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A monthly educational administration e-newsletter, keeping you linked and us green.

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UCEA Connections Editors
Amy Reynolds, Angel Nash, & Gopal Midha
UCEA Headquarters Graduate Research Assistants

UCEA Mission Statement

UCEA is a consortium of higher education institutions committed to advancing the preparation and practice of educational leaders for the benefit of schools and children.

We fulfill this purpose by:
• Promoting, sponsoring, and disseminating research on the essential problems of schooling and leadership practice;
• Improving the preparation and professional development of educational leaders and professors; and,
• Positively influencing local, state, and national educational policy.
UCEA Events at AERA
April 7-12, 2016, Washington, D. C.

UCEA-Sponsored Events during AERA

David L. Clark Graduate Student Research Seminar in Educational Leadership and Policy (Closed Session)
Sponsored by UCEA, AERA Divisions A & L, and SAGE Publications
April 7 - 8, 2016
Walter E. Washington Convention Center, Level 1

Barbara L. Jackson Scholars Workshop (Closed Session)
Sponsored by UCEA and AERA Division A
April 8, 2016 8:00 AM – 12:00 PM
Walter E. Washington Convention Center, Level 1, Room 206

William L. Boyd National Educational Politics Workshop (Closed Session)
Sponsored by UCEA and the Politics of Education Association
April 8, 2016 3:30 PM – 6:00 PM
Marriott Marquis, Level 4, Independence Salon E

William J. Davis Award for the Best Article Published in Volume 51 of the Educational Administration Quarterly will be presented on Saturday evening during the AERA Division A Business Meeting
April 10, 2016 6:30 PM – 8:00 PM
Marriott Marquis, Level 4, Independence Salon E

The UCEA, AERA Divisions A and L, and SAGE Publications Joint Reception
April 10, 2016 8:00 PM – 10:00 PM
Marriott Marquis, Level 2, Marquis Salon 5

Join UCEA for a conversation about the draft of the National Educational Leadership Preparation (NELP) Standards at AERA
You are cordially invited to join UCEA and the members of the National Educational Leadership Preparation (NELP) standards committee at AERA for a focus group feedback session on a draft of the new preparation standards for building and district leaders. These standards, which will replace the 2011 ELCC standards, were designed by a national committee made up of practitioners, state leaders, and researchers appointed by CCSSO and the NPBEA.

Date: Saturday, April 9, 2016
Time: 8:00 AM - 11:00 AM
Location: Convention Center, Level One, Room 150A

As a preparer of future leaders, your perspective is critical for ensuring that the new standards identify key aspects of building and district leaders' work and that they represent the appropriate developmental level for a newly prepared leader.

Please RSVP using the link below to let us know if you will attend this important discussion.

Click here to RSVP

We hope to see you there!
See the following pages for updates from UCEA Headquarters regarding the 2016 UCEA Convention!

30th Annual Convention—Detroit, MI—November 17-20, 2016

Important Upcoming Dates for the 2016 UCEA Convention

- Wednesday, April 6—All Academic opens for proposal submissions
- Monday, May 9 (11:59 PM EDT)—Proposal submissions window closes
  - Early June—Registration opens
Headquarters Updates

2016 UCEA Convention Updates

The 30th annual UCEA Convention will be held at the Detroit Marriott Renaissance Center in Detroit, Michigan. The Convention will open on Thursday, November 17th and will close on Sunday, November 20th. The purpose of the 2016 UCEA Convention is to engage participants in discussions about research, policy, and practice in education with a specific focus on educational leadership.

Members of the 2016 Convention Planning Committee are UCEA President Elect April Peters-Hawkins (University of Georgia), Wayne Lewis (University of Kentucky), Kristy Cooper (Michigan State University), and Dana Thompson Dorsey (University of North Carolina).

2016 UCEA Call for Proposals

The 30th Annual UCEA Convention theme, Revitalizing Education in Complex Contexts: Re-envisioning Leadership, Refreshing Practice, Redefining Student Success, is intended as an occasion to talk, meet, think, and organize for a renewed vision, goal-setting and coalition-building that will bring new life and meaning to the role of education and educational leadership. The theme highlights the context of the convention location in Detroit, a city that has faced significant challenges and undergone tremendous change, with a lens on the educational, political, civic, corporate, and community revitalization that occurs in such contexts. As such, the theme draws attention the complex contexts (communities, political environments, and policy contexts) in which we research, lead and practice in the field. Such contexts are complex due to the multidimensional and sometimes competing interests inherent in these various spaces, and because they involve interconnections and intersections among various people, challenges, changes, and politics which often directly impact and influence education policy, leadership practice, and student outcomes.

All Academic will open for proposal submission on April 6th, 2016. All proposals are due by May 9th 2016 at 11:59 PM EST.

Introducing… the Single Sign-On!

Important for anyone submitting a proposal or registering for the 2016 UCEA Convention

The UCEA website is now your one-stop shop for all Convention tasks and initiatives! Once you log in to the website, you can submit and review proposals through the All Academic portal, register for the Convention, check UCEA events on our calendar, or make a donation to your favorite Convention activity or event.

If you do not yet have an account with UCEA, signing up is very fast and easy! We encourage you to take the time now to create an account and activate your email address. Creating an account with UCEA you to have better access to UCEA resources, news and updates.

If you already have an account and are planning on submitting a proposal or participating in this year’s Annual Convention, we have great news! We have worked with All Academic to connect your All Academic account to your UCEA account, which means that if you log into the UCEA website, you will automatically be logged into the All Academic site as well. Please note – if you have not yet logged into All Academic this year, the first time you log in you will be required to give authorization for the UCEA website to connect your UCEA account with your All Academic. Neither UCEA nor All Academic will share your account information with other parties. Your privacy is of the utmost importance to us.

After that, every time you wish to access All Academic you can do it through the UCEA website. This means one less set of login credentials that you have to remember!

For any questions or concerns, please email UCEA at uceaconvention@gmail.com OR call UCEA at 434-243-1041. We appreciate any and all feedback as we continue to improve our website and convention experience for the UCEA community.
2016 UCEA Convention Hotel

We are proud to announce the 2016 Convention Hotel – the Detroit Marriott Renaissance Center in Detroit, Michigan! Recently renovated, it is located on the river walk and includes a food court and Starbucks. Room rates are as follows:

Single/Double/+: $159.00

For the UCEA room rates, please use this passkey to explore the hotel and make your reservations online, or call (313) 568-8000.

2016 UCEA Film Festival Call for Videos

The 2016 UCEA Convention will play host to the 5th annual UCEA Film Festival! UCEA has opened an opportunity for submissions of 5-minute videos that explore broadly the landscape of quality leadership preparation, including our research and engaged scholarship, our preparation program designs and improvement efforts, our policy work, and the practice of educational leaders. To submit your film, please use this submission form. All film submissions are due by July 31, 2016.

All questions regarding the Film Festival should be directed to Jennifer Friend at friendji@umkc.edu.

2016 UCEA Graduate Student Summit—Call for Proposals

The 2016 UCEA Graduate Student Summit Call for Proposals has been released! It can be downloaded from the UCEA GSS webpage.

The UCEA Graduate Student Summit is an extension of the UCEA Convention. The 30th Annual UCEA Convention theme, Revitalizing Education in Complex Contexts: Re-envisioning Leadership, Refreshing Practice, Redefining Student Success, is intended as an occasion to talk, meet, think, and organize for a renewed vision, goal-setting and coalition-building that will bring new life and meaning to the role of education and educational leadership. The theme highlights the context of the convention location in Detroit, a city that has faced significant challenges and undergone tremendous change, with a lens on the educational, political, civic, corporate, and community revitalization that occurs in such contexts. As such, the theme draws attention the complex contexts (communities, political environments, and policy contexts) in which we research, lead and practice in the field. Such contexts are complex due to the multidimensional and sometimes competing interests inherent in these various spaces, and because they involve interconnections and intersections among various people, challenges, changes, and politics which often directly impact and influence education policy, leadership practice, and student outcomes.

Please Note:

- The 5th annual UCEA Graduate Student Summit will be held November 16-17, 2016 at the Detroit Marriott Renaissance Center in Detroit, MI.
- The 30th annual UCEA Convention will be held November 17-20, 2016 at the Detroit Marriott Renaissance Center in Detroit, MI.
- AllAcademic will open for proposal submission on Wednesday, April 6, 2016. All proposals are due by May 9, 2016 at 11:59 PM EDT.

Also, stay tuned for the call for applications for the UCEA Graduate Student Council; it will be released in the coming months.

Should you have questions at any point, feel free to email the UCEA Graduate Student Council at uceagradconnex@gmail.com.

Register for the 1st New DEEL Webinar

Date: APRIL 6th 2016

Time: 6:00-8:00 PM (EDT).

This Webinar features presentations on the 5 New DEEL Visions for Educational Leadership – the central organizing feature of Democratic Ethical Educational Leadership: Reclaiming School Reform. Presentations will be made by graduate students from our Education Reform class. At a time when states are considering policy changes due to ESSA (Every Student Succeeds Act), we believe this webinar will be of particular relevance. It’s really time to reclaim school reform.

To Register for the New DEEL Webinar please go to:

https://edtemple.wufoo.com/forms/new-deel-webinar-registration/
**2016 Clinical Call for Proposals**

According to recent research conducted by Hackmann and McCarthy (2014) on the educational leadership professoriate, clinical faculty members are the most quickly growing segment of leadership preparation program faculty. In an effort to tap the interests and expertise of this growing faculty community, UCEA is piloting a strand of sessions focused on the work of clinical faculty. **If you are a clinical faculty member, please consider submitting a proposal for the UCEA Convention highlighting your research and development activities, and/or share the call with colleagues who might be interested.** UCEA’s proposal submission system opens April 6th, and guidelines for submitting a Clinical Proposal are included below.

**Call for 2016-2018 UCEA Graduate Student Council Representatives**

**Deadline to Apply: May 1, 2016 at 11:59pm EDT**

Do you want to be a voice for graduate students nationwide? Do you want to support the development of graduate students within UCEA? Are you motivated and passionate about leadership research and education? Join the Graduate Student Council (GSC) at the University Council for Educational Administrators! We are an innovative group of graduate students from across the country who support fellow graduate students. Through year-long professional development opportunities, networking events, and opportunities to present and network at the annual Graduate Student Summit, we make sure graduate students feel supported and engaged as budding UCEA-affiliated scholars.

We will be filling four spots in GSC this year, as four of our current members will graduate. Through our Graduate Student Summit at the annual UCEA convention, graduate student programming, and other work, we strive to be the voice of graduate students in UCEA. We look forward to reading your materials and hearing your ideas for how to strengthen this work.

The application materials, all of which should be emailed to uceagradconnex@gmail.com by May 1, 2016 at 11:59pm EDT are as follows:

- A letter of recommendation from your UCEA plenary session representative (PSR) verifying your academic standing and that the department will cover your travel should you be accepted. The PSR should sign and send this letter directly to uceagradconnex@gmail.com with your name in the subject line,
- A current copy of your CV; and
- A personal statement (500 words or less) answering all of the following five questions:
  1. Why are you interested in becoming a member of UCEA’s Graduate Student Council (GSC)?
  2. What ideas, approaches, or projects would you bring to the GSC?
  3. What past leadership experience have you had, and how would you describe your leadership style?
  4. What academic service or other volunteer work have you done that prepares you to be a GSC member?
  5. How do you see service on the GSC connecting to your professional aspirations?

Please consider joining! If you have questions, please feel free to email uceagradconnex@gmail.com.
Apply for a UCEA Graduate Student Fellowship

**Application Deadline: April 15, 2016**

The UCEA Graduate Student Fellowship aims to provide research, mentoring, and career development opportunities for two (2) outstanding graduate students who are enrolled in an UCEA member educational leadership program and intend to enter the professoriate. The UCEA Graduate Student Fellow will receive a stipend of $5,000. The fellows will be eligible to be in residence for six to eight weeks during the summer at one of the current UCEA programs centers (contingent upon acceptance from individual centers ability to host a student):

- UCEA Joint Program Center for the Study of the Superintendency and District Governance
- UCEA Center for Educational Leadership and Social Justice
- UCEA Center for the Study of Leadership in Urban Schools
- UCEA Center for the Advanced Study of Technology Leadership in Education (CASTLE)
- UCEA Center for the Study of Leadership & Ethics
- UCEA Center for the Study of Academic Leadership
- UCEA Center for the International Study of School Leadership
- The National Center for the Evaluation of Educational Leadership Preparation and Practice
- UCEA Center for Leadership in Law

The UCEA Graduate Student Fellowship will commence in June of 2016 and continue through the end of July 2017. This timeframe can be re-arranged for another time during academic year if mutually agreed upon between the Program Center and fellow.

**Application Process:** Application materials from each student must include four statements of no more than 500 words each (total of 2000 words) addressing the following:

1. Describe your academic and personal experiences that you consider relevant to UCEA Graduate Student Fellowship.
2. Describe your short-range and long-range career goals.
3. Detail your research experience.
4. How does a summer fellowship at a UCEA program center align with your pursuit of the professoriate. Be sure to provide details of how the host UCEA program center can and will support your short and long term needs. Indicate who you have spoken with at that center to ensure the placement is agreeable to all parties. You SHOULD contact the desired center before applying. More about program centers can be found [here](#).

Send your application to: Jayson W. Richardson, Ph.D., UCEA Associate Director of Program Centers, University of Kentucky, Jayson.richardson@uky.edu

Please type in the subject line: UCEA Graduate Student name

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SREB 2016 Annual Leadership Forum

**The Principal: A Key Player in Advancing the College and Career Readiness of Students**

May 12-13, 2016  
Atlanta, Georgia  
Atlanta Airport Marriott

Join us in Atlanta to find out how outstanding school leaders are making a difference across the SREB region.

School leadership is second only to teaching in school level impacts on student learning. Principals and assistant principals will share with us their successes and challenges, and help us set a course for more effective school leadership in years to come. They will share their experiences in:

- Increasing academic rigor schoolwide.
- Learning what to look for in literacy instruction, and increasing students’ use of cognitively demanding texts.
- Learning what to look for in math instruction, and helping to prevent teachers from scaffolding rigor out of the curriculum.
- Re-thinking the middle grades so that students complete the 8th grade with the hard and soft skills to succeed in high school.
- Re-designing high schools around career pathways so that more students are engaged in their learning and are prepared for success in college and careers.

Click [here](#) to register for SREB’s 2016 Annual Leadership Forum.

To book the special Leadership Forum room rate of $129 per night plus complementary Wi-Fi at the Atlanta Airport Marriott, please click the following link. [Book your group rate for Southern Regional Education Board 2016 Leadership Forum](#).

For questions, contact Jon Schmidt-Davis, Director of SREB’s Learning-Centered Leadership Program, at jon.schmidt-davis@sreb.org or 404-879-5591 or Veronica Johnson at veronica.johnson@sreb.org or 404-879-5515.

Visit our [website](#) to view the preliminary agenda and learn more about SREB's Learning-Centered Leadership Program. Please feel free to forward or share the event on social media using the links below.
IES Announcement: Research Grant Competitions Announced — New Topic Areas include Arts, Career Technical Education, and Student Mobility

The Institute for Education Sciences (IES) is the nation's engine for research that can be used to improve teaching, learning, and student outcomes. One of the major ways that IES fulfills its missions is through grants that can be used to identify and study educational challenges, develop and test innovative solutions, and improve the research field.

Today (March 28, 2016), IES' National Center for Education Research (NCER), released the funding announcements for two of its Fiscal Year (FY) 2017 grants competitions—Education Research Grants (84.305A) and Statistical and Research Methodology in Education Grants (84.305D). Full information is available on IES Funding Opportunities website and the Federal Register. The IES Funding Opportunities website also has information about funding webinars.

The remaining grant competitions, including those from the National Center for Special Education Research (NCSER), will be announced later this week.

Education Research Grants

The Education Research Grants focus on outcomes and challenges on a broad range of topics at all levels, including early childhood, elementary, secondary, postsecondary, and adult education. Grants can be funded for up to five years and support many kinds of projects, including exploratory research, development and pilot-testing of new interventions, efficacy and effectiveness studies, and measurement studies. For this year's competition, NCER has added three special topics for which it will accept applications:

- **Arts in Education**: Research investigating the relationship between arts participation and education outcomes or the effects of arts programs on education outcomes;
- **Career Technical Education (CTE)**: Research on policies, programs, and practices that are aimed at increasing career readiness in K-12 students. IES is particularly interested in understanding what types of CTE programs work best, for whom, and under what conditions. (Read a blog post on the need for more CTE research); and
- **Educating Highly Mobile Students**: Research to improve the education of students who are highly mobile, including those who are homeless, in foster care, from migrant backgrounds, or are from military families. These students often face many learning challenges and IES is interested in developing a body of evidence on effective policies and practices that support the educational needs of highly mobile students.

As in previous years, IES is accepting applications for research in Cognition and Student Learning; Early Learning Programs and Policies; Education Leadership; Education Technology; Effective Teachers and Effective Teaching; English Learners; Improving Education Systems; Mathematics and Science Education; Postsecondary and Adult Education; Reading and Writing; and Social and Behavioral Context for Academic Learning.

Statistical and Research Methodology in Education

As part of its commitment to improve the quality and quantity of research, IES funds projects that seek to advance education research methods and statistical analyses. The long-term outcome of this research program will be a wide range of methodological and statistical products that will better enable education scientists to conduct rigorous education research.

For the FY 2017, there are two topics in this area: Regular Grants and Early Career Grants for researchers who completed their doctorates on or after April 1, 2012. Grants can be funded for up to three years.

Visit the IES website to view previously funded grants in all competition areas.

Important Links:

- IES Funding Opportunities Website
- Federal Register Announcement
IFLE is pleased to announce the grant competitions we have planned for 2016. IFLE grant programs help broaden global competencies that can help drive the economic success and competitiveness of our nation. The Notices Inviting Applications (NIA’s) will be posted on the program webpages when the competitions begin accepting applications -- information on these dates will be posted as it becomes available. The months below are estimated timeframes to help with planning:

**Fulbright-Hays Programs**

*Group Projects Abroad – Short Term/Long Term (application available in January-February)*: The GPA program provides grants for overseas projects in training, research, and curriculum development in modern foreign languages and area studies by teachers, students, and faculty. Grants are awarded to colleges and universities, nonprofit organizations, and state education agencies, which then distribute funds to eligible teachers and administrators to participate in seminars, curriculum development teams, group research, or study projects abroad.

*Doctoral Dissertation Research Abroad (application available in January-February)*: The DDRA program provides grants to colleges and universities to fund individual doctoral students who conduct research in other countries, in modern foreign languages and area studies for periods of six to twelve months. Projects deepen research knowledge on and help the nation develop capability in areas of the world not generally included in U.S. curricula.

**Title VI Programs**

*Undergraduate International Studies and Foreign Language (application available in April)*: The UISFL program provides funding for institutions of higher education with limited resources to help them plan, develop, and carry out programs to strengthen and improve undergraduate instruction in international studies and foreign languages. Eligible projects may include: Developing a global or international studies program that is interdisciplinary in design; developing a program focused on issues like international business or international health; developing area studies and language programs; creating innovative curricula that combine the teaching of international studies with professional and pre-professional studies like engineering; research for and development of specialized teaching materials incorporating language instruction (i.e., business French); establishing internship opportunities for faculty and students in domestic and overseas settings; and developing study abroad programs.

*American Overseas Research Centers (application available in May)*: The AORC program provides grants to establish or operate overseas research centers that promote postgraduate research, exchanges, and area studies. Overseas centers must be permanent facilities in the host countries or regions, established to provide logistical and scholarly assistance to American postgraduate researchers and faculty.
The Research Alliance is pleased to invite Fellows to study inequality in NYC education. The Office of Postsecondary Education's Higher Education Programs division is now accepting applications for the Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI) Grant Competition through April 22, 2016. Apply now!

The goal of the AANAPISI grant is to enable eligible institutions of higher education that serve Asian American and Native American Pacific Islanders and low-income individuals to improve, and expand on their capacity and ability to do so.

Types of Projects Include:

- Support of faculty exchanges, development and fellowships to assist faculty in attaining advanced degrees in the faculty's field of instruction.
- Education or counseling services designed to improve the financial and economic literacy of students or the students' families.
- Development and improvement of academic programs.
- Tutoring, counseling, and student service programs designed to improve academic success.
- Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities, including the integration of computer technology into institutional facilities to create smart buildings.
- Creating or improving facilities for internet or other distance learning academic instruction capabilities, including purchase or rental of telecommunications technology equipment services.

Eligibility:
An institution of higher education is eligible to receive funds from the amounts available under this program if such institution is an AANAPISI-serving institution as defined in the authorizing program statute and certifies, at the time of submission, that it has an enrollment of undergraduate students that is at least 10 percent Asian American and Native American Pacific Islander.

NOTE: Applicants must first apply for and receive designation as an eligible institution. Refer to the Tips and Assistance section on the Eligibility page for more information.

The Research Alliance at SREE’s 2016 Spring Meeting

Executive Director Dr. James Kemple will serve as Chair of the upcoming SREE conference (March 2-5, Washington, D.C.), which focuses on the theme “Lost in Translation: Building Pathways from Knowledge to Action.” The meeting will highlight strategies that maximize the likelihood that policymakers, funders, and practitioners demand and use research by building paths in both directions between decision making and evidence building.

At the conference, Research Alliance Communications Director Chelsea Farley, along with John Hutchins (Chief Communications Officer, MDRC) and Sarah Sparks (reporter, Education Week), will lead a workshop aimed at helping researchers communicate effectively with those who make and influence education policy. “From Journal Author to Policy Influencer: Strategies For Making Your Research Speak to Policymakers (and Those Who Influence Them)” will take place from 1-4pm on Wednesday, March 2.

The Research Alliance’s new Research Director, Dr. Cheri Fancsali, will also present work she conducted at Impaq International as part of a session about the effects of professional development on educators' practice and a range of outcomes. The presentation, "Developing Content-Area Academic Literacy: A Randomized Control Trial of the Reading Apprenticeship Improving Secondary Education (RAISE) Project," will take place during a session from 9-11am on Thursday, March 3.

Register and find more information here.

The Research Alliance for New York City Schools: New Postdoctoral Fellowships, Spring Conference Appearances

Fellows Will Study Inequality in NYC Education

The Research Alliance is pleased to invite applications for two postdoctoral positions, which will focus on the study of inequalities in NYC education. We are actively seeking candidates who represent diverse backgrounds and perspectives, as well as groups historically underrepresented in academia.

Fellows will work closely with Research Alliance senior leadership on two emerging research priorities, in the context of the nation’s largest school district: 1) examining the causes, consequences, and potential solutions to educational inequities in NYC, and 2) representing the full educational landscape of NYC by incorporating charter school information into our pre-k through college database.

Individuals completing the fellowship will gain hands-on experience developing and executing ambitious research plans, authoring high-profile public reports, and working closely with practitioners and policymakers, including at the NYC Department of Education. The Fellows will make important contributions to core projects at the Research Alliance, while building their skills for conducting education research in collaboration with policymakers and practitioners.

Read the job description and apply here.
World Congress on Special Needs Education 2016  
August 16-19, 2016  
Temple University, Philadelphia, USA

The World Congress on Special Needs Education (WCSNE-2016) will be held at the Temple University. The WCSNE is dedicated to the advancement of the theory and practices in special needs education. The WCSNE promotes collaborative excellence between academicians and professionals from educational and industrial sectors. The aim of WCSNE is to provide an opportunity for academicians and professionals from various educational and industrial sectors with cross-disciplinary interests to bridge the knowledge gap, promote research esteem and the evolution of special needs in education. The WCSNE-2016 invites speakers to share their knowledge on issues or subject matters in special needs in education that encompass conceptual analysis, case studies, design implementation and performance evaluation.

The topics in WCSNE-2016 include but are not confined to the following areas: Accessible World, Art Education, Assistive Technologies, Business Education, Course Management, Curriculum, Research and Development, Educational Foundations, Interaction and Cultural Models of Disability, Learning / Teaching Methodologies and Assessment, Global Issues In Education and Research, Pedagogy, Research Management, Ubiquitous Learning, Research In Progress, and Other Areas of Education

Please submit your research paper here, or email to papers-2016@wcsne.org

Important Dates:
*Camera Ready (Final Proposal after amendment(s)) Due: June 30, 2016
*Workshop Proposal Submission Deadline: May 20, 2016
*Poster/Demo Proposal Submission: May 15, 2016
*Notification of Poster/Demo Acceptance: May 20, 2016
*Early Bird Registration (Authors and Participants): March 01 to June 10, 2016
*Late Bird Registration (Authors and Participants): June 11, 2016 to July 31, 2016
*Conference Dates: August 16-19, 2016
Call for Applications

UCEA Associate Director for the Jackson Scholars Network

The University Council for Educational Administration (UCEA) is pleased to announce a call for applications for the Associate Director for the Jackson Scholars Network (ADJSN).

For over 60 years, UCEA has sponsored opportunities for mentoring, networking and professional development of graduate students and educational leadership faculty. Currently, UCEA supports several graduate student development initiatives, including the Barbara L. Jackson Scholars Network. The primary purpose of UCEA’s Barbara L. Jackson Scholars Network is to support the development and success of doctoral students of color who intend to become educational leadership faculty members. UCEA’s investment in the Jackson Scholars Network is an investment in the future of our field and is considered a signature program in that it advances the efforts of UCEA to increase the diversity of perspectives and ideas in the educational leadership professoriate.

Responsibilities:

The ADJSN plays an important service leadership role within the consortium, as the person who holds this position

- provides leadership and guidance for the program and program participants
- works with the UCEA Executive Director as a member of UCEA headquarters staff
- chairs the Barbara Jackson Scholars Advisory Board, which is responsible for advising the ADJSN and the UCEA Executive Board on the activities and quality of the program, reviewing student and mentor nominations, assisting the ADJSN in increasing the reach and impact of the Jackson Scholars Network
- ensures effective communication with UCEA headquarters and submits bi-annual reports focused on goals and achievements

UCEA Associate Directors:

UCEA Associate Directors work with the UCEA Executive Director and the UCEA headquarters staff to support the mission of the UCEA Consortium and to build visibility and connections supporting the focal area of responsibility. UCEA Associate Directors gain valuable leadership experience, grow their professional networks, and make significant contributions to the consortium. These are voluntary leadership positions with a term of appointment of three years renewable. The positions include an annual travel stipend.

Applications:

Review of formal applications will begin May 30, 2016. A final decision regarding this position is scheduled by the end of June 2016. Applicants should submit a letter addressing their interest in the position, qualifications, a full curriculum vita, and the names, addresses, and phone numbers of one or more individuals who may serve as a reference. Completed applications must also include letters of support from the applicant’s department chair and/or dean. UCEA also requests that interested individuals submit a letter of intent to apply by April 30, 2016.

Application materials should be sent to the attention of: UCEA Executive Director Michelle D. Young at the following email address: ucea@virginia.edu. Please include the phrase “UCEA JSN Associate Director” in the Subject line of your email.

For more information about this UCEA Associate Director position or about the Jackson Scholars Network, please contact UCEA Headquarters: email: ucea@virginia.edu ; telephone: 434.243.1041

Information on UCEA’s Jackson Scholars Network can also be found on the UCEA webpage: http://www.ucea.org/graduate-student-opportunities/jackson-scholars-program/
Call for Nominations
2015-17 Jackson Scholars
Deadline: May 27, 2016

The Award

The UCEA Barbara L. Jackson Scholars Program Advisory Committee is calling for nominees for scholars for the 2016-2018 Jackson Scholars cohort (a two-year term). The program recently celebrated its tenth anniversary and has over three hundred alumni. Nominators are encouraged to nominate doctoral students between the first and second year of their programs.

The Jackson Scholars Program develops future faculty of color for the field of educational leadership and policy. In the structured mentoring program feature, scholars are matched with experienced faculty mentors who provide guidance in professional development, a model for students to reference when assuming mentor roles, and opportunities for networking. Mentors may also serve as a sounding board for scholars as they navigate the phases of dissertation development, a research agenda, and publication in preparation for their entry into higher education. In the networking program feature, nominating UCEA institutions provide registration, travel, lodging, and meal funding for scholars to attend two UCEA annual conventions and two AERA annual meetings where the scholars may engage in networking with guidance from their mentor.

The Procedure

Who can nominate:
A faculty member of a UCEA member institution (no self-nominations)

How (Part I):
Review the Memorandum of Understanding for Jackson Scholars with both a department head and with the nominee. The Memorandum of Understanding is available in the following link: http://www.ucea.org/graduate-student-opportunities/jackson-scholars-program/

The institution should be able to cover the costs defined therein, and the nominee should be available and willing to attend the networking events discussed. In some cases, as a result of the preliminary discussions of the Memorandum of Understanding with the department head and the nominee, the nominee may choose to assume some of the costs of the program.

How (Part II):
To proceed with formally nominating a candidate and declaring financial responsibility, kindly navigate to the following link: http://www.ucea.org/graduate-student-opportunities/jackson-scholars-program/

Nominations must be received by May 27, 2016
Please email ucea@virginia.edu or call (434) 243-1041 with questions
Call for Nominations
2015-17 Jackson Scholars - Mentors
Deadline: May 27, 2016

The Mentorship

The UCEA Barbara L. Jackson Scholars Program Advisory Committee is calling for nominees for mentors for the 2016-2018 Jackson Scholars cohort (a two-year term). This program, which recently celebrated its tenth anniversary and has over three hundred alumni, develops future faculty of color for the field of educational leadership and policy. Nominators of mentors are encouraged to consider colleagues who could mentor doctoral students of color during the first and second years of their programs.

For the structured mentoring program feature, through ongoing media communications and face-to-face visits during the networking program features (see below), mentors will provide guidance in professional development, a model for students to reference when assuming mentor roles, and opportunities for networking. Mentors may also serve as sounding boards for scholars as they develop their dissertations, research agendas, and publications in preparation for entering the field of higher education.

For the networking program feature, institutions nominating mentors provide registration, travel, lodging, and meal funding for mentors to attend two UCEA annual conventions and two AERA annual meetings where they will 1) guide their scholars to engage in networking 2) attend their scholars’ second year presentations for which they also provide pre- and post-support.

The Procedure

Who can nominate:

UCEA member institution faculty and faculty of non-UCEA member institutions may nominate (self-nominations accepted)

How (Part I):

Review the Memorandum of Understanding for Jackson Mentors with both a department head and with the nominee. The Memorandum of Understanding is available in the following link: http://www.ucea.org/graduate-student-opportunities/jackson-scholars-program/

The institution should be able to cover the costs defined therein, and the candidate should be available and willing to attend the networking events and scholar presentations discussed. In some cases, as a result of the preliminary discussions of the Memorandum of Understanding with the department head and the nominee, the nominee may choose to assume some of the costs of the program.

How (Part II):

To proceed with formally nominating a candidate and declaring financial responsibility, kindly navigate to the following link: http://www.ucea.org/graduate-student-opportunities/jackson-scholars-program/

Nominations must be received by May 27, 2016

Please email ucea@virginia.edu or call (434) 243-1041 with questions
2016 Excellence In Educational Leadership Award
Deadline: Monday, March 28, 2016
Recognize a distinguished and practicing school administrator who has an exemplary record of supporting school administrator preparation efforts. This award provides a unique mechanism to build good will and recognize the contributions of practitioners.

2016 Exemplary Educational Leadership Preparation Award
Deadline: Thursday, June 30, 2016
Leadership educators are invited to nominate their programs as exemplars. Programs determined most worthy of recognition will receive a significant cash award and will be recognized at a session during the 2016 UCEA Convention, on the UCEA website, and through a case-study publication.

Edwin M. Bridges Award,
Deadline: Tuesday, May 31, 2016
This award is given by UCEA annually for original, outstanding work in the area of research and/or development that contributes to our knowledge and understanding of how best to prepare and support future generations of educational leaders.

The Roald F. Campbell Award
Deadline: Tuesday, May 31, 2016
This award is given to senior colleague recognizing a lifetime of excellent achievement.

The Jack A. Culbertson Award
Deadline: Tuesday, May 31, 2016
This award is given to a professor in the first six years of his or her career for outstanding accomplishment.

The Master Professor Award
Deadline: Tuesday, May 31, 2016
This award is given to an individual faculty member whose record is so distinguished that UCEA must recognize this individual in a significant manner.

The Jay D. Scribner Mentoring Award
Deadline: Tuesday, May 31, 2016
This award is given to an educational leadership faculty who have made substantive contribution to the field by mentoring the next generation of students into roles as university

For more information visit http://www.ucea.org/opportunity_category/awards/ or email ucea@virginia.edu
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or contact Marcy Reedy at mar5q@virginia.edu
UCEA and New Leaders are pleased to announce the new State Evaluation of Principal Preparation Programs Tool Kit—or SEP³ Toolkit. The SEP³ Toolkit provides essential guidance on implementing a more in-depth and rigorous principal preparation evaluation process. The goal is to enable states to accurately assess quality, promote improvement, and intervene in the case of performance that raises concerns.

Strong school leadership – at the assistant principal, principal and principal manager levels – is critical for improving school performance. If principals are to be successful, they need to be well prepared. A growing number of education leaders and policymakers are working to improve the quality of educational administration programs in their state. The report and tools found on the sepkit.org website were designed to inform these efforts.

The State Evaluation of Principal Preparation Programs Tool Kit (SEP³ Kit) begins with a set of design principals related to purpose, professional standards, data collection and use, and the process of review to which all effective program evaluation systems should adhere. It then introduces a Model Two-Stage Process for Program Evaluation.

These resources will allow states to undertake an informed and sophisticated approach to the complex work of improving principal preparation. For more information and to access the SEP³ Toolkit, please visit sepkit.org.
The 21st Annual
Values and Leadership Conference
Theme - Leadership in Uncertain Times: Complex Dilemmas and Ethical Possibilities

Thursday, October 20 – Saturday, October 22, 2016

Hosted by Western University at The Ivey Spencer Leadership Centre in London, Ontario, Canada

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Email queries to cslee2016@uwo.ca

#cslee2016
A common strategy used in school improvement efforts is a mandated process of formal planning, yet little is known about the quality of plans or the relationship between plan quality and implementation. This mixed-methods article investigates plan quality, factors associated with plan quality, and the relationship between plan quality and implementation, drawing on the first 3 years of a Los Angeles Unified School District school improvement initiative that relied on formal school planning. Our research team rated all 206 school plans submitted to the district in the first 3 years of the initiative and drew on surveys of applicant teams and principals implementing the plans. We use these data in descriptive analyses to explore relationships between plan quality and various inputs and outcomes. We also utilized school- and system-level qualitative data to contextualize and explain our findings.

**Caring Leadership in Schools: Findings From Exploratory Analyses**

_by Karen Seashore Louis, Joseph Murphy, & Mark Smylie_

This article (1) analyzes and synthesizes literatures from philosophy and education to propose a conceptual framework for caring in schools and caring school leadership and (2) reports the results of an exploratory analysis of the relationship of caring principal leadership to school-level supports for student academic learning. This conceptual framework defines caring as a quality of social relationships with several core elements: attentiveness and authentic knowledge of others, motivational displacement, situationality, mutuality, and authenticity. Characteristics of relationships and organizational conditions that enable caring and caring leadership are proposed. The empirical analysis employs a survey of teachers in 134 schools. Measures of principal caring and student academic support were developed and related to the conceptual framework and student achievement using regression and path analyses.

**El legado problemático del caso Brown v. Board of Education**

_by Gerardo R. López & Rebeca Barciaga_

Este artículo presenta una reflexión sobre el 60º aniversario de la decisión judicial de la Corte Suprema en el caso Brown v. Board of Education y discute las lecciones significativas aprendidas de ésta y las subsiguientes decisiones de la corte. Afirmamos que un nuevo diálogo fundamentalmente diferente referido al legado del caso Brown es necesario si apuntamos a entender de manera crítica el pasado, el presente y el futuro de las relaciones raciales como telón de fondo de las cuestiones de segregación escolar en este país. El legado problemático de Brown provee una oportunidad para interrogar la cuestión de por qué nosotros como un país continuamos teniendo fe en este caso en particular como solución por la inequidad racial. Invitamos a los lectores a “soltar” simbólicamente a Brown para imaginar nuevas posibilidades de la justicia racial, la oportunidad educacional, y la reforma social.
Special Issue: Intersectionality: Promoting Social Justice While Navigating Multiple Dimensions of Diversity

Guest editors: Martin Scanlan and George Theoharis
Introduction to Special Issue—Intersectionality: Promoting Social Justice While Navigating Multiple Dimensions of Diversity
By Martin Scanlan & George Theoharis

The “Affirmative Action Hire”: Leading Inclusively in Diverse Religious Communities
By Joanne M. Marshall & Tyson E. J. Marsh
This case tells the story of a new principal who wants to lead inclusively by including people of all religious and non-religious beliefs. When she questions some of the existing practices in her school, she faces resistance from school members and from the community, who question her identity, her intentions, and her authority. The case is intended for use in leadership courses and highlights some dilemmas of inclusive leadership around religion, as well as those found in the intersectionality of religion, race, and gender.

Second Chances Academy: Alternative School or Pathway to Prison?
By Sonya Douglass Horsford & Keyona L. Powell
This case describes Maple Hills Elementary, a K-8 school in a mid-sized rural farming community. The school, like many other schools in the region, has experienced a significant shift in population, with an influx of immigrants from several nations leading to a confluence of issues in Maple Hills involving culture, language, and religion. Residents have predominantly been White, with German and English heritage, speaking English as a mother tongue, and identifying as Protestant Christian. In the last decade, Maple Hills has experienced an influx of immigrants from several nations leading to a confluence of issues in Maple Hills involving culture, language, and special education. In this case, one immigrant mother begins asking hard questions that force the teachers and principals to begin to question their assumptions and practices regarding how student support services are delivered.
Journal Research on Leadership Education

Editors: Gordon Gates and Sharon Kruse

December 2015; 10(3)

Special Issue: The Policy Context of Race to the Top and the Future of Principal Preparation Programs

Guest editors: Sheneka M. Williams and Edward J. Fuller

Introduction to Special Issue

By Edward J. Fuller & Sheneka Williams

Evaluating State Principal Evaluation Plans Across the United States

By Edward J. Fuller, Liz Hollingworth, & Jing Liu

Recent federal legislation has created strong incentives for states to adopt principal evaluation systems, many of which include new measures of principal effectiveness such as estimates of student growth and changes in school climate. Yet, there has been little research on principal evaluation systems and no state-by-state analysis of the principal evaluation systems adopted at the behest of the legislation. This study uses survey data and document review to assess the components of principal evaluation systems in the 50 states and Washington, D.C. Finally, based on recent research, this study critiques the various components of these new evaluation systems.

The State of State Policies for Principal Preparation Program Approval and Candidate Licensure

By Erin Anderson & Amy Reynolds

Policies for principal preparation and licensure are important levers for improving school leadership. By developing a rubric of research-based practices, this University Council of Educational Administration study aims to provide a formative tool for policy makers. Using a policy analysis frame by Roach et al., this study explores the state code, rules and regulations, and accompanying state board/department of education documents to describe state policies for principal preparation program approval and candidate licensure. There is variation in the extent to which states have adopted policies in these areas. Proportionately, more states have adopted policies for licensure despite greater empirical evidence for preparation program approval.

Concluding Article

The Future of Principal Preparation and Principal Evaluation: Reflections of the Current Policy Context for School Leaders

By Sheneka M. Williams

Pedagogy and Practice

By Gordon Gates & Sharon Kruse

Facilitating Administrators’ Instructional Leadership Through the Use of a Technology Integration Discussion Protocol

By Scott McLeod

Digital learning tools are increasingly prevalent in classrooms, yet too often technology integration efforts by educators replicate rather than transform traditional instructional practices. Opportunities to take advantage of the new affordances that technologies bring to the learning environment thus become forfeit. Administrators’ use of a targeted discussion protocol can be helpful for facilitating analysis and revision of educators’ technology-infused lessons and units. This article describes how administrators in schools and preservice preparation programs can utilize such a protocol to enhance their instructional leadership and foster the success of their schools’ technology integration and implementation efforts.

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THE ROLE OF THE SCHOOL LEADER

**Technology in the classroom: Ohio shows one way school leaders and teachers can develop a game plan**

In Columbus, Ohio, the PAST Innovation Lab has recently created a unique space where administrators, teachers, curriculum specialists, and school technology professionals can convene to learn from each other and experts in the field. Across urban, suburban, rural, traditional, charter, STEM and career tech schools, training programs are being developed that utilize a new $4 billion computer science initiative introduced by the Obama administration. Research shows that teacher and administrator training is an essential component of the development of innovative curriculum including blended learning. The educator training in Ohio included collaborative planning sessions, self-paced tasks, and brain breaks.

*Keywords: administrator professional development, curriculum innovation*

STUDENT LEARNING AND CURRICULUM

**Innovation in ELL bodes well for K-12 students: New strategies to teach and foster interest in learning can help in the classroom**

Several states are taking different approaches to ELL education and language immersion curricula. The recently released 1 Million Strong policy initiative aims to teach Mandarin Chinese to one million U.S. students by 2020. Similarly, states are committing funds to language immersion programs to teach French, German, Portuguese, Spanish, Japanese, Hebrew, Chinese, and Haitian-Creole in classrooms to increase global competitiveness for monolingual children. It is estimated that four million American students speak foreign languages in their homes. The number of dual-language programs in the American schools has increased tenfold over the last decade.

*Keywords: English language learners, language immersion, language inclusivity*

TEACHERS

**Rethinking how we teach our teachers**

As the importance of access to highly-skilled and experienced teachers in low-achieving schools is continuously highlighted, recent reports have centered on the need for increased and more effective clinical preparation for teachers at every level. Teacher preparation researchers have identified that new teachers are in search for better clinical preparatory experiences that will equip them with skills they needs to teach in high-needs schools. By developing two-way partnerships with school districts, preparation programs can offer student-teacher and teacher-resident experiences and tailor them to include prioritized skills including positive behavior management and family engagement.

*Keywords: teacher preparation*

RECENT RESEARCH

**Socioeconomic Diversity as a School Turnaround Strategy**

The U. S. Department of Education is exploring the ways that School Improvement Grants (SIG) can be utilized to champion community-supported efforts to broaden socioeconomic diversity in schools. Socioeconomic diversity benefits students in many ways, including providing access to resources from which higher-poverty schools have not traditionally benefitted. The grants are given to school districts that demonstrate the need and ability to raise student achievement in their lowest-performing schools.

*Keywords: School Improvement Grants (SIG), diversity strategies*

REFORM

**Construction ahead: Are policies building bridges, detours, or roadblocks to college?**

A recently released education policy report, “Mapping College Ready Policies 2015-16,” explains that some states are changing the way they view standardized assessments. Between the 2014-15 and 2015-16 academic school year, 21 states altered at least one of their state English language arts or math assessments. Likewise, an increasing amount of states stopped administering end-of-year comprehensive tests in favor of the SAT or ACT. The report’s authors content that these trends are a result of many states efforts to align their high school curricula with their higher education policies.

*Keywords: standardized test, college readiness*
**Federal Policy**

**Fewer states plan to use shared common-core tests**

Only 21 states plan to use shared tests designed for the common core as compared to the 45 states who had pledged to measure student learning with common assessments six years ago. At the high school level, states increasingly are choosing the SAT or ACT college-entrance exam instead of common-core tests.

While twenty states and the District of Columbia are giving PARCC or Smarter Balanced tests, twenty seven states are using tests they created or bought off the shelf and three states are blending consortium questions with home-grown questions, or offering districts a choice of which test to give.

The consortium participation is weak in high schools wherein nine states chose some other assessment—in many cases, the ACT or the SAT—to measure high school achievement as required by federal law.

In a related development, New York Education Commissioner has been assuring parents that problems with the Common Core-aligned exams have been resolved and boycotting the tests would not be productive. This is an attempt to manage concerns about the tests, which led to a record number 20 percent of students opting out last year.

**Related content**

*Keywords: Common Core, Testing.*

**USD 3.2 million grant competition towards instruction to Native American students**

The U.S. Department of Education's Office of English Language Acquisition highlighted in the Federal Register the availability of more than $3.2 million in grants to provide effective instruction to Native American students who are identified as English learners. Under the Native American and Alaska Native Children in School Program (NAM) program, these funds will be used to support the teaching, learning and studying of Native American languages.

Further, meaningful parent, family and community engagement are likely to be part of the projects to enhance student achievement. The deadline for submitting an Intent to Apply is April 14, 2016 and for submitting applications is May 24, 2016.

*Keywords: Native American, grant*

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**State Policy**

**Oklahoma**

**#GoOpen initiative launched**

The Oklahoma State Department of Education became announced a new statewide #GoOpen initiative, joining the inaugural cohort of states across the US committing to support school districts and educators through the use of high-quality, openly licensed educational resources in their schools. The move will allow educators to transition to using openly licensed educational resources, and could reduce costs for items like textbooks.

Under the commitment, Oklahoma will develop a statewide technology strategy that includes the use of openly licensed resources as a central component, create and maintain a statewide repository of openly licensed resources and collaborate with other #GoOpen states to share learning and professional development resources. Another key reason for states opting for open source is that openly licensed resources can be updated regularly and they reduce overhead for districts, freeing up funds.

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**South Carolina**

**Push for charter takeover for low-performing schools**

South Carolina is discussing ways to create a turnaround district by lumping the lowest-performing schools into a newly formed statewide district, loosening up the rules to allow for experimentation, and entrusting the schools’ management to private companies and nonprofit organizations.

Although no one has yet introduced a bill to create a turnaround district in South Carolina, some have travelled to see a similar plan in action at inner-city Memphis schools as part of that state’s Achievement School District in which,
Memphis has taken 60 of the worst 66 schools in the city and has a turnaround plan in place for them. But a December 2015 Vanderbilt University study found few statistically significant improvements in Achievement School District schools run by the state or by charter management groups. However, it is important to note that systemic change take several years to show effect. The study did show some initial gains in “Innovation Zone” schools that were still managed by their local school district.

The Education Superintendent said that current accountability laws already allow her office to take over struggling schools, but that she supports the idea of adding more “tools in the tool belt.” and cautioned that South Carolina could not simply copy and paste the Achievement School District model from Tennessee, where many of the lowest-performing schools are in urban areas like Memphis.

In some ways, Charleston County is already testing parts of the turnaround district model on a small scale at two high-poverty public schools and while still in its early stages, one of the schools has shown dramatic improvements in test scores among kindergartners.

Keywords: turnaround, charter, low-performing

WEST VIRGINIA

W.Va. program on simulated workplaces in schools augurs well

Students in select schools gain on-the-job experience every time they go to class. Their classrooms resemble workplaces and their assignments are for “companies” they’ve named. And the simulation is real given that students must apply for a job, go through an interview, be subject to a random drug testing, and develop a portfolio of work projects and certifications. The interview questions are broad: How would you describe your teamwork ability? Where do you see yourself in five years?”

Given that Governor Earl Ray Tomblin has made workforce readiness a top priority in his administration, such initiatives have his support. The schools also have visits from representatives of real companies who inspect the “workplace,” checking on safety procedures, the status of equipment and attitudes. They ask questions that matter to employers: Where required, are emergency shutoff switches visible, accessible, properly labeled and unobstructed? Is equipment properly maintained and clean? Do the students and instructor appear to have positive attitudes and good working relationships?

The simulated workplace program has already completed four years and principals appreciate the state’s support for the program which is about $300,000 a year — because the program is a change of environment and culture, not a change in curriculum. The money comes from state and federal appropriations. And the target next year would be have every high school student in West Virginia get access to at least one simulated workplace.

WISCONSIN

Grants help districts address drug abuse and school violence

Students in about 100 public schools and school districts will work towards projects and activities to fight alcohol, tobacco, and drug use, improve traffic safety, and reduce violence in and around schools.

The grants were awarded to 64 individual school districts and four consortium projects including 25 member districts. The $866,326 in first-year grants support the development and expansion of comprehensive alcohol and other drug abuse prevention and early intervention programming. The prevention programs are designed to help students avoid or minimize future problems related to alcohol and other drug use, while intervention programs are designed to help students who are already experiencing problems. Grant recipients include evidenced-based interventions as Prevent, Reaffirm, Evaluate, Provide and Respond, and Examine (PREPaRE) training to improve school safety and the Screening, Brief Intervention, Referral to Treatment (SBIRT) program to address student AODA use. An additional $74,508 in student AODA mini-grants, for up to $1,000 each, were awarded to 82 student groups from 63 different school districts. Each student group wrote the application for a mini-grant and will implement the proposed program. The premise of the program is that when students create solutions to the problems of alcohol and drug use or other risky behaviors, they become part of a school environment that supports healthy and resilient students.

Keywords: Grants, school violence, intervention

Want to find more on a specific state?

See Education Week’s regularly updated States News page for headlines and stats by state.

See the ECS State Education Policy Database for legislative updates by date and topic.
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