Sal Khan to Flipped Learning?

EdSurge, October 3, 2017 by Stephen Noonoo

Ten years later, the concept lit up like rocket fuel thanks in part to the catchy name, along with fast-growing home internet connectivity and a shout-out in Sal Khan’s popular TED Talk. Or maybe it stemmed from the fact that anyone could get the gist of the teaching idea in the time it takes to rattle off a sound bite. “It’s a simple model,” says Bergmann. “Simple designs work well, and simplicity makes things happen.” Whatever the cause, it was a hit with teachers everywhere. By 2007, Khan had his own conference, FlipCon (which closed domestically, but not internationally, in 2016). A New York Times headline went so far as to call it a “Death Knell for the Lecture,” while other mainstream media outlets scrambled to cover the craze. Detractors predictably sprang up to call it an online video fad. And Bergmann, Sams and Khan turned it into a bonafide career path.

Survey Shows Phone Addiction Among Teens, Parents

Voice of America, October 1, 2017 by Bruce Alpert

About half of teenagers in the United States and in Japan say they can’t put their devices down. Teens say they are addicted and that their devices cause the greatest conflict between them and parents, according to research at the University of Southern California Annenberg School for Communications and Journalism in Los Angeles. “Nowadays, one of the worst things that can happen to us is, like, ‘Oh, I left my phone at home,’” said Alissa Caldwell, a student at the American School in Japan.

The study, “The New Normal: Parents, Teens and Digital Devices,” polled 1,200 Americans and 1,200 Japanese and was released at the USC Global Conference 2017 in Tokyo. Their parents agree. A majority of Japanese and American parents said their teenagers used mobile devices too much. About 60 percent of both American and Japanese parents said they believed their children are addicted. But parents shouldn’t get too comfortable: More than 1 in 3 Japanese parents said they also feel addicted to mobile devices, compared to about 1 in 4 American parents.

Students Learn Through Real-World Problem-Solving

Denver Post, September 27, 2017 by Monte Whaley

Anthony Godoy smiles as he examines a tiny chicken growing in a corner of a quiet classroom at William Smith High School in Aurora. The 17-year-old is surrounded by classmates of an eight-week course titled “Chicken Tenders,” one of several hands-on learning projects at William Smith. Holding a fragile egg over a lighted lamp, Godoy and the other teens can see the chick inside and predict when it might hatch. In this class, about 20 students learn about genetics and zoology while raising 26 chicks and then consider the ethics of what to do with the animals as they mature.

“They have to think about the ramifications of what they are doing,” said Logan Holloman, co-teacher of the course. “They have to decide what to do next.” As a pilot school, William Smith allows teachers to incorporate learning standards such as math, science, history and English into classes that emphasize real-world problem solving. William Smith’s approach is earning it national praise and academic success in Aurora Public Schools, a 39,000-student district that has been targeted by the state for persistently low test scores and that was considered for academic intervention.

Middle School Pilots Restorative Justice

Los Angeles Times, September 28, 2017 by Priscella Vega

Students in Pam Zamaris’ class at Roosevelt Middle School know Wednesday mornings are dedicated to community-building circles, where sharing is a key part of the activity. Zamaris listed questions on a whiteboard and her seventh- and eighth-grade students were given a few minutes to write down their answers. Then they all pushed their desks to the sides of the room and stood in a circle, waiting for their teacher to begin the exercise. “If I could change anything in the world, it’d be to get rid of racism because I believe racism is the cause of many of our problems in the world,” Zamaris said as she tossed a Koosh ball to a student in her Pathways to College class. The ball was then tossed from student to student as they gave their answers.

For half an hour, students shared their answers to questions. Some students opted out, while others seemed eager to share. Roosevelt Middle School is the first campus in the Glendale Unified School District to pilot restorative-justice practices, which are alternative methods, such as community-building circles, meant to help students manage and express their emotions and behaviors with others. By taking a proactive approach, it can help prevent reaching disciplinary actions such as issuing suspensions and time-outs, according to school officials.
Grants

New Grant Opportunities

Advancing Student Achievement, a program of the Actuarial Foundation ASA grants support math programs that open students’ minds to the practical power of math. The purpose of an ASA grant is to support math enhancement programs that bridge the gap between classroom and real world mathematics. Deadline: Rolling. Amount: up to $5,000. https://www.actuarialfoundation.org

TechPoint Foundation for Youth has $500 Robotics Grants available to any 501c3 that does not already have a VEX IQ Robotics team! The Robotics Grant includes:
· VEX IQ Robotics Kit
· Project Lead the Way Classroom Activities
· Professional Development Training and ongoing support
· Team Registration Cost

We are looking for enthusiastic educators, who are interested in beginning a robotics team, to apply for the grant. No experience needed.

We have already awarded over 450 grants and we have more available! This grant application is straightforward, easy to complete and there is no catch! This is an amazing and unique opportunity for Indiana schools and we don’t want your school to miss out! www.techpointyouth.org/apply-for-robot-grant-nonschools/

Dollar General Literacy Foundation

The foundation is accepting applications for its Youth Literacy Grants program. Grants of up to $4,000 will be awarded to schools, public libraries, and nonprofit organizations in support of efforts to help students who are reading below grade level or experiencing difficulty reading, including those with individualized education plans (IEPs). More info HERE.

Project Learning Tree is accepting applications from schools and nonprofit organizations for environmental service-learning projects through its GreenWorks! grants program, which is designed to help students make their schools greener and healthier by, for example, implementing a recycling program, conserving water and energy, improving air quality, or establishing a school garden or outdoor classrooms and integrating these projects into the curriculum.

Grants of up to $1,000 will be awarded to support environmental projects that demonstrate service-learning, exemplify student voice, and involve at least one community partner. To be eligible, projects must secure at least 50 percent in matching funds (in-kind acceptable). https://www.plt.org/resources/greenworks-grants/

Karma for Cara Foundation encourages kids 18 and under to apply for funds between $250 and $1,000 to complete service projects in their communities. Whether it is turning a vacant lot into a community garden, rebuilding a school playground or helping senior citizens, Karma For Care Foundation wants to hear what kids are passionate about. http://karmaforcara.org/get-involved/apply-for-a-microgrant/

TechPoint Foundation for Youth has $500 Robotics Grants available to any 501c3 that does not already have a VEX IQ Robotics team!

The Robotics Grant includes:
· VEX IQ Robotics Kit
· Project Lead the Way classroom Activities
· Professional Development Training and ongoing support
· Team Registration Cost

We are looking for enthusiastic educators, who are interested in beginning a robotics team, to apply for the grant. No experience needed.

We have already awarded over 450 grants and we have more available! This grant application is straightforward, easy to complete and there is no catch! This is an amazing and unique opportunity for Indiana schools and we don’t want your school to miss out! www.techpointyouth.org/apply-for-robot-grant-nonschools/

Archived Grant Opportunities