



Keys to Success: Education and Positive Role Models

Minority kids need positive role models. Being a positive role model in my mind means a variety of people directly and indirectly in their lives who are living life right.



Editorial by Carol Rempp

It's Sunday afternoon and I just finished watching a show on ESPN2 with a panel of coaches, athletes, sports journalists and entertainers. The topic of discussion was mainly black athletes and coaches in college and professional sports. The discussion varied from how athletes are treated to why coaches are or aren't hired at various levels. The show closed with a question from the audience. A parent asked how she can get across to her 17 year old nephew the importance of getting a good education when the images he sees so often are successful athletes making millions. I was so proud of the panel!

A former basketball player talked about how important it is for parents to get a handle on what their children are exposed to. He said that it is vital that our young black men start seeing a large variety of successful people not just the athletes and the rappers or those who have chosen the street life. Spike Lee was one of the panelists. He echoed that thought by saying that we have to teach our kids to work hard to get what they want. He thanked the parent for asking the

question and then said that parents and guardians have a responsibility to be both role models for their children and find other good role models for their children. Marion Jones was the last to speak and she stated that as parents we have to start our children at a young age learning about the true meaning of giving back and helping others. Earlier in the broadcast she had spoken about being careful what you wish for because with success comes responsibility and as a black athlete, like it or not, you have even more responsibility to set a good example and how she had to learn that the hard way.

While watching and listening to this panel discussion my mind swirled with how important the message they were sharing is to all our children but even more so to our children from diverse backgrounds and our children from poverty. The key messages I took away were 1) minority kids need positive role models; 2) parents play a key role in the success of their children; 3) when you become successful you have a responsibility to help others; 4) there will always be people of the dominate

culture who will not get it. That's a lot to lay on the table with no explanation so here goes.

Minority kids need positive role models. Being a positive role model in my mind means a variety of people directly and indirectly in their lives who are living life right. Not perfect and not without struggle but right. These people include the famous people who are working hard to achieve and maintain their level of success or giving back to their communities through charities or charitable foundations. Other positive role models are those who have established a career that allows them to take care of their families. That career could come about because of a four year degree or a stint in the military. Maybe it is an on-site training program or an on-line 2 year course. The thing is that kids need to see adults who look like them having careers that allow them to take care of their families without public assistance programs and in legal ways in order to believe that they can also be successful.

Parents play a key role in the success of children. This may seem like a no brainer but let's talk about it anyway. I believe that parents cannot give away their control. One of the requirements of parenthood is making decisions about and for your children that are for their benefit whether they like it or not. Remember it is okay to turn off the TV, video games, movies, or music that is sending a message to your children that you don't like or agree with. Find time to spend time with your children. Although for many of our parents who are working long hours or

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“This being Black History Month, I would like to ask people to celebrate the similarities and not focus on the differences between people of color and not of color.”
Lynn Swann

Black History Month began in 1926 as the “Negro History Week”. Carter G. Woodson, Black scholar, educationist, historian and son of slaves, Woodson wanted a celebration to reflect on the achievement of African Americans.



He loved education and taught himself the basics of education entering high school at the age of 20 and completing it within two years.

Woodson followed his education to the University of Chicago where he learned a bachelor’s and master’s degree. He was the second African American to earn a doctorate from Harvard University (W.E.B. DuBois was the first).

After attending the 50th anniversary to end slavery in 1915 in Chicago, Woodson and four other individuals created the Association for the Study of Negro Life and History. This group began the publication of *Journal of Negro History*, a scientific journal to dispel the misconceptions about African descent history. Once he began to write, Woodson noticed most textbooks disregarded the history and achievements of blacks.

Two men changed the lives of Black Americans—Abraham Lincoln and Frederick Douglass. They both stood for freedom and equality of all. Lincoln and Douglass’ birthdays are February 12 and 14 respectively. The reason February was the chosen month.

Civil Rights Movements of the 1950s and 60s especially made this week celebration important.

In 1970 the Black Power Movement stressed racial pride and values. During this time (1976) the Association for the Study of African American Life and History (formerly ASNLH) extended the week observance to the entire month of February.

Channel 3 in Omaha has an excellent website, full of information on Black History Month, reading lists, individual profiles and their own section of African Americans you should know but never heard of. <http://www.kmtv.com/Global/category.asp?C=91856>

2011 Theme *African Americans and the Civil War*

Interesting Facts!!!

Black Americans You Never Heard of But Should Know Part 1

- ✓ Frederick Jones, 60 patents for refrigeration
- ✓ Dr. Charles Drew, developed blood banks
- ✓ Thomas J. Martin, patented the fire extinguisher in 1872
- ✓ Lewis Howard Latimer, carbon filament for light bulbs in 1881
- ✓ Lonnie G. Johnson, Super Soaker water gun in 1991
- ✓ Alexander Miles, patented for an electric elevator in 1887
- ✓ John Love invented the pencil sharpener 1897
- ✓ L. P. Ray, dustpan 1897
- ✓ Joseph Lee, bread-making machine 1895
- ✓ Bill Pickett, renowned cowboy and rodeo performer, “Legends of the West” honor
- ✓ McKinley Morganfield “Muddy Waters”, was the Father of Chicago Blues
- ✓ George Monroe and William Robinson, First black Pony express riders. Monroe was driver for President Grant.
- ✓ Bessie Colman, first licensed African-American pilot in the world
- ✓ Alexa Candy, first African-American neurosurgeon in the United States
- ✓ Alain Locke, first African-American Rhodes Scholar

Black American You Never Heard of But Should Know Part 2

- | | |
|---------------------------|------------------|
| David Crosthwalit, Jr. | The “306 Group” |
| Wilma Rudolph | Buffalo Soldiers |
| Jesse Ernest Wilkins, Jr. | Josiah Henson |
| Isaac Murphy | Ralph J. Bunche |
| Paul Cuffee | Maurice Ashley |

<http://www.biography.com/blackhistory/>

History Channel: <http://www.history.com/topics/black-history-month>

Infoplease: <http://www.infoplease.com/black-history-month/>

Time Magazine for Kids: <http://www.timeforkids.com/TFK/kids/specials/articles/0,28285,97217,00.html>

Library of Congress: <http://www.africanamericanhistorymonth.gov/>

Teacher Vision: <http://www.teachervision.fen.com/black-history-month/teacher-resources/6602.html>

Belmont program helps moms from other countries learn English, American culture

Margaret Reist, *Lincoln Journal Star*,
December 21, 2010
Read the entire article at

http://journalstar.com/news/local/education/article_71909f7f-68e4-57e3-a6c5-bb33bc9fae98.html

The Belmont Elementary School students sat quietly on their seats in the recreation center, but the speakers at the podium, the cake on the table behind them, the flashing cameras all around were aimed at the five Iraqi women across the room.

It was their graduation from a program aimed at teaching them English, something about the American culture and how to navigate their child's education.

The family literacy program is funded by two \$75,000 Even Start grants through the Nebraska Department of Education.

"It's very helpful to us," said Khitam Balkat, one of the women who received a medal with the word "pride" on it (as in Belmont Cougar pride).

She came to the United States in 2001, she said, and English was a challenge. It remained challenging, she said Monday during the ceremony, until she began taking classes at the Belmont Recreation Center.

We the People: The Nebraska Viewpoint

Opens at the State History Society in Lincoln. The collection of white robes and the conical hats were found here in Lincoln. A Klan group was active in the Lincoln area as recent as the 1990s.

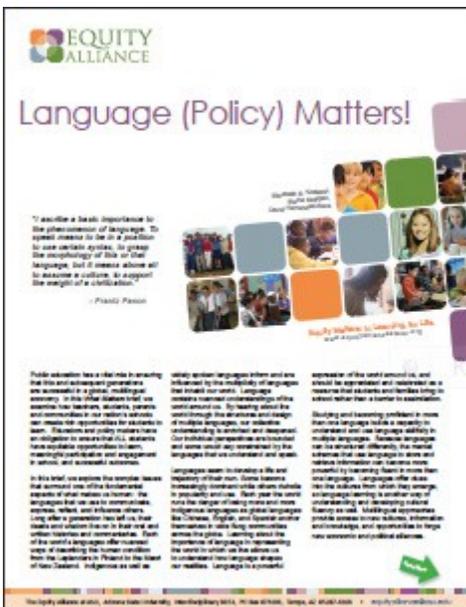
Exhibited are photos and items how the U.S. constitution and roadblock for "we" which included politics, education, religion, women, people of color (primarily African and Native Americans) and the oppressed.

Part of the photos explain the Nebraska Territory, Civil War, Chief Standing Bear struggle, death penalty and woman's rights.

"Parents have to demonstrate the value of trust, respect, and honor."

-- Haida Gwaii, Traditional Circle of Elders

Children learn more by watching than by listening. If we want our children to understand and value trust, they know it by watching how adults live their lives! If we want the children to be respectful, they will observe what the adults do and say to each other. We need to walk our talk. We need to remember the children are watching.



The [Equity Alliance at ASU](http://www.equityalliance.org) is excited to announce the release of our newest publication in our *What Matters* series: *Language (Policy) Matters!*

Public education has a vital role in ensuring that this and subsequent generations are successful in a global, multilingual economy. In this *What Matters* brief, we examine how teachers, students, parents, and communities in our nation's schools can create rich opportunities for students to learn.

Language (Policy) Matters! includes information and resources about:

- School policies and practices that support language access
- Research on best practices for students who are English language learners
- Strategies teachers can use to support students who are English language learners

Download your copy at

www.niusileadscape.org/lc/Record/1349



“They say that time changes things, but you actually have to change them yourself.”
Andy Warhol

What good is experience if you're burnt out?

A new report from the National Center for Analysis of Longitudinal Data in Education Research looks at whether teachers in high-poverty schools are as effective as teachers in more affluent schools.

Using recent student-level data from Florida and North Carolina, the authors found the average effectiveness of teachers in high-poverty schools is only slightly less than in other schools, and not in all comparisons.

Within-school-type variation in effectiveness was common, with highly effective teachers similar across school settings. Observed differences in teacher quality between high- and lower-poverty schools were not due to experience, certification status, and educational attainment, but stemmed from the difference in payoff from increases in these characteristics. For instance, higher productivity from increased experience is stronger in lower-poverty schools, and the lower return for experience in high-poverty schools is likely because exposure to challenging students leads to burn out; teachers in schools with high poverty therefore may not improve much as time goes by.

The authors conclude that changing the quality of new recruits or importing teachers with



good credentials into high-poverty schools may not close the achievement gap. Measures that induce highly effective teachers to move to high-poverty schools and that promote an environment in which teachers' skills will improve over time are more likely to be successful.

See the report: <http://www.caldercenter.org/>



Leadership for Equity Training
 March 2-3, 2011, Phoenix AZ

<http://www.equityallianceatasu.org/ea/conference/>

Diverse Faces, Shared Histories

Immigrants on the Great Plains



March 4, 2011

<http://www.unl.edu/plains/seminars/2011%20Symposium/program.shtml> for more detailed program information and poster.

Great Plains Art Museum
 Lincoln NE

This one-day symposium features national and state scholars and writers speaking on various aspects regarding the history, politics, and personal narratives on immigration. Native, Asian, African American, and Latino perspectives vary yet share overlapping histories. The symposium is designed to broaden our perspectives about immigration on the Great Plains.

FREE TO THE PUBLIC



Any teacher K-12 who recognizes the value of inquiry, the power of knowledge, and their ability to make a difference is encouraged to apply.

Teachers must have three years of classroom experience.

Travel fellowships are being offered by The Malaika Foundation in partnership with the Fund for Teachers for teachers to use during the summer of 2011. The mission of the Malaika Foundation is to support initiatives, which increase the international focus of Nebraska teachers. Last summer 23 Nebraska Program teachers gained global experiences in Costa Rica, Italy, Panama, England, China, Japan, Rwanda, and other exciting places. The fellowships available are for \$5,000 for an individual teacher or \$10,000 for a team of teachers.

The application is completed on line. See the attachment. The website is user friendly and offers webinars for special help and advice to teachers interested in a global experience.

Contact Ann Masters at 402-489-1957.

Apply online by January 28 at www.fundforteachers.org



The Key to Dropout Prevention

How to Implement a Freshman Transition Course in 8th or 9th Grade

This workshop will provide incredible insights into proven dropout prevention strategies and you'll also leave with:

- The **Course Standards for Freshman Transition Classes** and an understanding of how they can **impact your dropout rate**
- Information on **funding opportunities including new legislation**
- The **data and resources to generate buy-in for dropout prevention efforts** from your school community
- Preview access to **online professional development tools** to ensure instructors are highly-trained and motivated

An understanding of how **Career Choices** provides the level of **comprehensive guidance** needed for successful freshman transition

A great workshop for high school and middle school principals, dropout prevention teams, vice principals of curriculum, and academic chairs of 8th and 9th grade programs, **each registrant receives a set of five (5) Career Choices books, lunch, and all workshop materials, including a variety of handouts.**

Register today for only \$99/person, or bring a team of three or more and each registration is

Greater Omaha Area -

February 10, 2011

Hilton Garden Inn Omaha

only \$75/person.

For complete details on the workshop and Career Choices, the model curriculum you will be receiving and reviewing during the event, review the workshop brochure available at <https://secure.academicinnovations.com/workshops/DOPPDF2.pdf>.

Register today for only \$99/person, or bring a team of three or more and each registration is only \$75/person.



**"You are always free to change your mind and choose a different future, or a different past."
Richard Bach**

Description	Award	Eligibility	Deadline
<p>Leadership and Learning Support public school teachers, public education support professionals, and/or faculty and staff in public institutions of higher education for one of the following two purposes: *Grants to individuals fund participation in high-quality professional development experiences, such as summer institutes or action research; or *Grants to groups fund collegial study, including study groups, action research, lesson study, or mentoring experiences for faculty or staff new to an assignment. http://www.neafoundation.org/pages/educators/grant-programs/grant-application/learning-and-leadership/</p>	<p>\$2,000 individual \$5,000 group</p>	<p>Practicing public with less than 7 years of experience. PreK-12</p>	<p>February 1 June 1</p>
<p>Schools of Distinction Awards: Intel Intel honors K-12 schools in the U.S. that demonstrate excellence in math and science education through innovative teaching and learning environments. To be considered as an Intel School of Distinction, schools must develop an environment and curricula that meet or exceed benchmarks put forth by national mathematics and science content standards. Up to three schools at each level — elementary, middle, and high school — will be named as finalists in the math and science categories. http://www.intel.com/about/corporateresponsibility/education/soda/index.htm#</p>	<p>\$3,000 \$10,000 \$25,000</p>	<p>Develop an environment an curricula that meet/ exceed benchmarks in math/science content standards. K-12</p>	<p>February 17</p>
<p>Horace Mann: Scholarship Program for Educators The Horace Mann Companies is offering scholarships for public and private school educators to take college courses. At time of application and award of scholarship, entrants must have at least two years K-12 teaching experience and work at least 30 hours a week at a U.S. public or private school. Residents of Kentucky, Mississippi, New Jersey, New York, and Hawaii are not eligible. https://www.horacemann.com/teacher-lounge/educator-scholarship-opportunities/how-to-apply.aspx</p>	<p>\$5,000</p>	<p>K-12 teachers, librarians or teacher aides w/ minimum 2 years K-12 experience</p>	<p>March 1</p>
<p>We Can Change the World Challenge Gr K-12 The Siemens Foundation, Discovery Education, and the National Science Teachers Association have announced the launch of the third annual Siemens We Can Change the World Challenge, a program designed to educate, empower, and engage students and teachers across the United States to become "Agents of Change" in identifying and solving environmental problems. Teams will be judged on both their ability to create a positive, measurable solution to a local sustainability issue or challenge using scientific methodology and their ability to explain how the solution can be replicated by other communities. Student and teacher/mentor prizes, which vary according to grade level, include savings bonds and school grants. http://www.wecanchange.com/</p>	<p>Savings bonds and school grants</p>	<p>Environmental problems</p>	<p>March 15</p>
<p>Pathways Within Roads to Reading Initiative The Pathways Within Roads to Reading Initiative donates books to literacy programs in small and rural low-income communities. Maximum award: 200 books appropriate for readers age 0 to young adult; English only. Eligibility: 501(c)3 organizations that run school, after-school, summer, community, day-care, and library reading and literacy programs; must have an annual operating budget of less than \$95,000 (schools and libraries are exempt from this budget requirement) be located in an underserved community with a population of less than 50,000. Deadline: March 30, 2011. http://www.pwrrtr.org/annual_donation_prog.html</p>	<p>Free books</p>	<p>501(c)3 organizations, after school programs, library/literacy programs</p>	<p>March 31</p>
<p>ING: Unsung Heroes Awards The ING Unsung Heroes awards program recognizes innovative and progressive thinking in education through monetary awards. Maximum award: \$25,000. Eligibility: full-time educators, teachers, principals, paraprofessionals, or classified staff members with effective projects that improve student learning at an accredited K-12 public or private school. Deadline: April 30, 2011. http://ing.us/about-ing/citizenship/childrens-education/ing-unsung-heroes</p>	<p>\$25,000</p>	<p>Full-time educators, teachers, principals, paraprofessionals, or classified staff members</p>	<p>April 30</p>
<p>Annie's Gardens Annie's Grants for Gardens from Annie's Homegrown help schools and nonprofits in the United States that intend to create gardens. The focus of these grants is on schools, community gardens, and other educational programs that will connect children to gardening. http://www.annies.com/grants_for_gardens</p>	<p>\$250</p>	<p>Schools for community gardens and educational programs</p>	<p>Open</p>

[American Indian Alaska Native Student Programs](#)

<http://bit.ly/fTBkl>

The Association of American Indian Physicians has listed several programs for high school and undergraduate students interested in pursuing health careers. A sample of those programs include:

14th Annual Patty Iron Cloud National Native American Youth Initiative

<http://www.aaip.org/?page=NNAYI>

June 18 – 26, 2011 in Washington D.C.

The Association of American Indian Physicians (AAIP) is now accepting applications for the 14th Annual Patty Iron Cloud National Native American Youth Initiative, which will be held on the George Washington University campus in Washington D.C., June 18 – 26, 2011. American Indian/Alaska Native (AI/AN) high school students, ages 16- 18, who have an interest in the health field and/or biomedical research are encouraged to apply. Selected high school students will receive a scholarship that will cover airfare, lodging, and most meals during the NNAYI program. High school student **application deadline is March 25, 2011.**

Chadron

Native American Advisory Council

DATE CHANGE*

January 25, 2011*

4:30-6:30 p.m.

Chadron State College

Miller Hall Distance Learning Room #309

Register at

soar@esu13.org for DSL connection

Wayne

Native American Advisory Council

February 8, 2011

Wayne State College

Student Center, Niobrara Room

MID WINTER CONFERENCE

Motivating Unmotivated Students

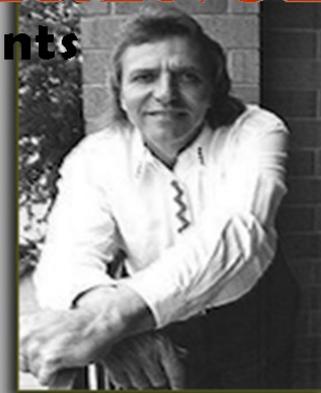
Ron

Glodoski

As a nationally recognized speaker, Ron's **powerful** interactive session reinforces RTI Behavior Intervention Strategies.

A must see **professional development program** designed for educators, administrators and mental health professionals.

You'll gain classroom tools, methods, understand why kids stop learning and a **renewed sense of purpose.**



February 21, 2011

To register, email soar@esu13.org or call **308-635-0661**. Please provide the title and date of the event, your name, school, and email address. Registration fee will be payable at the door.



esu13
serving the panhandle



“Children have more need of models than of critics.”

Carolyn Coats

“Critic: A legless man who teaches running.”

Channing Pollack

Editorial, continue from page 1

multiple jobs it can be difficult but not impossible if it is a priority. Remember the first and most important role model for your children is you.

A second piece of parents playing key roles in the success of their children is that even if they didn't go to college or leave their community it is vital that they encourage their children to make the leap. They need to tell their children that it is okay for them to leave home. They can come back...and when they do as a parent you will be there for them. Parents often have to overcome their own fears about their children leaving. That sometimes is the biggest barrier to children's success. Maybe there's never been anyone in your family who has had a professional career but believe that your child is the one who can do it.

When you become successful you have a responsibility to help others. This means more than just giving your money. It means giving your time to charities and charitable organizations. It means talking to kids about what it takes to become successful and defining what success is. It means serving as mentors through one of the many quality programs available. It doesn't mean living a perfect life but it does mean living your life right and always striving to do the best you can. *There will always be people in the dominate culture who will not get it.* One of the issues that is frustrating to many is the notion that we need to have times of commemoration for minorities or rules about equality for minorities—by both whites and minority groups. “Can't we all just get along.” “Shouldn't we just hire the best person for the job.” “Why do they get special scholarships?” This column is nowhere near long enough to go into all the details related to this situation. The reason I bring this up is to bring attention to the fact that there are people on both sides of the issue who need further education and who need to continue to work on the civil discourse required to bring about positive change. The one theme that came through loud and clear from everyone can be summed up in the words of Sidney Poitier. When asked in an interview about the responsibility of the youth to live up to Dr. Martin Luther King, Jr.'s legacy he said, “They need to get an education. They need to become articulate with words because only words will give flight their dreams.”

Redesign in Progress



Over the next several months you may experience moments when our department and or subsection websites are down. This should only last for a few short minutes.

We are excited to announce the changes to a format to better connect and serve YOU.

Each site under the Department of Education will be uniformed and the navigation easier.

Much of the changes will be during the month of February.