

NASET Special Educator e-Journal



Table of Contents

- [Update from the U.S. Department Education](#)
- [Calls to Participate](#)
- [Special Education Resources](#)
- [Update From The National Dissemination Center for Children with Disabilities](#)
- [Latest Employment Opportunities Posted on NASET](#)
- [Upcoming Conferences and Events](#)
- [Funding Forecast and Award Opportunities](#)
- [Acknowledgements](#)

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Update from the U.S. Department Education

School's On for Summer: States Engage Teachers in Race to the Top

Just as the Department of Education has been connecting to the public for feedback on its new round of [Race to the Top](#) (RTT) projects, such as new student assessments, states have, for their part, been reaching out to teachers and principals to obtain valuable input and provide training to support Race to the Top reforms. This summer, states from Hawaii to New York are using Race to the Top funds to support professional development and outreach to teachers, who are essential to successful implementation of RTT's reforms.

As an [Education Week](#) article reported this week, in Maryland, Race to the Top funds are being used to support "the largest professional development program for teachers ever held in the state," bringing together representatives from every school in Maryland, with the aim that staff in attendance "take a lead role in building understanding among their colleagues back home." These professional development opportunities double as listening sessions, where state officials solicit teachers' input on curriculum and testing standards. Teachers say they hope the training will help them understand and implement new standards to ultimately create more consistency across schools, districts states and the nation.

Maryland is just one of several RTT winners working to engage teachers (and welcoming observers from other states to learn from their efforts). Across the nation, summer outreach will focus on the college- and career-ready standards known as the [Common Core](#), which states have developed together, as well as new teacher and administrator evaluations and initiatives to turn around low-performing schools. Some highlights include:

- Georgia will host a summer leadership program for school turnaround teams and facilitate consultation sessions on the state's teacher evaluation system.
- New York will convene some 1,000 participants for intensive professional development on the Common Core Standards, the state's teacher evaluation system and using assessments to target instructional efforts.

- Ohio will host professional development sessions on new teacher and principal evaluation systems, Common Core and the instructional improvement system.

Race to the Top states and their educators will be hard at work all summer long to ensure that key players in the classroom have a role in shaping and implementing the program that Secretary Duncan has credited with “fundamentally redefining the education landscape in America.” So much for summer break!

Andrea Suarez Falken is a Special Assistant at the Department of Education.

Bringing Transparency to College Costs

More and more, Americans understand the critical role that earning a college degree plays in their lives, with prospects for higher earnings and further advancements that extend throughout their careers. However, one of the greatest challenges Americans face is the rising cost of higher education.

To help students make informed decisions about their choice for higher education, today the Department of Education launched an online [College Affordability and Transparency Center](#) on the Department of Education’s College Navigator website. As part of this Center, the Department posted lists that highlight institutions with the highest tuition prices, highest net prices, and institutions whose prices are rising at the fastest rates. Institutions whose prices are rising the fastest will report why costs have gone up and how the institution will address rising prices. The Department will summarize these reports and make them publicly available to parents and students.

The President has been committed to making higher education more affordable, and today’s announcement complements our ongoing efforts. Since taking office, we have worked to expand student aid, improve options to repay student loans, and give more students access to higher education. We have also enhanced consumer information on the FAFSA and on the College Navigator portal, a resource that can provide information on thousands of institutions of higher education across the nation. These existing tools will complement the informative resources newly available today.

But colleges also have a role to play as we work to ease the financial burden of higher education. In his State of the Union address last year, the President called on colleges to do a better job of keeping costs down. Additionally, state budget constraints present increasing challenges for affordability. Too often the answer has been to cut aid to public colleges and increase tuition, pushing the financial burden on families already struggling to make ends meet.

Ultimately, better information alone will not cure the problem of college affordability. However, it will enhance the choices and decisions made by families as they pursue higher education. The new College Transparency and Affordability Center is just a first step in helping students better understand their path in postsecondary education; the Administration will continue to promote transparency in educational costs that will help all current and prospective students of higher education make a smart investment in their postsecondary studies.

Melody Barnes is the President’s Domestic Policy Adviser and the Director of the Domestic Policy Council

New Data from the U.S. Department of Education 2009-10 Civil Rights Data Collection Show Continuing Disparities in Educational Opportunities and Resources

The U.S. Department of Education released data that cast much-needed light on disparities in educational resources and opportunities for students across the country. These data provide policymakers, educators and parents with critical information that will aid them in identifying inequities and targeting solutions to close the persistent educational achievement gap in America.

Known as the Civil Rights Data Collection (CRDC), the data released today is the first installment of a two-part biennial survey. The survey covers approximately 7,000 school districts and more than 72,000 schools, and has also been significantly enhanced and made more accessible through improved data collection, additional data indicators, and publicly-accessible online tools for data analysis. Part 2 of the CRDC is expected to be released this fall.

"To meet President Obama's goal to lead the world in college graduates by 2020, we need efficient, practical and accessible information like this to help guide our path," said U.S. Secretary of Education Arne Duncan. "These data show that far too many students are still not getting access to the kinds of classes, resources and opportunities they need to be successful."

The data released in Part 1 today includes information on: access to the rigorous sequence of college and career-ready math and science courses, the number of first and second-year teachers in schools, the number of high school counselors in schools, availability of pre-K and kindergarten programs, districts operating under desegregation orders or plans, and whether districts have written policies prohibiting harassment and bullying on the basis of race, color, national origin, sex, or disability.

Within the 7,000 sampled school districts:

- 3,000 schools serving nearly 500,000 high school students offer no algebra 2 classes, and more than 2 million students in about 7,300 schools had no access to calculus classes.
- Schools serving mostly African-American students are twice as likely to have teachers with one or two years of experience than are schools within the same district that serve mostly White students.
- Only 2 percent of the students with disabilities are taking at least one Advanced Placement class.
- Students with limited English proficiency make up 6 percent of the high school population (in grades 9-12), but are 15 percent of the students for whom algebra is the highest-level math course taken by the final year of their high school career.
- Only 22 percent of local education agencies (LEAs) reported that they operated pre-k programs targeting children from low-income families.
- Girls are underrepresented in physics, while boys are underrepresented in algebra II.

"Despite the best efforts of America's educators to bring greater equity to our schools, too many children—especially low-income and minority children—are still denied the educational opportunities they need to succeed," said Assistant Secretary for Civil Rights Russlynn Ali. "Transparency is the first step toward reform and for districts that want to do the right thing, the CRDC is an incredible source of information that shows

them where they can improve and how to get better." The 2009-10 data reflect important changes both to the method of collection and to the information being gathered. The sample included school districts of all sizes, including every school district with more than 3,000 students as well as state-operated juvenile justice facilities.

The survey was for the first time conducted in two phases: Part 1 collected primarily enrollment data, while Part 2 collected cumulative and end-of-year data. Most of the student data are disaggregated by race/ethnicity, sex, disability (including additional disaggregation by disability status in some instances), and limited English proficient status. The Part 2 data, which will be released this fall, will include: numbers of students passing algebra, taking AP tests, and passing AP tests; significantly expanded discipline data; data on restraint and seclusion; retention data by grade; teacher absenteeism rates; school funding data; and data on incidents of harassment and bullying. The Part 2 data will thus highlight some of the most important civil rights issues facing our schools today, such as whether certain groups of students are being disciplined more harshly or more often than other groups, and whether all groups are equally likely to be taking the SAT or ACT—the tests most likely to help them enter college. Many of these data will be available at the school level for the first time anywhere. State and national projections based on the sample data collected for the 2009-10 school year will also be made available before the end of this year. The Part 1 data are available on OCR's website for the CRDC, <http://ocrdata.ed.gov>. The website also contains all CRDC data for 2000, 2004, and 2006. For further information about OCR, please visit, www.ed.gov/ocr. For further information on the 2009-10 CRDC, visit <http://www.ed.gov/about/offices/list/ocr/whatsnew.html>.

U.S. Department of Education Releases 2011 Application for Promise Neighborhoods Program, Includes New Implementation Grants and Second Round of Planning Grants

The U.S. Department of Education released today the application for the second phase of the [Promise Neighborhoods program](#), including new implementation grants and a second round of planning grants, totaling \$30 million. Nonprofits, institutions of higher education and Indian tribes are eligible to apply for funds to develop or execute plans that will improve educational and developmental outcomes for students in distressed neighborhoods.

The Department expects to award first-year funds for four to six implementation grants with an estimated grant award of \$4 million to \$6 million. Implementation grantees will receive annual grants over a period of three to five years with total awards ranging from \$12 million to \$30 million. Remaining 2011 funds will go toward 10 new one-year planning grants with an estimated grant award of \$500,000.

Promise Neighborhoods grants will provide critical support for comprehensive services ranging from early learning to college and career, including programs to improve the health, safety, and stability of neighborhoods, as well as to boost family engagement in student learning. President Obama's fiscal year 2012 budget requests \$150 million to provide continued funding support to implementation grantees in addition to funding a new round of planning and implementation grants.

"Education is central to revitalizing our nation's distressed communities," said U.S. Secretary of Education Arne Duncan. "This next round of Promise Neighborhoods grants will help communities create and put into action

plans that provide children and families with the educational opportunities, health services and safety they deserve."

The new implementation grants will support communities in their efforts to enlist and coordinate better education, health and safety services, as well as provide young people the opportunity to be successful at the key stages of their lives. Specifically, funds can be used to improve learning inside and outside of school, build support staff, secure additional and sustainable funding sources, and establish data systems to record and share the community's development and progress. Like round one, planning grants will continue to support the creation of plans for providing high-need communities with the groundwork for building cradle-to-career services with great schools at the center.

"The challenges in distressed neighborhoods demand innovative solutions," said Jim Shelton, assistant deputy secretary for Innovation and Improvement. "Through round one, we're seeing great work happening in many communities planning Promise Neighborhoods - using data to better understand community needs and drive decisions, building strategic partnerships and leveraging public and private resources to dramatically improve the lives and life outcomes of children and youth. We look forward to seeing this great work spread to more communities in round two."

In fiscal year 2010, the Department launched the first round of the Promise Neighborhoods competition, making available a total of \$10 million for one-year planning grants. More than 300 communities from 48 states and the District of Columbia submitted applications. Currently, [21 communities across the country are developing plans to create Promise Neighborhoods.](#)

Because of the great potential for Promise Neighborhoods to catalyze the revitalization of communities in significant distress, it is closely linked to the [White House Neighborhood Revitalization Initiative](#), which seeks to align federal housing, education, justice, financial asset building and health programs with the overarching goal of transforming neighborhoods of concentrated poverty into neighborhoods of opportunity.

Applications will be due on September 6, 2011. Winners will be selected and awards will be made no later than Dec. 31, 2011. Officials from the Department of Education's Office of Innovation and Improvement will conduct several webinars for potential applicants. All webinars require participants to register in advance. Registration and additional information about the Promise Neighborhoods program will be available at <http://www2.ed.gov/programs/promiseneighborhoods/index.html> in the coming days.

[To top](#)

Calls to Participate

U.S. Department of Education Invites Comments on School Bullying Law and Policy Plan

<http://tinyurl.com/3zctbau>

The U.S. Department of Education has published a plan to conduct case studies at 24 school sites across the nation to analyze bullying laws and policies. The study will identify promising strategies and practices schools use to combat bullying and will examine how state legislative requirements influence policies, including ways that state and district policies facilitate or create challenges for effective implementation. Comments are due by August 1, 2011, and may be submitted electronically to ICDocketMgr@ed.gov or mailed to the U.S. Department of Education, 400 Maryland Avenue, SW, LBJ, Washington, DC 20202-4537. The plan can be downloaded at the Web site.

[To top](#)

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A rectangular banner with a blue header and a yellow body. The header contains the text "EARN THE CREDENTIALS" in white and yellow, followed by "you need to advance your career" in white. The body lists three programs: "MS in Special Education", "Special Education Certification Program", and "Graduate Certificate in Autism Spectrum Disorders". At the bottom left is the "Drexel Online" logo with the tagline "Your Classroom. Anywhere.™". At the bottom right is a "Learn More" button and the Drexel University logo with the word "ONLINE" next to it.

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Special Education Resources

A Policy & Practice Brief from the Center at UCLA: Embedding Bullying Interventions into a Comprehensive System of Student and Learning Supports

Report

<http://smhp.psych.ucla.edu/pdfdocs/embeddingbullying.pdf>

While everybody agrees that school bullying is a major problem, controversy exists over the best way to address the problem. This report presents a brief analysis and synthesis of the current state of the art, underscoring the need to avoid piecemeal policy and practice initiatives, pointing out that the growing emphasis on school bullying provides an opportunity to accelerate development of a comprehensive, multifaceted, and cohesive system of student and learning supports, and outlining policy implications related to doing so. (Available in pdf, 121 KB, 23 pp.)

Assistive Technology 101

Guide

http://www.ldonline.org/article/Assistive_Technology_101

Assistive Technology devices are tools that enable people living with disabilities to lead more independent lives. They can be low-tech, such as a magnifying glass, or high-tech, such as a computerized communication system. This guide provides an overview of what's available and how to choose the best AT tools for a child.

Family Information Guide to Assistive Technology & Transition Planning

Guide

http://www.fctd.info/show/order_guides

This 50 page guide provides families with information they need to effectively prepare for and participate in periods of transition in their children's lives. Individuals may order one free copy of the guide, and additional print copies are available for \$10; a discount is available for bulk orders.

NCES Releases Report on Students with Disabilities at Postsecondary Institutions

Report

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011018>

The National Center for Education Statistics (NCES) at the Institute for Education Sciences, part of the U.S. Department of Education, has released "Students with Disabilities at Degree-Granting Postsecondary Institutions," a First Look from the Postsecondary Education Quick Information System (PEQIS), that provides national data about students with disabilities, the services and accommodations provided to these students, how institutions identify students with disabilities and track their enrollment, institutional policies regarding disabled students, and various aspects of institutional accessibility.

NCES Releases Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2008-09

Report

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011329>

The National Center for Education Statistics (NCES) at the Institute for Education Sciences, part of the U.S. Department of Education, has released "Revenues and Expenditures for Public Elementary and Secondary

Education: School Year 2008–09 (Fiscal Year 2009),” a First Look report of state-level data on revenues by source and expenditures by function for public elementary and secondary education for school year 2008–09.

NCWD/Youth Brief for Parents & Families on Helping Youth Develop Soft Skills

Brief

<http://www.ncwd-youth.info/information-brief-28>

NCWD/Youth’s latest Info Brief, “Helping Youth Develop Soft Skills for Job Success: Tips for Parents and Families,” is now available online. Parents and family members can help young people prepare for job success by working with them and encouraging them to develop soft skills. “Soft skills” are common sense skills that are important in all aspects of life and have been identified by employers as particularly important for success at work. By improving these skills, all youth, including youth with disabilities, can enhance their social life, do better in postsecondary education pursuits, and be more successful at finding and maintaining employment. This Info Brief describes several strategies that families can use to help youth develop soft skills.

State-Level Findings: Boosting the Nation’s Economy by Improving High School Graduation Rates Among Students of Color and Native Students

Report

http://www.all4ed.org/files/EdEconBrief_sebsoc.pdf

The U.S. Supreme Court’s landmark *Brown v. Board of Education* decision in 1954 established that “separate education facilities are inherently unequal.” Nearly sixty years later, the hope of *Brown v. Board* has yet to be fulfilled, and improving the educational outcomes of students of color and Native students remains an imperative. Building on its previous work examining education and the economy, the Alliance, with support from State Farm®, developed an economic model that demonstrates the economic benefits – including increased earnings, home and vehicle sales, job growth, and tax revenue – of improving high school graduation rates among students of color and Native students. (Available in pdf, 510 KB, 9 pp.)

Housing & Disability Issues Listserv

http://iod.unh.edu/Projects/archived/chance/housing_listserv.aspx

“Housing & Disability Issues” is a moderated informational listserv, focusing on disability issues concerning but not limited to housing and home ownership for people with disabilities, and maintained by the Institute on Disability at the University of New Hampshire.

Learning Disabilities Association Introduces The LD Source

<http://tinyurl.com/3nqljyk>

The Learning Disabilities Association (LDA), partnering with MultiBriefs, issued the first number of “The LD Source,” June 30, 2011, a free e-mail resource providing comprehensive news briefings of the week’s top stories on learning disabilities and related topics, including information on trends and technology that impact the field of learning disabilities. Each issue contains articles gathered from such sources as The Associated Press, USA Today, and leading industry publications.

[To top](#)

Update from the National Dissemination Center for Children with Disabilities

FROM OUR FRIENDS AT THE IDEA PARTNERSHIP

The IDEA Partnership's mission fits perfectly with the theme of this month's e-newsletter. The Partnership has 55 national organization partners and is "dedicated to improving outcomes for students and youth with disabilities by joining state agencies and stakeholders through shared work and learning."

Check out the Partnership's *Creating Agreement Collection*, which is all about working together. *Creating Agreement* is a proactive, relationship-building, and problem-solving process pioneered by the Center for Appropriate Dispute Resolution in Special Education (CADRE)---also a project in OSEP's TA&D network. <http://tinyurl.com/6jpjkeq>

IT ALL STARTS IN FAMILIES AND COMMUNITIES

Community supports.

Check out this page from the Family Support Clearinghouse. It connects you with supports and resources in multiple need areas, including: service animals, independent living, child care, adult day supports, respite care, and transportation.

<http://familysupportclearinghouse.org/knowledge-topics/community-supports/>

Independent living & full participation in the community.

This section of disability.gov's website has information about personal assistance services and other programs and services that can help people live independently. You'll also find resources on accessible sports and recreation and travel tips, as well as guidelines for making programs and facilities accessible to people with disabilities. This section also has information about volunteer opportunities for people with disabilities.

https://www.disability.gov/community_life

"Community for All" tool kit: Resources for supporting community living.

This tool kit was developed through the collaboration of seven very well-known organizations working on behalf of those with intellectual disabilities. In their words, "We, the undersigned, are committed to assuring that people with disabilities have the supports needed to design and achieve lives of quality and meaning. Such lives are characterized by opportunity, inclusion, and participation."

<http://thechp.syr.edu/toolkit/>

Worship and special needs.

For many, worship provides enormous support for coping with the choices and stresses of life. When you have a child with special needs, going to church, temple, or synagogue may be a challenge. In their own turn, faith leaders may be looking for guidance on how to foster a welcoming community for those who have special needs. Here are several resources you may find helpful.

Including Children with Special Needs in Worship and Church School Programs

http://www.faith-at-home.com/articles/including-children_lc.html

Worshipping With a Child With Special Needs

<http://specialchildren.about.com/od/inthecommunity/a/worship.htm>

Including People With Disabilities in Faith Communities: A Guide for Service Providers, Families, and Congregations

From Paul H. Brookes Publishing Company. Cost: \$25

<http://www.brookespublishing.com/store/books/carter-67434/index.htm>

Faith Based Support Groups and Accessibility Services

From the Family Support Clearinghouse.

<http://familysupportclearinghouse.org/knowledge-topics/community-supports/faith-based/>
Guide to Spiritual Community Supports for Individuals with Disabilities and their Families.
<http://www.communityconnections.umd.edu/tipsheets/SpiritualCommunitySupports.pdf>

Spirituality.

From the newsletter of the National Alliance for Direct Support Professionals.

<http://rtc.umn.edu/misc/pubcount.asp?publicationid=198>

Find, choose, and keep great direct service professionals.

Here's a pair of easy-to-use toolkits designed to help families and people with disabilities find quality, caring, and committed Direct Support Professionals (DSPs). One toolkit is for people with disabilities and the other is for their family members and support providers.

<http://rtc.umn.edu/ildspworkforce/>

Operation Autism: A resource guide for military families.

Operation Autism is a web-based resource specifically designed and created to support military families that have children with autism.

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

PEAK Parent Center's Circles of Support webinar

Access this recorded webinar on creating support systems for your child with disabilities.

<http://www.peakparent.org/workshopsTrainings.asp>

When children have mental illness: What families experience in primary care.

The National Alliance on Mental Illness (NAMI) has released a survey report on family experiences with primary care doctors in treating children and adolescents living with serious mental illness. The survey report provides a comprehensive overview of their responses, thoughts and comments.

<http://tinyurl.com/44gca6q>

Health care transition for youth with special health care needs.

Visit the National Health Care Transition Center, which disseminates health care transition best practices in primary care medical homes and specialty settings for youth and young adults with special health care needs.

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

THE LITTLE ONES: EARLY INTERVENTION/EARLY CHILDHOOD

Tipsheets for early childhood.

These "Growing Ideas" tipsheets are a compilation of resources designed to guide inclusive early childhood practices. They come from The Center for Community Inclusion and Disability Studies. <http://ccids.umaine.edu/resources/ec-growingideas/>

Teaching young children self-control skills: Information for parents and educators.

Self-control is an important skill for all children to learn. If students are taught self-control at an early age, then they will feel better about the choices that they do make. From NASP, the National Association of School Psychologists.

<http://www.nasponline.org/resources/handouts/revisedPDFs/selfcontrol.pdf>

Early childhood education and children with disabilities.

How can families and early childhood professionals provide quality, inclusive early childhood education for young children with and without disabilities? That's the question posed in this issue of *Impact*, a publication of the Institute on Community Integration (UCEDD) and the Research and Training Center on Community Living.

<http://ici.umn.edu/products/impact/221/default.html>

The seven ingredients of resilience: Information for parents.

http://www.nasponline.org/publications/cq/pdf/V38N6_SevenIngredientsOfResilience.pdf

Using multiple funding streams to serve young children.

This paper examines one school district's use of funds from Title I of the Elementary and Secondary Education Act (ESEA) to provide services for very young at-risk children. From the Center for Law and Social Policy (CLASP).

<http://www.clasp.org/admin/site/publications/files/financingbirthtofive.pdf>

Blending and braiding funding streams to serve more children.

This podcast from the New America Foundation's Early Education Initiative discusses how blending and braiding funding streams can enable centers to provide high-quality early learning programs for children and families who might not otherwise have access to such programs.

<http://tinyurl.com/4xtj7>

SCHOOLS, K-12

What do you know about cultural styles?

When we think about building cultural competence, one of the key steps is building awareness of others. In the absence of a relationship or unique experiences, many of us never develop a true understanding of other cultures without exerting significant effort. This article presents three unique cultures and provides an opportunity for readers to think about the cultures and how the variables interact with the process of serving children and families in schools.

<http://www.nasponline.org/publications/cq/mocq387CulturalStyles.aspx>

School Community Tool Kit.

Here's a tool kit to assist members of the school community in understanding and supporting students with autism.

<http://www.autismspeaks.org/family-services/tool-kits/school-community-tool-kit>

On collaboration and working with others.

Two great resources from NASP, the National Association of School Psychologists.

Collaborating with physicians: A guide for school leaders.

Collaboration between educators and physicians can make it more likely that students with medical conditions will be successful in school.

http://www.nasponline.org/resources/principals/nassp_collab.aspx

Parents and teachers: Strategies for working together.

From NASP, the National Association of School Psychologists.

<http://www.nasponline.org/communications/spawareness/Parents%20and%20Teachers.pdf>

Service learning.

Visit the National Service-Learning Clearinghouse, which offers multiple resources for involving students with disabilities in service learning programs and initiatives.

<http://www.servicelearning.org/people-disabilities>

A day in the life of a special education teacher: What does it look like?http://www.youtube.com/watch?v=qh1meBo_m1w

About school, home, and community: Connecting and collaborating to address barriers to learning.

Schools can and need to play a fundamental role in developing connections and collaborations with home and community. To enhance understanding of substantive school, home, and community collaboration, this publication offers some lessons learned about building a strong collaborative infrastructure.

<http://smhp.psych.ucla.edu/pdfdocs/Newsletter/summer11.pdf>

Embedding bullying interventions into a comprehensive system of student and learning supports.

While everybody agrees that school bullying is a major problem, considerable controversy exists over the best way to address the problem. This document presents (a) a brief analysis and synthesis of the current state of the art, (b) underscores the need to avoid another piecemeal set of policy and practice initiatives, (c) stresses that the growing emphasis on school bullying provides an opportunity to accelerate development of a comprehensive, multifaceted, and cohesive system of student and learning supports, and (d) outlines policy implications related to doing so.<http://smhp.psych.ucla.edu/pdfdocs/embeddingbullying.pdf>

STATE

Confronting inequity in special education.

Two resources from NASP, the National Association of School Psychologists.

Understanding the Problem of Disproportionality.

Developed by NASP's African American Subcommittee, which presents an overview of the

problem of disproportionate representation of Black students in special education.

<http://www.nasponline.org/publications/cq/mocq381disproportionality.aspx>

Culturally competent screening and special education referral: A systematic approach.

<http://tinyurl.com/6fr8mns>

National Standards for Quality Online Programs. This document is the third in a series of iNACOL's online education standards and addresses what is needed for a quality online program, including course design and online teaching. It provides states, districts, and other organizations with a set of quality guidelines for online program leadership, instruction, content, support services and evaluation.

<http://centerforinstruction.org/national-standards-for-quality-online-programs>

Participation and performance reporting for the AA-MAS.

This document from the National Center on Educational Outcomes examines publicly reported participation and performance data for the alternate assessment based on modified achievement standards (AA-MAS). Analysis included all states publicly reporting AA-MAS data, regardless of whether they had received approval to use the results for Title I accountability calculations. Data were examined for school years 2006-07 through 2009-10.

<http://www.cehd.umn.edu/NCEO/>

Review of evidence-based practices for children exposed to violence.

The Department of Justice and the Department of Health and Human Services have published this new report, which includes a matrix of 42 effective programs and 13 promising programs that address childhood exposure to violence. The matrix provides: a rating for each program; the age range for the children served; outcome indicators; and whether the program increased resilience, reduced trauma symptoms, or reduced incidence.

http://www.safestartcenter.org/pdf/Evidence-Based-Practices-Matrix_2011.pdf

Building strong systems of support for young children's mental health.

The National Center for Children in Poverty (NCCP) has published a new report that describes key strategies for creating a comprehensive system of supports for young children's mental health. It provides examples from states using these strategies and includes a tool that state planners can use to assess progress and plan steps toward building a strong system of early childhood mental health supports.

http://www.nccp.org/publications/pub_1016.html

What state leaders should know about Early Head Start.

This paper reviews 11 key aspects of how the Early Head Start program works and provides considerations for state leaders.

<http://tinyurl.com/6bbcl3y>

Latest Employment Opportunities Posted on NASET

Education Director

Watertown, MA

Job Category: Education

Description

Perkins School for the Blind was the first school for the blind chartered in the United States in 1829. For over 181 years the staff at Perkins have been providing quality services to students and clients who are blind, visually impaired, deafblind and with or without additional disabilities. Located near Boston and Cambridge, our programs provide educational and training opportunities for students from birth to 22 years of age in day and residential programs. All of our programs and services strive to enable each student and client to develop his or her greatest potential and maximum independence.

The Secondary Program provides educational and residential services to students ages 14 through 22, who are blind or visually impaired and with or without additional disabilities. The program offers a variety of enrollment and curriculum options designed to meet each student's individual needs, including high school courses for grades 9-12 leading to a diploma.

Under the general direction of the Superintendent of Educational Programs, the Education Director oversees the design and implementation of educational services for students, as a member of a collaborative administrative team. Provides supervision to assigned teachers, related service providers, and other staff. Manages and facilitates staff development and communication with parents, employees, LEAs, and other community members.

Please visit www.koyapartners.com for the full description

Requirements

- Masters degree from a recognized college or university in Education with concentration in visual impairment or related field.
- Massachusetts DOE Licenser as Program Director, Principal or Special Education Director or willingness to obtain certification within two years required. First Aid and Cardiopulmonary Resuscitation (CPR) Automated External Defibrillator (AED) Crisis Prevention and Physical.
- Five (5) years teaching experience with children who are visual impaired including a wide a range of functioning levels and ages.
- Two (2) years' experience in a Supervisory or Leadership role.
- Knowledge of Braille, or an equivalent combination of education and experience.

- Ability to plan and conduct a program including continuous evaluation of each student's Individual Education Plan, MCAS Portfolios, the Core and Expanded Core Curricula, and MA Standards.

Contact

Please send resume and cover letter to executivesearch@koyapartners.com

Special Education Teacher

New York, New York

Job Category: Master Teacher

Description

Earn a **\$125,000** salary and join a team of master teachers at **The Equity Project (TEP) Charter School**, recently featured on the front page of the New York Times: (<http://www.tepcharter.org/nytimes.php>). **TEP** is a 480-student 5th through 8th grade middle school in the Washington Heights neighborhood of New York City. Applications are currently being accepted for teaching positions in SPECIAL EDUCATION, LATIN and SOCIAL STUDIES.

Learn more and apply today at <http://www.tepcharter.org/apply.php>

Contact

jobs@tepcharter.org

Director of Early Intervention/Teacher

Valhalla, NY

Description

Pediatric specialty hospital has a unique opportunity for a newly created position as the **Director/Teacher of Early Intervention**. This position requires a NYSED permanent certification in Special Education or Professional Certification as a Teacher of Students with Disabilities (birth to 2 yrs of age). Board Certified Behavioral Analyst (BCBA.) is preferable. The successful candidate will be an energetic person with proven creative thinking skills and have the ability to oversee our entire Early Intervention Center which includes several expanding programs. A minimum of 3 years experience in a supervisory position is necessary as you will meet regularly with teachers to ensure that classroom and individual goals are being met. You will also collaborate with a team of Physical, Occupational and Speech Therapists to achieve student educational goals. Blythedale Children's Hospital is conveniently located 20 miles north of New York City in beautiful Westchester County. We offer a competitive salary and excellent benefits including free parking.

Contact

Send cover letter and resume to HR@blythedale.org or to Human Resources, **Blythedale Children's Hospital**, 95 Bradhurst Avenue, Valhalla, NY 10595. Fax: 914-592-2519, www.blythedale.org. EOE M/F

Special Education Teacher – District of Columbia Public Schools

Washington, D.C

Job Category:

Salary: \$49,085-79,237

How to Apply: <http://dcps.dc.gov/DCPS/careers>

OUR PUBLIC SCHOOL STUDENTS NEED YOUR EXPERTISE, PASSION, AND LEADERSHIP.

We are looking for highly motivated and skilled talent to join our team at the District of Columbia Public Schools (DCPS). We seek individuals who are passionate about transforming the DC school system and making a significant difference in the lives of public school students, parents, principals, teachers, and central office employees. As part of a comprehensive reform effort to become the preeminent urban school system in America, DCPS intends to have the highest-performing, best paid, most satisfied, and most honored educator force in the nation and a distinctive central office staff whose work supports and drives instructional excellence and significant achievement gains for DCPS students.

Position Overview

The Teacher position is located in all public schools within the DCPS system. Situated at the center of national government, the goal of DCPS is to provide students with a quality education that prepares them to become future leaders, productive citizens, and individuals who are engaged in the life of the community. This position reports directly to the principal of the school to which the incumbent is assigned.

Responsibilities

On a daily basis, the incumbent performs a variety of duties that involve working with students individually, in small groups and in large group settings. The incumbent will be responsible, but not limited to the following duties:

- Prepares for IEP meetings and other meetings;
- Communicates with related service providers, teachers, and case managers to ensure services and evaluations are timely;
- Communicates necessary information to parents/guardians;
- Develops and implements high quality IEPs;

- Develops and monitors transition plans when appropriate;
- Provides specially designed instruction aligned with students' IEPs;
- Teaches and motivates students to develop competencies, skills, and knowledge by using the District's curricula, content standards and developmentally appropriate learning activities;
- Implements research-based programs to support student needs;
- Develops lesson plans and supplementary materials compatible with research based methods, techniques, and best practices;
- Provides learning experiences which develop basic functional skills, utilizing technology as appropriate;
- Monitors student progress through observation, daily contact, and maintenance of accurate student records;
- Collects progress monitoring data for all student goals and shares this information with IEP the student, IEP team members, parents and other faculty as appropriate;
- Maintains accurate and compliant special education data;
- Makes data-driven decisions to improve student outcomes, particularly in the area of using classroom-specific data to evaluate student progress towards IEP goals and to determine needs for services and supports;
- Supervises the work of dedicated aides and instructional assistants;
- Collaborates and partners with general education teachers with specially designed instruction when appropriate in a range of arrangements, including but not limited to co-planning, consultation, and co-teaching models (from push-in to team teaching);
- Provides individualized and small group instruction to accommodate the needs of each student in the Least Restrictive Environment;
- Identifies student needs, and collaborates with other professional staff members in assessing and helping students solve health, behavioral, prevocational, communication and learning challenges;
- Identifies and monitors student behaviors and behavioral triggers;
- Establishes and maintains standards for student behavior in order to provide a safe, orderly, and productive classroom environment;
- Has experience in working with academically, linguistically, economically, ethnically, and culturally diverse populations;
- Communicates with parents, school counselors and all teachers of the student with special needs on student progress;
- Maintains files containing student work, evaluation and assessment data;
- Provides timely feedback to students and parents.
- Performs other related duties as assigned.

QUALIFICATIONS

- Proficient in special education law, methods and best practices;
- Meets a rigorous standard of quality, demonstrated through Praxis II and OPI assessment.
- Proficient in the use of personal computers and office software such as Open Office or Microsoft Office Suite
- Familiarity with web-based databases and online tools such as online grade books, EASYIEP or Encore, and other types of instructional technology

ADDITIONAL DESIRED QUALITIES

- Knowledge of District curriculum and adopted guidelines;
- Proficient knowledge of trends in technology integration in special education instruction;
- Team orientated and willing to contribute at all levels to ensure student success;
- Self-motivated and a proactive problem solver with the ability to work independently.
- Determined to overcome challenging obstacles while working with diverse learners.

EDUCATION REQUIREMENTS

- Bachelor's or Master's degree with a major in a special education;
- Successful completion of the Praxis I's (reading, writing, and math) and Praxis II's (Education of Exceptional Students -20353) and the OPI assessment.

TO APPLY ONLINE, PLEASE VISIT [HTTP://DCPS.DC.GOV/DCPS/CAREERS](http://dcps.dc.gov/dcps/careers)

Notice of non-discrimination. In accordance with the D.C. Human Rights Act of 1977, as amended, D.C. Official Code §§ 2-1401.01 et seq. (Act), the District of Columbia does not discriminate on the basis of actual or perceived: race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, or place of residence or business. Sexual harassment is a form of sex discrimination which is prohibited by the Act. In addition, harassment based on any of the above protected categories is prohibited by the Act. Discrimination in violation of the Act will not be tolerated. Violators will be subject to disciplinary action.

SPED/RSP and SDC Teachers

Los Angeles, CA

Job Category: Special Education Teacher

Description

Green Dot Public Schools (www.greendot.org), the leading public charter schools operator in Los Angeles and an important catalyst for education reform in the State of California, is looking for SPED/RSP and SDC teachers to provide support for students with mild to moderate and moderate to severe disabilities.

Green Dot does not have an "intern program" per se, but candidates with a valid CA internship credential (with authorization in SPEC – Mild/Moderate) are encouraged to apply for these teaching positions. In lieu of the above, a letter from your college or university's credentialing program, indicating your eligibility, will also suffice.

Please click on the following link to view the expected 2011-12 SPED openings by campus: http://www.greendot.org/201112_teachers_all_positions

Requirements

- Bachelor's degree
- Appropriate level California Educational Specialist credential; OR verifiable, relevant subject-matter competency in order to qualify for a Provisional Internship Permit or a Short-Term Staff Permit (proof of competency can be met by a degree in the relevant subject OR at least 18 units in relevant subject coursework)
- Excellent verbal and written communication skills a must
- Passionate about improving public education to help all children reach their dreams
- A strong ethical base and self awareness
- Bi-lingual (English/Spanish) a plus

Benefits

Our annual teacher salary scale ranges from \$46,628 - \$79,733, based on education and experience.

Contact

We require all candidates to complete an online application

at: <https://edzapp.com/applicant/LoginPrivate.aspx?OriginCode=22768>

SPED Program Administrator

Los Angeles, CA

Job Category: SPED

Description

Green Dot Public Schools (www.greendot.org), the leading public charter schools operator in Los Angeles and an important catalyst for education reform in the State of California, is looking for a Special Education (SPED) Program Administrator to help generate excitement and awareness about transforming public schools throughout the City of Los Angeles.

Green Dot's mission is to transform public education in LA so that all young adults receive the education they deserve to be prepared for college, leadership and life. The non-profit organization's work is directly focused on influencing the Los Angeles Unified School District (LAUSD) to transform its failing high schools into clusters

of small successful schools and helping the district reinvent itself as one of the best school districts in the country. Green Dot currently operates a network of high schools and middle schools in some of the highest need areas of Los Angeles, and in doing so has demonstrated that public schools can do a far better job of educating students if they are operated more effectively.

Requirements

- Valid CA Administrative Services credential highly desirable
- Valid Clear/Level II Education Specialist Credential highly desirable
- Strong Knowledge of the Disabilities Education Improvement Act, California Standards Base instruction, Response to Intervention Framework, Behavior Modification Strategies, and Education Code.
- Relevant Masters or equivalent degree preferred •A passion for improving urban high schools and driving education reform.
- Minimum of 5 years teaching experience in special education with a history of improving student achievement. Teaching experience in multiple Special Education Setting highly desirable (i.e. SDP, RSP,) •Experience working in an urban school setting.
- Demonstrated leadership capabilities.
- Proven management and team building skills.
- Excellent interpersonal communication and writing skills.
- Excellent verbal and written communication skills is a must
- Excellent collaborative and organizational skills is a must
- A strong ethical base and self-awareness

Contact

We require all candidates to complete an online application

at:<https://edzapp.com/applicant/LoginPrivate.aspx?OriginCode=22768>

Only applicants chosen for an interview will be contacted. We are looking to fill this position ASAP.

This employer strives for a balanced, productive workforce, which is diverse in terms of age, gender, and cultural identity. We do not base hiring or promotional decisions on factors other than performance and professional growth potential.

NASET Sponsor - Drexel Online



To learn more click on the image above or - [Click here](#)

Upcoming Conferences, Workshops and Events

2011

AUGUST

UCPREP – University College Preparation, Rights & Responsibilities, Empowerment, Planning *Summer Program*

Date: July 31, 2011 - August 5, 2011

Location: Storrs, CT

Website: <http://www.ncil.org/conference/conference2011.html>

Abstract: The University of Connecticut will hold a transition-focused summer program, UCPREP - University College Preparation, Rights & Responsibilities, Empowerment, Planning, now open for admission, for high school juniors and seniors with disabilities, giving participants the opportunity to immerse themselves in the college setting. Participants in UCPREP will acquire a broader knowledge of college life, expectations and responsibilities; gain better understanding of their academic and personal strengths and needs, their rights and responsibilities as a student with a disability, and the skills to become an effective self-advocate; and create an individualized college transition plan that will assist with planning, preparation and adjustment.

National School Safety Conference

Conference

Date: August 1, 2011 - August 5, 2011

Location: Phoenix, AZ

Website: <http://www.schoolsafety911.com/>

Abstract: The School Safety Advocacy Council's 2011 National School Safety Conference, held in partnership with the U.S. Department of Justice, and featuring a specialized training by G.R.E.A.T, will be held August 1-5

in Phoenix, AZ. The conference is for law enforcement officers or educators who work in the school environment on best practices in education safety and strategies to keep schools safe.

National Urban Service-Learning Institute

Institute

Date: August 6, 2011 - August 7, 2011

Location: St. Paul, MN

Website: <http://www.nylc.org/events/eighth-annual-national-service-learning-institute>

Abstract: The Eighth Annual National Urban Service-Learning Institute, will be held in St. Paul, Minnesota, August 6-7, 2011. The Institute, sponsored by the National Youth Leadership Council (NYLC), is designed to deepen educators' understanding of ways to engage urban students in academically challenging and meaningful learning experiences.

OCTOBER

DCDT 2011 "Taking the Future By the Horns"

Conference

Date: October 12, 2011 - October 15, 2011

Location: Kansas City, MO

Website: <http://www.dcdt.org/dcdtkansascity.cfm>

Abstract: "Taking the Future By the Horns," the 16th International Conference, sponsored by the Division on Career Development and Transition (DCDT), will be held in Kansas City, Missouri. The conference will run October 13-15, with a day of pre-conference workshops October 12, 2011.

USBLN® Aligning Disability With The Bottom Line: Talent, Market Share, And Supplier Diversity

Conference

Date: October 16, 2011 - October 19, 2011

Location: Louisville, KY

Website: <http://www.usblnannualconference.org/registration.html>

Abstract: The 2011 US Business Leadership Network (USBLN®) Annual Conference & Expo will gather business executives, government, community, and industry leaders, experts from USBLN® and the Job Accommodation network (JAN), entrepreneurs with disabilities, and others interested in business and people with disabilities to network, learn how to enhance business development efforts, and expand internship and mentoring programs to include students with disabilities. Sessions will focus on how including people with disabilities improves the bottom line.

National Symposium for Juvenile Services To Highlight System Reform

Conference

Date: October 16, 2011 - October 19, 2011

Location: Indianapolis, IN

Website: <http://www.npjs.org/symposium.php>

Abstract: The National Partnership for Juvenile Services will host a national symposium/conference October 16-19, 2011, on “Representing America's Youth: System Reformation and Professional Renewal.” Focus groups and policy discussions will highlight topics including juvenile corrections and detention, educating youth in confinement, community-based care, residential care, and mental health care issues in juvenile justice.

Showcasing Exemplary Practices: The Fifth National Symposium on Dispute Resolution in Special Education

Symposium

Date: October 26, 2011 - October 28, 2011

Location: Eugene, OR

Website: <http://www.directionservice.org/cadre/symposium2011index.cfm>

Abstract: CADRE, the National Center on Dispute Resolution in Special Education, will hold “Showcasing Exemplary Practices: The Fifth National Symposium on Dispute Resolution in Special Education,” October 26-28, 2011, in Eugene, Oregon.

November

State of the Art Conference on Postsecondary Education and Students with Intellectual Disabilities

Conference

November 3, 2011 - November 4, 2011

Fairfax, VA

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

Sponsored by SSCSID, George Mason University, and others, the 2011 State of the Art Conference on Postsecondary Education for Students with Intellectual Disabilities will provide an opportunity for colleges and universities, researchers, program staff, parents and self-advocates to discuss the current state of policies, research, and practice in the field.

[To top](#)

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Funding Forecast and Award Opportunities

Forecast of Funding Opportunities under the Department of Education Discretionary Grant Programs for Fiscal Year 2010-2011

<http://www.ed.gov/fund/grant/find/edlite-forecast.html>

This document lists virtually all programs and competitions under which the U.S. Department of Education has invited or expects to invite applications for new awards for fiscal year 2010-2011 and provides actual or estimated deadlines for the transmittal of applications under these programs. The lists are in the form of charts organized according to the Department's principal program offices and include programs and competitions previously announced as well as those to be announced at a later date.

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FY 2010-2011 Discretionary Grant Application Packages

<http://www.ed.gov/fund/grant/apply/grantapps/index.html>

This site, from the Department of Education, provides information on grant competitions that are currently open.

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Barbara Bush Foundation for Family Literacy Announces 2012 National Grant Competition

<http://www.barbarabushfoundation.com/site/c.jhLSK2PALmF/b.4344531/k.BD31/Home.htm>

The Barbara Bush Foundation for Family Literacy has announced its 2012 National Grant competition, supporting nonprofits working to develop or expand projects promoting the literacy skills of adult primary caregivers and their children. To be eligible, applicant organizations must have current nonprofit or public status, have been in existence two or more years as of the date of the application, and have maintained fiscal accountability. Applicants must operate an instructional literacy program that has been in existence for at least two years and must include one or more of the following components: literacy for adults, parent education, pre-literacy or literacy instruction for children pre-K to grade 3, and/or intergenerational literacy activities. A total of approximately \$650,000 will be awarded; no grant request should exceed \$65,000. Deadline: September 9, 2011.

Gateway to College National Network Offers Start Up Funding for College/K-12 Partnerships to Serve Out-Of-School Youth

<http://www.gatewaytocollege.org/start.asp>

The Gateway to College National Network (GtCNN), a nonprofit organization supported by the Bill & Melinda Gates Foundation and other major grantmakers, has funds available for partnerships between colleges and K-12 school districts to implement the Gateway to College dropout recovery program. The GtCNN works to build the capacity of colleges, school districts, and states to help high school dropouts and underprepared college students succeed in college, by offering on-campus classes in developmental skills courses from which students transition to regular college classes, where they work simultaneously toward a high school diploma and an associate's degree. The initial start-up funding from GtCNN pays for planning and early implementation costs. Programs are then funded through partnerships between colleges and school districts. For the current round of funding, GtCNN will select up to nine college/K-12 partnerships to enter into multiyear contracts of between \$300,000 and \$450,000 each in 18 target states: Alabama, Arizona, California, Florida, Georgia, Indiana, Kentucky, Louisiana, Michigan, Mississippi, New York, North Carolina, Ohio, Pennsylvania, South Carolina, Tennessee, Texas, and Washington. Deadline for application: September 9, 2011.

Sodexo Foundation and Youth Service America Invite K-12 School Applications for Children's Hunger Service-Learning Grants

<http://www.ysa.org/grants/sodexoschool>

The Sodexo Foundation and Youth Service America are accepting applications for the Sodexo School Engagement grant program, to support teachers and students, grades K-12, in learning about childhood hunger in their community, and in leading activities that facilitate access to nutritious food for all children, especially those most at risk. The program incorporates service-learning into a "Semester of Service" framework focused on childhood hunger that engages students in a minimum of 70 hours of service and learning over a period of at least ten weeks. Grantees will implement a service-learning Semester of Service starting during National Hunger & Homelessness Awareness Week (November 14-20, 2011) through Global Youth Service Day (April

20-22, 2012), and involving a minimum of 20 students engaged on a continual and regular basis during the semester through hands-on service activities. Applicants must be K-12 teachers in the U.S., or adults working with K-12 students in a school or school-based afterschool program. Eleven applicants will be selected to receive a \$5,000 grant to support professional development in service-learning, project planning and implementation, and sharing of project outcomes. Grantees will be expected to attend YSA's Youth Service Institute in Philadelphia, Pennsylvania, October 24-26, 2011 (travel and training fees are included in the grant). Deadline for application: August 15, 2011.

NEA Foundation and Consortium for School Networking Invite Ideas for Mobile Phone Education Innovations

<http://tinyurl.com/28vmvu5>

The NEA Foundation's newest C2i challenge, conducted in partnership with the Consortium for School Networking, is inviting ideas for mobile phone technology that can transform teaching and learning. The foundation will award grants of \$1,000 to as many as five individuals who post the best ideas on the C2i page at the U.S. Department of Education's Open Innovation Portal. The solutions selected will be shared by the NEA Foundation and CoSN via multiple outlets. The C2i challenge is open to public school educators, students, and others with an interest in improving public education. Proposed solutions must effectively incorporate smart phones or cell phones. Portal registrants can also review, comment, and vote on the posted solutions.

AIAA Foundation: Grants for Excellence in Math, Science, Technology and Engineering

<http://www.aiaa.org/content.cfm?pageid=244>

American Institute of Aeronautics and Astronautics Foundation Classroom Grants encourage excellence in educating students about math, science, technology, and engineering. Eligibility: current AIAA Educator Associate or AIAA Professional members actively engaged as K-12 classroom educators. Maximum award: \$200. Deadline: rolling.

NAIS: Challenge 20/20 Partnership

<http://www.nais.org/resources/index.cfm?ItemNumber=147262>

The National Association of Independent Schools invites schools to participate in Challenge 20/20, a program that brings together one school from the United States and one school from outside of the United States. Teacher-student teams from both schools work together throughout the fall 2011 school semester to come up with a solution to a global problem. Challenge 20/20 is based on Jean Francois Rischard's book, "High Noon: 20 Global Problems, 20 Years to Solve Them." Maximum award: international cooperation and collaboration between youth. Eligibility: all U.S. schools, elementary and secondary, public or private. Deadline: August 15, 2011.

[To top](#)

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- Committee on Education and the Workforce
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- National Collaborative on Workforce and Disability for Youth
- National Dissemination Center for Children with Disabilities
- National Institute of Health
- National Organization on Disability
- Substance Abuse and Mental Health Services Administration
- U.S. Department of Education
- U.S. Department of Education-The Achiever
- U.S. Department of Education-The Education Innovator
- U.S. Department of Labor
- U.S. Food and Drug Administration
- U.S. Office of Special Education
- U.S. Department of Health and Human Services

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[To top](#)