



COURTESY OF NEW YORK TIMES

**MINORITY GROUPS REMAIN OUTNUMBERED AT TEACHING PROGRAMS, STUDY REPORTS**

MOTOKO RICH, MARCH 19, 2013

READ ENTIRE ARTICLE AT [WWW.NYTIMES.COM/2013/03/20/EDUCATION/TEACHING-DEGREE-MINORITY-ENROLLMENT-LAGS-STUDY-SHOWS.HTML?\\_R=0](http://WWW.NYTIMES.COM/2013/03/20/EDUCATION/TEACHING-DEGREE-MINORITY-ENROLLMENT-LAGS-STUDY-SHOWS.HTML?_R=0)

Despite major changes in the racial makeup of American public school students, the people training to be teachers are still predominantly white.

According to a study being released Wednesday by the [American Association of Colleges for Teacher Education](#), which represents colleges and universities with teacher certification programs, 82 percent of candidates who received bachelor's degrees in education in 2009-10 and 2010-11 were white.

By contrast, census figures show that close to half of all children under 5 in 2008 were members of a racial or ethnic minority.

"We're finding that college-bound minority students have so many career options," said Sharon P. Robinson, the president of the association. "We have to develop some specific recruitment strategies to attract our share of those students into those teacher education programs."

Even in programs that award teaching certificates to candidates who do not obtain full education degrees, 76 percent of the students are white. Ms. Robinson said the recruiting problem was compounded by the fact that minority students in general were not enrolling in college at as high a rate as white students.

The study, which surveyed close to 700 colleges and universities that train just under two-thirds of new teachers, also found that few candidates graduate with credentials to teach math, science, special education or English as a second language, all subjects that experts say are increasingly important to prepare students for jobs and to meet the demands of an increasingly diverse student population.



It is particularly difficult to recruit qualified mathematicians and scientists as teachers because they can earn much higher salaries in other professions.

"In their first year as an engineer, they'll earn more than a teacher will ever earn over a 30-year career," said Rick Ginsberg, the dean of the [School of Education](#) at the University of Kansas.

Ms. Robinson said she feared that recent changes in public education policy as well as statements about failing schools could deter candidates. "We've been through a phase where all the target for fixing everything is to change out the teachers," Ms. Robinson said. "So we are finding recruitment is down in educator preparation programs."

The study found that although teacher preparation programs may have relatively low eligibility requirements, candidates who enroll have strong academic records.

Candidates for bachelor's degrees in education had a mean grade point average of 3.24, well above the average entrance requirement of 2.6.

**In This Issue**

**Your School-Our Education** ..... 2-3  
 Program Nurtures Native Kids And Gardens  
 New Tablets to Help Personalize Learning  
 Technology Through the Years  
 Latino Students are Highest Users of Mobile Devices

**Education Resources** ..... 4  
 Expand Your Cultural Education  
 Vision Maker Media  
 Open Culture

**Health Watch** ..... 5  
 Preventing Suicide  
 Energy Drink Update  
 Serious Health Issues of Latino Students  
 Impact of Health Reform and The Affordable Care Act (ACA)

**Educator's Toolbox** ..... 6

**Building Your Professional Community** ..... 7-8  
 Nebraska Middle Level Academy  
 Special Education and Beginning Teaching  
 NIEA 2013  
 Making Diversity Count  
 SEPA  
 Administrator Days  
 Black Hills Seminars

**Student Only Zone** ..... 9  
 Scholarships You Might Not Think About



For Summer Professional Enhancement

See page 6

# Your school Our education

COURTESY JOURNALSTAR.COM

## PROGRAM NURTURES NATIVE KIDS, GARDENS

MARGARET REIST/LINCOLN JOURNAL STAR MARCH 12, 2013  
FOR FULL CARTICLE, [WWW.JOURNALSTAR.COM](http://WWW.JOURNALSTAR.COM)

As spring emerges, a group of Native students will plant a garden, one Ponca elders hope will produce more than the plants and vegetables nestled in the ground.

Because they're nurturing the gardeners, too, hoping the students will grow toward a future that includes college and leadership.

The garden will be part of the Native Youth Leadership Academy, a new program being launched by the Ponca Tribe of Nebraska to encourage Native students to go to college, a comprehensive effort that combines lessons about their heritage with solid career plans.

"When we do our job right we will be able to say to them, 'You have the ability to go to college and we need you to do this because you are our next leaders,'" said Lisa Bickert, academy coordinator.

Lincoln Public Schools and Doane College are collaborating with the tribe, which got a \$760,000 three-year federal grant to pay for the 48-week academy that will serve about 25 students in Lincoln and Norfolk the first year and will expand to Omaha the second year.

LPS grant coordinator T.J. McDowell said the academy matches district efforts to raise graduation rates, particularly because Native students traditionally have had one of the lowest of all racial and ethnic groups. Last year, 11 Native students graduated from LPS -- just 52 percent.

McDowell, who is coordinating a \$4.5 million LPS grant to raise graduation rates, was drawn to the academy because it uses two of the most effective approaches: establishing relationships and helping students value their cultural heritage.

Teaching children about their past -- including helping them understand the powerful role models in their culture -- empowers students, he said.

"It's so important for students to have a positive perspective on that ... understanding, appreciating their culture and ethnic identity and history," he said. "It's part of what's really exciting."

LPS will refer students to the program and also may provide meeting space, McDowell said. Doane will offer mentors, help with college planning and give students who successfully complete the program six college credits.

Janice Hadfield, dean of graduate and professional studies at Doane, said college officials were impressed that the program includes working with students as young as 14.

Ponca Tribe of Nebraska Native Youth Leadership Academy. The program was developed with assistance from Lincoln Public Schools and Doane College.



"It's so important for students to have a positive perspective on that ... understanding, appreciating their culture and ethnic identity and history," T. J. McDowell said. "It's part of what's really exciting."

"One of the things liberal arts colleges have not often enough realized is that if we are going to work with minority populations -- and especially with kids who traditionally have not been successful in either attempting college or completing college -- is if we wait for the time when (those) kids are ready to go to college, it's too late."

- Each student received a Kindle to access curriculum.
- Goal of 770 Ponca youth in Omaha, Lincoln and Norfolk.

***"The concept that we are all related is one of the basic philosophies of D/Lakota religion."***

-- Dr. A.C. Ross (Ehanamani), LAKOTA

# Your school Our education

COURTESY DELL

## NEW TABLETS TO HELP PERSONALIZE LEARNING

MARCH 8, 2013

READ THE PDF FILE AT [HTTP://I.DELL.COM/SITES/DOCCONTENT/CORPORATE/SECURE/EN/DOCUMENTS/HARRIS-EDUCATION-SURVEY.PDF](http://i.DELL.COM/SITES/DOCCONTENT/CORPORATE/SECURE/EN/DOCUMENTS/HARRIS-EDUCATION-SURVEY.PDF)

Dell and Intel worked commissioned the Harris Interactive Online Survey to 203 school administrators and IT professionals. The study showed tablets cost significantly more time and money to manage. (www.school.cio.com)

- ✓ 53% said tablets are standard part of IT device offering
- ✓ 92% of users were teachers
- ✓ 88% of users were principals
- ✓ 80% of users were students
- ✓ 37% of teachers used tables to pool students or use an interactive whiteboard
- ✓ 20% used tables to deliver personalized or differentiated learning
- ✓ 7% used tables as textbook replacement
- ✓ 81% of the 108 responses provided tablets to students
- ✓ 47% of the 108 responses shared tablets among students
- ✓ 34% proved each student with one table for a year
- ✓ 15% do not use tables
- ✓ \$212.30 Average cost to set up one tablet



## TECHNOLOGY THROUGH THE YEARS

Council of Urban Boards of Education 2002

Districts with higher percentage of African American students provided few computers per students.

## Technology-Based Programs and Drop-Out Prevention

Phillip L. Cardon & Kip. W. Christensen

<http://scholar.lib.vt.edu/ejournals/JOTS/Winter-Spring-1998/cardon.html>

*“Some of the most successful alternative education programs in the United States use technology to help students remain in school. The purpose of this article is to help teachers, principals, and school administrators understand that the use of technology in alternative education programs can help retain at-risk students in secondary education. This is briefly discussed under the following topics: characteristics of at-risk students; some effects and consequences of at-risk students dropping out of school; alternative programs and the use of technology; alternative program factors that contribute to the retention of at-risk students; some technology-based alternative programs that have been implemented to retain at-risk students; and technology to assist physically challenged at-risk students.”*

## Do you know what is amazing???

Council of Urban Boards of Education was published in 2002

Technology-Based Programs and Drop-Out Prevention was published in 1998

COURTESY NBCLATINO

## LATINO STUDENTS ARE HIGHEST USERS OF MOBILE DEVICES FOR HOMEWORK

SANDRA LILLEY, NOVEMBER 18, 2012

<http://nbclatino.com/2012/11/28/latino-students-are-highest-users-of-mobile-devices-for-homework-says-new-report/>

Poll conducted by Verizon Foundation and TRU, 1,000 6th-8th grade students.

## STUDY MARKED INCREASE BETWEEN ALL MIDDLE SCHOOL STUDENTS' INTEREST IN SCIENCE, COMPUTER AND MATH IF THEY USED ELECTRONICS.

- ✓ 18% of all students reported tablets in school
- ✓ 11% of low-income students reported using tablets

*This is a missed opportunity, says Verizon Foundation's Rose Stuckey Kirk. "When you look at the data, middle school is a pivotal point; it's a place where either students can be turned into the right direction academically or be disengaged for life," she explains.*

## Where are we in 2013?

|                          | Latino | African American |
|--------------------------|--------|------------------|
| Use laptop for homework  | 68%    | 64%              |
| Smartphones for homework | 49%    | 42%              |

ENGAGE YOUR STUDENTS

### EXPAND YOUR CULTURAL EDUCATION

SMITHSONIAN CENTER FOR FOLKLIFE AND CULTURAL HERITAGE  
[WWW.FOLKLIFE.SI.EDU/EDUCATION\\_EXHIBITS/CULTURAL.ASPX](http://WWW.FOLKLIFE.SI.EDU/EDUCATION_EXHIBITS/CULTURAL.ASPX)



Lesson plans, guides, videos, recording and more on-line, hands-on materials.

## Education Resources

Resources are for the classroom, school or family.

## OPENCULTURE

The best free cultural & educational media on the web

200 FREE Kids educational resources which include video lesson, apps, books and e-books plus more.

[www.openculture.com/free\\_k-12\\_educational\\_resources](http://www.openculture.com/free_k-12_educational_resources)

## Facing the Storm

From the first North Americans who relied on bison for food, shelter, and clothing for at least 10,000 years, to modern wildlife conservationists --descendants of those first North Americans among them--



**Facing the Storm** introduces viewers to a rich history of human sustenance, exploitation, conservation, and spiritual relations with the ultimate icon of wild America.



## We Shall Remain

**We Shall Remain** is a five-part television series that shows how Native peoples valiantly resisted expulsion from their lands and fought the extinction of their culture--from the Wampanoags of New England in the 1600s who used their alliance with the English to weaken rival tribes, to the bold new leaders of the 1970s who harnessed the momentum of the civil rights movement to forge a pan-Indian identity.



DVDs you will want to own.

**Vision Maker Media**  
(formerly NAPT)

<http://visionmaker.semkhor.com>

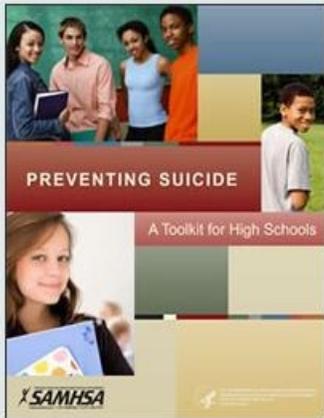


2014 Teacher of the Year

<http://www.education.ne.gov/>

NOMINATE TODAY

# HEALTH WATCH



*Preventing Suicide: A Toolkit for High Schools* assists in designing and implementing strategies to prevent suicide and promote behavioral health. It includes tools to implement a multifaceted suicide prevention program that responds to students' needs and cultures. The toolkit will help schools:

- Assess the ability to prevent suicide among students and to respond to suicides that may occur.
- Understand strategies that can help students who are at risk for suicide.
- Understand how to respond to the suicide of a student or other member of the school community. Integrate suicide prevention into activities that fulfill other aspects of the school's mission, such as preventing the abuse of alcohol and other drugs.

<http://samhsa.gov> Publication search SMA12-4669

This issue has been brought to this forum before. Further studies have shown an increase in consuming energy drinks. **ENERGY DRINKS AND HEART PROBLEMS** Seven studies linked various heart measures after drinking just one energy drink. Blood pressure was elevated and the heart's rhythm was lengthen (QT). Increased emergency room visits were recorded when young adults add alcohol.



## NEW STUDIES ENERGY DRINKS HOW MANY ARE YOU CONSUMING?

Energy drinks promote caffeine usage. Two cans of the most popular energy beverage contains 480 milligrams of caffeine. That is equals 20 8-ounce cans of pop.

In 2013 the Food and Drug Administration reported 13 deaths linked to energy beverages. There were scores more with indirect links.

From the 2012 Consumer Reports: "A 2012 [Consumer Reports analysis](#) found about 90 milligrams of caffeine in an 8-ounce can of Monster Energy, and the drink comes in sizes up to 24 ounces. To compare, a 16-ounce Starbucks Grande has 330 milligrams."

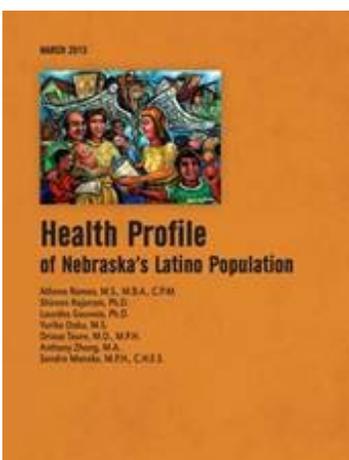
Free videos to watch with your teen  
<http://ricecountyhc.com/videos/youth-energy-drinks/>



## The Impact of Health Reform and the Affordable Care Act (ACA) on Latinos and Immigrants in the Omaha-Council Bluffs Metropolitan Area

The [policy brief](#) presents evidence for major barriers to access medical care for Latinos and immigrants and the potential impact of the Affordable Care Act (ACA) to improve health insurance

[http://www.unomaha.edu/ollas/pdf/HealthFactSheet2013Engl\\_03112013.pdf](http://www.unomaha.edu/ollas/pdf/HealthFactSheet2013Engl_03112013.pdf)



The University of Nebraska at Omaha's (UNO) [Office of Latino and Latin American Studies](#) (OLLAS), together with the [University of Nebraska Medical Center](#) (UNMC), have released a report and policy brief describing the serious health problems facing the growing Latino and immigrant populations in Nebraska and Iowa, particularly the Omaha-Council Bluffs metropolitan area.

The [Health Profile Report](#) focuses on the overall health disparities facing the Latino population, which grew by nearly 93 percent between 2000 and 2010 in Nebraska. The [policy brief](#) presents evidence for major barriers to access medical care for Latinos and immigrants and the potential impact of the Affordable Care Act (ACA) to improve health insurance

[http://www.unomaha.edu/ollas/pdf/HealthProfileReport2013\\_03112013.pdf](http://www.unomaha.edu/ollas/pdf/HealthProfileReport2013_03112013.pdf)

**Target: Early Childhood Reading Grants**

Target Early Childhood Reading Grants promote a love of reading and encourages young children to read together with their families by supporting programs such as after-school reading events and weekend book clubs. Maximum award: \$2,000. Eligibility: schools, libraries, and nonprofit organizations. Deadline: April 30, 2013.

**Target: Arts and Culture in Schools Grants**

Target Arts and Culture in Schools Grants help schools and nonprofits to bring arts and cultural experiences directly to K-12 students. These programs must have a curriculum component. Maximum award: \$2,000. Eligibility: schools and nonprofit organizations. Deadline: April 30, 2013.

**ING: Unsung Heroes**

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, 2013.

**NCSS: Christa McAuliffe Reach for the Stars Award**

National Council for the Social Studies Christa McAuliffe Reach for the Stars Award aims to help a social studies educator make his or her dream of innovative social studies a reality. Grants will be given to assist classroom teachers in developing and implementing imaginative, innovative, and illustrative social studies teaching strategies; and supporting student implementation of innovative social studies, citizenship projects, field experiences, and community connections. Maximum award: \$2,500. Eligibility: Full-time social studies teachers or social studies teacher educators currently engaged with K-12 students; NCSS membership required. Deadline: May 1, 2013.



# Building Your Professional Community

Conferences, workshops, and meetings




**June 11-12 Kearney**  
<http://nmla.shutterfly.com/>

Registration is OPEN. PRINCIPALS FREE with 2 paid teacher registrations

**Keynote and Guest Speakers**

Chancellor Doug Kristensen, University of Nebraska-Kearney  
 “The Role of Middle Level Educators in College Prep”

Graci Gillming, ESU 10 at Kearney  
 “Cyberbullying: Recognition, Intervention and Prevention”

Dr. Roger Breed, Commissioner Nebraska Department of Education  
 “The Importance of Middle Level Educators”



**2nd Annual Symposium  
 Special Education and Beginning Teaching  
 July 29, 2013 Lincoln**

<http://www.education.ne.gov/cspd/Conference.html>



**Making Diversity Count®**

The 8-week, 15-hour course runs from May 28<sup>th</sup>, 2013 – July 17<sup>th</sup>, 2013 and includes:

- Nine interactive learning modules with expert commentaries
- Readings and Resource List
- Private and personal course journals
- Six online chats led by a National, ADL-trained facilitator
- 10 interdisciplinary lesson plans

Bring your knowledge to the WORLD OF DIFFERENCE CONFERENCE July 15-17, 2013 in Omaha.



Presentation Proposal Deadline: May 10 <http://www.niea.org/>



**20th Annual Black Hills Seminars– Rapid City, SD**

June 2013. [Check out this 60-second video](http://www.youtube.com/watch?v=4zh5tMucSlg) (<http://www.youtube.com/watch?v=4zh5tMucSlg>)

Select from:

- 20th Annual Reclaiming Youth Conference
- Life Space Crisis Intervention
- Deep Brain Learning Training
- Response Ability Pathways (RAP) Training
- Developmental Audit Training

Visit Reclaiming Youth website <http://www.reclaiming.com/content/bhs>



**SEP A Teacher Days-South Sioux City, NE**

June 13 & 14 OR August 1 & 2

Marina Inn, South Sioux City

[http://www.unmc.edu/rhen/SEPA\\_Teacher\\_Workshop.htm](http://www.unmc.edu/rhen/SEPA_Teacher_Workshop.htm)

Registrations deadlines are in May



**Administrator's Days**  
July 31-August 2  
Younes Conference Center-Kearney





## Acting

<http://www.scholarships.com/financial-aid/college-scholarships/scholarships-by-type/acting-scholarships/>

## Athletic

<http://www.scholarships.com/financial-aid/college-scholarships/scholarships-by-type/athletic-scholarships/>

## Aviation

<http://www.scholarships.com/financial-aid/college-scholarships/scholarships-by-type/aviation-scholarships/>

## Single Mothers

<http://www.scholarships.com/financial-aid/college-scholarships/scholarships-by-type/college-scholarships-and-grants-for-single-mothers/>

## Community Service Scholarships

<http://www.scholarships.com/financial-aid/college-scholarships/scholarships-by-type/community-service-scholarships/>

## African American

<http://www.scholarships.com/financial-aid/college-scholarships/scholarships-by-type/minority-scholarships/african-american-scholarships/>

## Hispanic/Latino

<http://www.scholarships.com/financial-aid/college-scholarships/scholarships-by-type/minority-scholarships/hispanic-scholarships/>

## Native American

<http://www.scholarships.com/financial-aid/college-scholarships/scholarships-by-type/minority-scholarships/american-indian-native-american-scholarships/>

## Non-Academic: Scholarships Aren't for "A Students" Anymore

<http://www.scholarships.com/financial-aid/college-scholarships/scholarships-by-type/non-academic-college-scholarships-scholarships-arent-just-for-a-students-anymore/>

## Prestigious Scholarships for Minorities

<http://www.scholarships.com/financial-aid/college-scholarships/scholarships-by-type/prestigious-scholarships/>

## Easy and Quick Scholarships and Sweepstakes

<http://www.scholarships.com/financial-aid/college-scholarships/scholarships-by-type/scholarship-contests-and-sweepstakes/>

## Essay Scholarships

<http://www.scholarships.com/financial-aid/college-scholarships/scholarships-by-type/essay-scholarships/>

## Students Only Zone

Workshops, learning experiences,  
scholarships



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