



**“The function of education is to teach one to think intensively and to think critically. Intelligence plus character—that is the goal of true education.”**

**—Dr. Martin Luther King, Jr.**

### In This Issue

Predictions for the Next	
Decades of Education .....	2
Longer School Day Coming .....	2
Education Without	
Representation .....	3
Disproportionate Minority	
Contact .....	3

### Health Watch

School Health Index 2012 .....	4
Injuries Possibly Involving	
Red Bull Energy Drink .....	4
Don't Forget Your Helmet .....	4

### Online Class Opportunities

Power of Family for At-Risk	
Youth Webinar .....	5
Choices in Little Rock .....	5
Holocaust and Human Behavior .....	5

### Teacher Resources

Safety Resources from	
U.S. Dept. of Education .....	6
National Tribal Program .....	6
Ethel-HBO Documentary .....	6

### Educator's Toolbox

Educator/School Grants .....	7
Conferences/Workshops .....	8-9

State Offices will be closed  
January 21, 2013 in observance of  
Dr. Martin Luther, King, Jr. Day.

Multicultural Education was developed by a group of students from Norfolk Public Schools in 1992. By the time Nebraska legislatures reviewed and passed the bill, most of the original students were attending area colleges. They believed in their path and lobbied to have LB 922 become law.

The basis was an infusion of multicultural education into the K-12 curriculum. To meet the requirements of LB 922, the Nebraska Department of Education wrote Rule 16: Rules and Regulations for Approval of School District Multicultural Education Programs.

With LB 922, LB 27 mandated the Nebraska Department of Education design a process of evaluation of the implementation and effectiveness of multicultural programs, including the

collection of baseline data.

In 2003, Rule 16: Multicultural Education was rolled into Rule 10 and became part of the schools' accreditation process.

Nebraska Education Law Section 79-721 provides for an evaluation of the effectiveness of the multicultural education program. The following survey is used by NDE to assess district multicultural education programs.

## January 21, 2013

## Multicultural Education in Your School

- How extensively do teachers recognize the need for multicultural education in your school?
- How extensively do teachers recognize racial and cultural biases in themselves and attempt to overcome them?
- How extensively do teachers recognize racial and cultural biases in students and attempt to overcome them?

<http://www.education.ne.gov/ciptoolkit/equitydiversity/assessingyourmulticulturaleducationprogram.pdf>

A lot of people are waiting for Martin Luther King or Mahatma Gandhi to come back — but they are gone. We are it. It is up to us. It is up to you.

— Marian Wright Edelman





NEW YORK TIMES

## EDUCATION WITHOUT REPRESENTATION

MOTOKO RICH, DECEMBER 5, 2012

READ ARTICLE AT: [HTTP://WWW.NYTIMES.COM/2012/12/05/EDUCATION/YOUNG-LATINO-STUDENTS-DONT-SEE-THEMSELVES-IN-BOOKS.HTML?HPW&\\_R=0](http://www.nytimes.com/2012/12/05/education/young-latino-students-dont-see-themselves-in-books.html?hpw&_r=0)

Though Hispanic students are a quarter of the nation's public school enrollment and the fastest-growing segment of the school population, non-white Latino children seldom see themselves in books for young readers, reports The New York Times. Education experts and teachers who work with Latino populations say the lack of familiar images could be an obstacle as young readers work to build stamina and deepen their understanding of story elements like character motivation. The Cooperative Children's Book Center at the University of Wisconsin-Madison School of Education, which compiles statistics about the race of authors and characters in children's

books published each year, found that in 2011, only 3 percent of the 3,400 books reviewed were written by or about Latinos, a proportion unchanged in a decade. As schools across the country implement the Common Core State Standards, many are questioning whether nonwhite students are seeing themselves reflected in the required reading. Suggested books for the early elementary grades include some by African-American authors about black characters, but few by Latino writers or featuring Hispanic characters. In response to concerns by the Southern Poverty Law Center and others, the architects of the Common Core are now developing a more diverse supplemental list.

U.S. DEPARTMENT OF JUSTICE

## DISPROPORTIONATE MINORITY CONTACT

DOWNLOAD FREE REPORT:

[HTTP://WWW.OJJDP.GOV/PUBS/239457.PDF](http://www.ojjdp.gov/pubs/239457.pdf)

FACT SHEET:

[HTTP://WWW.OJJDP.GOV/PUBS/239457.PDF](http://www.ojjdp.gov/pubs/239457.pdf)

The U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention (OJJDP) has published an update to the In Focus fact sheet, "Disproportionate Minority Contact." This fact sheet provides an overview of OJJDP's efforts to reduce disproportionate minority contact (DMC) in juvenile justice systems, summarizes states' DMC-reduction activities as of fiscal year 2011, and includes a description of OJJDP's five-phase DMC Reduction Model, which helps states determine whether disproportionality exists within their jurisdictions, and if it does, provides a step-by-step guide for their reduction efforts. View and download the fact sheet.

Tools and Resources: <http://www.ojjdp.gov/dmc/>

## U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES RELEASES

### SCHOOL HEALTH INDEX 2012

DOWNLOAD FREE REPORT

[HTTP://WWW.CDC.GOV/HEALTHYYOUTH/SHI/](http://www.cdc.gov/healthyouth/SHI/)

The *School Health Index (SHI): Self-Assessment & Planning Guide 2012* is an online self-assessment and planning tool that schools can use to improve their health and safety policies and programs. It's easy to use and completely confidential.

The SHI is based on CDC's research-based guidelines for school health programs, which identify the policies and practices most likely to be effective in reducing youth health risk behaviors. The SHI 2012 features: 1) Expanded focus that adds sexual health to the SHI health topics addressed, including policies and practices that schools can follow to help prevent HIV, STDs, and teen pregnancies, and 2) Revised cross-cutting modules on family and community involvement, health services, and mental health services.

Updated nutrition content aligned with USDA requirements and recommendations from the Institute of Medicine.

### FDS RELEASES REPORTS ON INJURIES POSSIBLY INVOLVING RED BULL ENERGY DRINK

The Food and Drug Administration (FDA) [released reports of injuries](#) that cited the possible involvement of the nation's top-selling energy drink, Red Bull. The reports follow the release of similar reports for other energy drinks, The New York Times reports. Red Bull's manufacturer said it was unaware of cases of potential injuries involving their product, the article notes. The FDA posted 21 reports filed since 2004 that mentioned Red Bull, including ones that

involved hospitalization for heart problems and vomiting. The newspaper notes the mention of a product in a report of an injury or death does not mean it caused or contributed to it. **The FDA also recently reported filings involving Monster Energy, 5-Hour Energy and Rockstar.** The FDA is investigating reports that five people have died since 2009 after they consumed Monster energy drinks. The FDA also received reports of 13 deaths over the last four years that may have involved the highly caffeinated drink 5-Hour Energy.

Last year, the [Substance Abuse and Mental Health Services Administration](#) issued a report that found a sharp rise in the number of emergency department visits linked with the use of non-alcohol energy drinks, from 1,128 visits in 2005, to 13,114 in 2009. The report noted that energy drinks are marketed to appeal to youth, and are consumed by up to half of children, teenagers and young adults

Source: The Partnership at DrugFree.org

Release Reports: <http://www.fda.gov/downloads/AboutFDA/CentersOffices/OfficeofFoods/CFSAN/CFSANFOIAElectronicReadingRoom/UCM328525.pdf>

13 Deaths: <http://www.drugfree.org/join-together/marketing-and-media/fda-received-reports-of-13-deaths-possibly-connected-with-energy-drink>

Substance Abuse and Mental Health Report: <http://www.samhsa.gov/newsroom/advisories/1111214150.aspx>



### New Research Briefs Support Walking/ Bicycling to School Don't forget your helmet

The Robert Wood Johnson Foundation's Active Living Research program recently released three research briefs that support children walking and bicycling to school. According to the research, when children are able to safely and easily walk or bike to school, they get more physical activity that could help prevent obesity and promote good health.

<http://saferoutespartnership.org/resourcecenter/enews/november2012#two>



RECLAIMING YOUTH INTERNATIONAL

## THE POWER OF FAMILY FOR AT-RISK YOUTH WEBINAR

DR. MARTIN BROKENLEG

WEB REGISTRATION: [HTTP://RECLAIMING.COM/CONTENT/WEBINARCEUS](http://reclaiming.com/content/webinarceus)

This presentation explores the traditional structure of family in previous generations. The function of the family is to supply emotional support and learning for living well. In many places in the world, social ideas of family are undergoing rapid change, and the price is paid by children and youth. Seeing healthy family dynamics may give contemporary families and care facilities another option in reclaiming youth.

**When:** Wednesday, January 30, 2013 at 10 a.m. PST

**Where:** Anywhere in the world! Join Martin from your computer or mobile device.

**Cost:** \$50 USD (\$40 each for groups of 5 or more)

**Registration:**

**CEUs:** One contact hour. No additional fee but must indicate desire to obtain CEUs in writing and complete all requirements.



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

### CHOICES IN LITTLE ROCK

February 7–March 27, 2013

In 1957, nine black teenagers faced angry mobs on their first day of school in Little Rock, Arkansas. Their attempt to desegregate Central High School ignited a crisis that historian Taylor Branch described as “the most severe test of the Constitution since the Civil War.” Using Facing History’s resource [Choices in Little Rock](#), participants in this online course will examine ways to engage students in the issues raised by the U.S. civil rights movement and their implications today. Participants will be expected to complete approximately four hours of course work during each of the seven week-long sessions. *Online course fee: \$350. Graduate credits available through the University of Colorado for an additional fee. Scholarships are available.*

### FACING HISTORY AND OURSELVES: HOLOCAUST AND HUMAN BEHAVIOR

February 7–April 4, 2013

How is history shaped by hatred, indifference, and denial, as well as by caring, compassion, and responsibility? Using Facing History’s unique sequence of study, participants will explore the range of choices that led to the failure of democracy and ultimately the murder of millions of Jews and other targeted groups. This online course investigates the complexities of human behavior, judgment, memory, and explores how individuals can make a difference in the world today. **The course features a conference call with a survivor of the Holocaust.** Participants will be expected to complete approximately four hours of course work each week. *Online course fee: \$350. Graduate credits available through Lesley University in Cambridge, MA, or the University of Colorado for an additional fee. Scholarships are available.*

U.S. DEPARTMENT OF EDUCATION  
**SAFETY RESOURCES**

FILES ARE FREE AND IN PDF FORMAT

Tips for adults on how to talk to children about the Connecticut school shooting (added 12/19/2012)  
<http://www.edpubs.gov/document/ed005377f.pdf?ck=599>

Helping young children and families cope with trauma (added 12/19/2012)

ENGLISH:

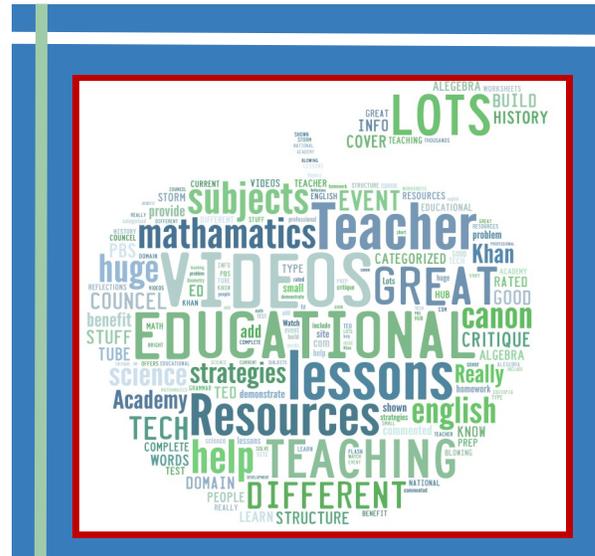
<http://www.edpubs.gov/document/ed005378h.pdf?ck=436>

SPANISH

<http://www.edpubs.gov/document/ed005379h.pdf?ck=436>

Safeguarding our children: an action guide (added 3/23/2012)

<http://www.edpubs.gov/document/ed005318p.pdf?ck=794>



NATIONAL TRIBAL MENTORING PROGRAM  
**7TH GENERATION NATIONAL TRIBAL MENTORING PROGRAM**

CULTURALLY SPECIFIC MENTORING STRATEGIES FOR COURT-INVOLVED AND AT-RISK AMERICAN INDIAN YOUTH AGES 10-17 TO GUIDE THEM TOWARD A HEALTHY LIFESTYLE CHOICES.

Matriarch of one of the most influential families in American politics. Directed by her daughter, Rory, the documentary is a personal portrait, featuring interviews with Ethel and her children Kathleen, Joe, Bobby, Courtney, Kerry, Chris and Max. The film spans Ethel's political awakening, the life she shared with Robert Kennedy and the years following his death, when she raised their 11 children. Given the Kennedys' place at the forefront of many of the pivotal events of the modern era, the sweep is vast, ranging from the McCarthy hearings and the Civil Rights movement, to Vietnam and the anti-war movement, to the assassinations of John F. Kennedy, Martin Luther King, Jr. and Robert Kennedy. As the film shows, just as



<http://www.ethelmovie.com/>

John F. Kennedy's death moved Robert to recommit to a life of public service, Robert's death pushed Ethel to do the same. She founded the Robert F. Kennedy Center for Human Rights and Justice to help carry on his work, and has participated in human rights delegations all over the world. Today, many of her children work for social justice, which is often attributed to their father's influence, but as Rory reminds Ethel, Robert

Kennedy died when they were very young. She'll have none of it. "I just don't feel I can take the credit," Ethel says, with a wisdom forged from hardship and triumph, "Nobody gets a free ride...so have your wits about you, and do what you can and dig in because it might not last."

**Lesson Guide:** Ethel Kennedy witnessed and participated in many key social and political events in the United States during the mid-20th century.



## Grant/Fellowships and Funding Opportunities

### TEACHER GRANTS/FELLOWSHIPS

#### Earthwatch Institute: Fellowships

The Earthwatch Institute offers educators fully-funded fellowships for hands-on learning with leading scientists doing field research and conservation on one of over 100 projects around the world. Maximum award: fully-funded fellowship. Eligibility: elementary, middle, and high school educators and administrators of any discipline. Deadline: two weeks after educator-interest application is submitted; ultimate deadline May 1, 2013. <http://www.earthwatch.org/aboutus/education/edopp/>

### CLASSROOM/SCHOOL

#### Pathways Within Roads to Reading

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) and be located in an underserved community with a population of less than 50,000. Deadline: March 30, 2013. [http://www.pwirtr.org/annual\\_donation\\_prog.html](http://www.pwirtr.org/annual_donation_prog.html)

### ENVIRONMENT

#### NGA/Mantis: Mantis Award

The National Gardening Association Mantis Awards to charitable and educational garden projects that enhance the quality of life in their host communities. Maximum award: NGA selects 25 outstanding applicants to receive Mantis tiller/cultivators. Eligibility: Applicants must operate a charitable or educational program that is not-for-profit in the United States. Deadline: March 7, 2013. <http://grants.kidsgardening.org/2013-mantis-tiller-award>

#### Captain Planet Foundation: Grants for the Environment

The Captain Planet Foundation funds hands-on environmental projects to encourage youth around the world to work individually and collectively to solve environmental problems in their neighborhoods and communities. Maximum award: \$2,500. Eligibility: U.S.-based schools and organizations with an annual operating budget of less than \$3 million. Deadline: February 28, 2013. <http://captainplanetfoundation.org/>

### CLASSROOM AND ACHIEVEMENT

#### NEA Student Achievement Grants

The NEA Foundation Student Achievement Grants provide funds to improve the academic achievement of students by engaging in critical thinking and problem solving that deepen knowledge of standards-based subject matter. The work should also improve students' habits of inquiry, self-directed learning, and critical reflection. Maximum award: \$5,000. Eligibility: practicing U.S. public school teachers, public school education support professionals, or faculty or staff at public higher education institutions. Deadline: February 1, 2013. [http://www.neafoundation.org/programs/StudentAchievement\\_Guidelines.htm](http://www.neafoundation.org/programs/StudentAchievement_Guidelines.htm)

### PROFESSIONAL DEVELOPMENT

#### NEA Foundation: Learning & Leadership Grants

NEA Learning & Leadership Grants support public school teachers, public education support professionals, and/or faculty and staff in public institutions of higher education for one of two purposes. Grants to individuals fund participation in high-quality professional development experiences such as summer institutes or action research; grants to groups fund collegial study, including study groups, action research, lesson study, or mentoring experiences for faculty or staff new to an assignment. Maximum award: \$5,000. Eligibility: public school teachers grades K-12; public school education support professionals; or faculty and staff at public higher education institutions. Deadline: February 1, 2013. [http://www.neafoundation.org/programs/Learning&Leadership\\_Guidelines.htm](http://www.neafoundation.org/programs/Learning&Leadership_Guidelines.htm)



<http://www.reclaiming.com/content/node/279>

**20th Anniversary Black Hills Seminars** are scheduled for June 17-24, 2012 at the Rapid City Rushmore Plaza Holiday Inn in Rapid City, South Dakota.

Monday-Friday, June 17-21 - LSCI Training

Wednesday, June 19 - Deep Brain Learning® Training

Thursday and Friday, June 20-21 - Response Ability Pathways™ (RAP) Training and Developmental Audit® Training

Saturday, June 22 (morning) - 1/2 Day Circle of Courage® Training Workshop

Saturday, June 22-Monday, June 24 - Reclaiming Youth Conference. *The conference will begin Saturday afternoon, June 22, following the completion of the Circle of Courage workshop. The final session will take place Monday evening (June 24) at Crazy Horse. Participants can plan an early morning departure on Tuesday, June 25.*



**June 11-12**  
**Sunrise Middle School**  
**Kearney NE**

<http://nmla.shutterfly.com/>

Registration is OPEN

PRINCIPALS are FREE with 2 paid teacher registrations



## Native American Education Advisory Council

February 6, 2013

May 1, 2013

### WEBINAR Times/Address:

4:45-5:30 CST/3:45-4:30 MST

Web connection address:

<http://nde.adobeconnect.com/r70rx0bxqba/>

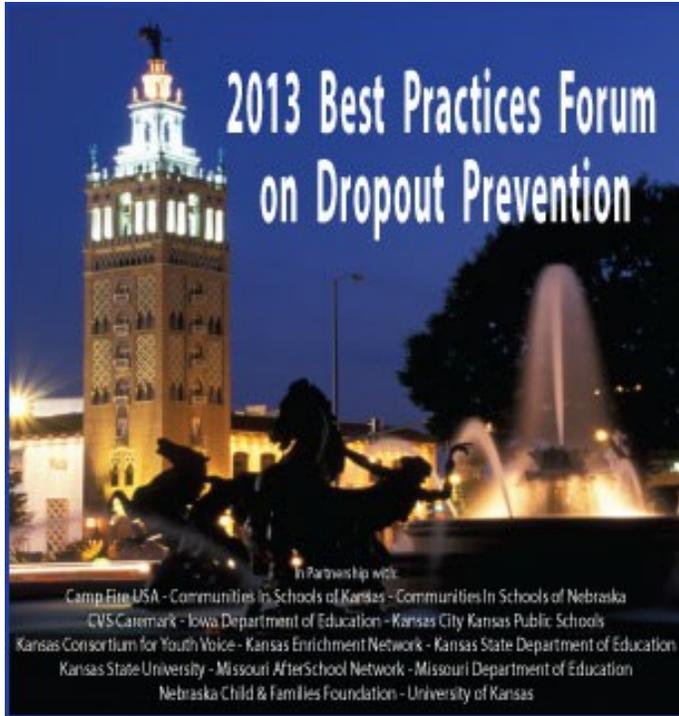
Visit our website for agendas and cancellation notices. [www.education.ne.gov/mce](http://www.education.ne.gov/mce)

EDUCATING NATIVE YOUTH FOR SUCCESS: MANY NATIONS, ONE VISION

## **THE NATIVE AMERICAN STUDY ADVOCACY INSTITUTE (NASAI)**

UNIVERSITY OF MONTANA: MAY 30-31, 2013

MORE INFORMATION: [HTTP://NASAI.COLLEGEBOARD.ORG/](http://NASAI.COLLEGEBOARD.ORG/)



**2013 Best Practices Forum  
on Dropout Prevention**

**April 14-17, 2013**  
The InterContinental Hotel  
Kansas City, Missouri



**CONNECTING IN A HIGH SPEED WORLD:  
Preparing for Graduation and  
Beyond**

**TOPICS:**  
Preventing and Recovering Dropouts  
Preventing Truancy and Improving Attendance  
Engaging Students  
Positively Developing Youth  
Engaging Family and the Community  
Instructing Students  
Applying Quality Data  
Preparing for College and Career  
Securing Funding and Resources  
Shaping School Climate

Sponsored by:  
 The National  
Dropout Prevention  
Center/Network

In Partnership with:  
Camp Fire USA - Communities In Schools of Kansas - Communities In Schools of Nebraska  
CVS Caremark - Iowa Department of Education - Kansas City Kansas Public Schools  
Kansas Consortium for Youth Voice - Kansas Enrichment Network - Kansas State Department of Education  
Kansas State University - Missouri AfterSchool Network - Missouri Department of Education  
Nebraska Child & Families Foundation - University of Kansas

<http://www.dropoutprevention.org/conferences/2013-best-practices-forum-dropout-prevention>

### **A Framework for Understanding Poverty Trainer Certification**

June 12-14, 2013: Santa Fe, NM

**Register now** (\$795 per registrant)

**Lifetime Certification available** (\$1299 per registrant)

### **Raising Achievement with 9 Systemic Processes with Ruby Payne**

June 11, 2013: Santa Fe, NM

**Register now** (\$189 per registrant)

### **Online Framework Recertification with Ruby Payne**

March 26, 2013, 10:00 a.m. - 12:30 p.m. CDT

August 13, 2013, 10:00 a.m. - 12:30 p.m. CDT

Nov 12, 2013 10:00 a.m. -12:30 p.m. CST

**Conversion to Lifetime Certificate online** (\$399 per registrant)

**2-Year Recertification** (\$225 per registrant)

### **Bridges/Community Programs Training Dates**

#### **Online Bridges Recertification with Phil DeVol**

March 26, 2013, 11:00 a.m. - 2:00 p.m. CDT

June 13, 2013, 11:00 a.m. - 2:00 p.m. CDT

**Conversion to Lifetime Certificate online** (\$399 per registrant)

**2-Year Recertification** (\$225 per registrant)

Note: Only one three-hour session is needed for recertification. Group discounts available.



Newsletter Editor: Carol Rempp  
carol.rempp@nebraska.gov

Co-editor, Layout/Design: Peg Kirby  
peg.kirby@nebraska.gov

[www.education.ne.gov/mce](http://www.education.ne.gov/mce)

301 Centennial Mall South  
Lincoln NE 68509

402 471 2960