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Update from the U.S. Department Education

ELEVEN STATES RECEIVE FUNDING TO TURN AROUND PERSISTENTLY LOWEST ACHIEVING SCHOOLS

U.S. Secretary of Education Arne Duncan today announced that eleven states will receive funding to turn around their persistently lowest achieving schools through the School Improvement Grants (SIG) program.

The funds are part of \$546 million available to states for the SIG program in fiscal year 2010. In fiscal year 2009, states received a total of \$3.5 billion for the SIG program.

Find out more—see the press release for each state, visit

<http://www.ed.gov/news/press-releases/eleven-states-receive-funding-turn-around-persistently-lowest-achieving-schools>

TEXAS TO RECEIVE \$830.8 MILLION TO SUPPORT EDUCATION JOBS

U.S. Secretary of Education Arne Duncan last month announced that Texas will receive \$830.8 million to support education jobs.

"There is a huge sense of urgency to get these funds out the door," said Duncan. "These education dollars will help Texas keep teachers in the classroom working with our students this year."

The [\\$10 billion education fund](#) is supporting education jobs and is being distributed to states by a formula based on population figures. States can distribute their funding to school districts based on their own primary funding formula or districts' relative share of federal Title I funds.

During the past 2 1/2 years, the Education Department has been able to support 300,000 education jobs through stimulus funding provided by the American Recovery and Reinvestment Act. A July 2010 report from the independent Center on Education Policy found that 75 percent of school districts that received stimulus funds expect to cut teaching positions.

EDUCATION, TREASURY RECOGNIZE HIGH-SCORING STUDENTS IN THE 2010-11 NATIONAL FINANCIAL CAPABILITY CHALLENGE

As part of an ongoing effort to mark national Financial Literacy Month, the U.S. Department of Education and the U.S. Department of the Treasury recognized high-scoring students in the National Financial Capability Challenge for the 2010-11 school year. The Challenge, which includes a voluntary online exam for high school students, helps teach young Americans about saving, budgeting, investing and other important skills critical to building a secure financial future.

Education Secretary Arne Duncan and Treasury Deputy Secretary Neal S. Wolin honored top-scoring students today at a public meeting of the President's Advisory Council on Financial Capability at the U.S. Department of Education in Washington, D.C. Nationwide, more than 84,000 high school students and 2,500 educators in all 50 states and D.C., as well as in U.S. Department of Defense schools for children of military members around the world, participated in the 2010-11 Challenge.

"It's critical for our young people to develop smart financial skills," said Secretary Duncan. "If we're going to prepare our students for 21st century success, we have to teach them about earning and spending, saving and investing. Otherwise, they're going to learn the hard way: by making mistakes. I'm encouraged to see the steps that teachers and states are taking to make basic financial education a priority and congratulate these students on their great work."

"Empowering students with the knowledge they need to make good decisions about saving, budgeting, and investing is critical to helping them build secure financial futures," said Deputy Secretary Wolin. "I want to congratulate these students on their achievements and thank them for serving as examples to their peers about the importance of financial education."

Students who scored in the top 20 percent nationally and those who were among the top scorers in their school will receive official award certificates. Idaho, Vermont and South Dakota had the highest average test scores among states on the 2010-11 Challenge, while Virginia, Pennsylvania and New Jersey had the most students participate. State-by-state results and sample questions from the exam are at www.challenge.treas.gov.

In blog entries posted on the websites of the Treasury and Education departments, high-scoring students honored at today's ceremony in Washington, D.C., wrote about the importance of the Challenge in helping provide young Americans with a strong foundation in financial education.

Anna Martin, a student from the Ephrata Area School District in Lancaster County, Penn., wrote: "The Financial Challenge was a great way to test how much students know about real life financial situations. Students will have to deal with financial situations similar to those on the test and need to know how to handle them."

Carlos Riveros-Sabogal, a student from the Applications and Research Laboratory school in Howard County, Md., wrote: "I believe the Financial Capability Challenge is important because it allows students to demonstrate their ability to handle money wisely. In today's economy, it is vital for young people to learn how to handle their finances properly to avoid financial struggle."

Challenge participants scored 69 percent on average, demonstrating that many students still need to make additional progress in strengthening their financial skills and knowledge. The Obama Administration is taking

further steps to help empower Americans through improved financial capability. In November, the Administration unveiled a new coordinated National Strategy for Financial Literacy to help guide the ongoing efforts of the federal government and private organizations to empower Americans with the financial skills they need to strengthen their long-term economic security. Additionally, the Administration established the President's Advisory Council on Financial Capability to provide advice on how to maximize the effectiveness of existing private and public sector efforts and to identify new approaches to increase financial capability.

U.S. EDUCATION DEPARTMENT LAUNCHES INITIATIVES TO SAFEGUARD STUDENT PRIVACY

The U.S. Department of Education today announced a series of initiatives to safeguard student privacy while clarifying that states have the flexibility to share school data that are necessary to judge the effectiveness of government investments in education. Over time, interpretations of FERPA have complicated valid and necessary disclosures of student information without increasing privacy protections and, in some cases, dramatically decreased the protections afforded students.

"Data should only be shared with the right people for the right reasons," said U.S. Secretary of Education Arne Duncan. "We need common-sense rules that strengthen privacy protections and allow for meaningful uses of data. The initiatives announced today will help us do just that."

To help strike a balance between student records privacy and data availability, Secretary Duncan announced the following steps:

- **Chief Privacy Officer**

The U.S. Department of Education has hired its first chief privacy officer. Kathleen Styles joins the Department from the U.S. Census Bureau where she most recently served as chief of the Office of Analysis and Executive Support. In that role she managed a portfolio that included confidentiality, data management, the Freedom of Information Act, data stewardship policy, and coordination for the acquisition and management of data from other agencies.

Styles will serve as a senior advisor to the secretary on all of the Department's policies and programs related to privacy, confidentiality and data security. She will head a new division dedicated to advancing the responsible stewardship, collection, use, maintenance and disclosure of information at the national level within the Education Department. She also will coordinate technical assistance efforts for states, districts, and other education stakeholders, helping them understand important privacy issues such as minimizing unnecessary collection of personal information.

- **Privacy Technical Assistance Center**

The Privacy Technical Assistance Center (PTAC) has been established within the National Center for Education Statistics, which is a section of the Department's Institute for Education Sciences. PTAC will serve as a one-stop resource for the P-20 education community on privacy, confidentiality, and data security. The center will develop a privacy toolkit, including resources such as frequently asked questions, a library of resources, and checklists for data governance plans.

PTAC will provide technical assistance site visits to states and coordinate regional meetings to share training materials. The center's help desk is now available to take questions on these issues. To access the PTAC Web site or submit a question visit <http://nces.ed.gov/programs/PTAC/>.

- **Technical Briefs Featuring Best Practices**

NCES has also launched a new series of technical briefs that further the national conversation on the best practices of data security and privacy protections. The briefs are intended to serve as resources for practitioners to consider adopting and/or adapting to complement the work they are already doing. Three briefs have already been released and are posted at: <http://nces.ed.gov/programs/ptac/TechnicalBriefs.aspx>.

- **FERPA Clarification**

The Education Department is releasing a Notice of Proposed Rule Making (NPRM) under the Family Educational Rights and Privacy Act (FERPA). The proposed regulations would give states the flexibility to share data to ensure that taxpayer funds are invested wisely in effective programs, as well as increase accountability for institutions that handle FERPA protected records.

Under the Department's proposal:

- Enforcement provisions of FERPA would be strengthened to ensure that every entity working with personally identifiable information from student education records is using it for authorized purposes only.
- Schools will be able to implement directory information policies that limit access to student records, preventing marketers or criminals from accessing the data.
- States can enter into research agreements on behalf of their districts to measure the success of programs, such as early childhood programs that effectively prepare kids for kindergarten.
- High school administrators can share information on student achievement to track how their graduates perform academically in college.

The Education Department welcomes public comments to the proposed regulations, noting that citizens have 45 days from the date of publication in the Federal Register to submit written comments. All responses will be carefully reviewed with the goal of publishing a final rule by the end of this year.

The full NPRM may be found at: <http://www.ed.gov/fpco>. The public is encouraged to comment at: www.regulations.gov by the deadline of May 23, 2011.

SECRETARIES DUNCAN AND SEBELIUS LAUNCH OUTREACH EFFORT TO HELP MAKE GRADUATING STUDENTS AWARE OF THE NEW HEALTH COVERAGE OPTIONS UNDER THE AFFORDABLE CARE ACT

Education (ED) Secretary Arne Duncan and Health and Human Services (HHS) Secretary Kathleen Sebelius launched a new initiative to help educate graduating college and university seniors about their new health insurance options under the Affordable Care Act. Thanks to the new law, many young adults will be eligible to remain on their parent's health insurance plan until their 26th birthday. The Secretaries sent letters to college and university presidents as well as student body presidents encouraging them to help spread that information to college students.

"Young adults shouldn't have to lose their health insurance on graduation day," said Sebelius. "Under the Affordable Care Act, many young adults have more health coverage choices, including the opportunity to stay on their parent's health insurance plan until they are 26 years old."

It is estimated that approximately 1.2 million young adults may be eligible to stay on their parent's health plan, thanks to the Affordable Care Act. In the past, many young adults were removed from their parent's health plan when they graduated from college.

"Americans in their twenties are almost twice as likely to go without health insurance as older adults, making them vulnerable to debt from high medical bills," Duncan said. "We want to work with college and university presidents and campus leaders to ensure more young adults can get the coverage and care they need to stay healthy, even if they are unemployed or looking for a job."

The letter outlined several ways university officials and student leaders can reach out to graduating students:

- Universities or student groups can post a new "badge" on their website that automatically links to information about how students can remain on a parent's health insurance plan. Download the badge by visiting www.healthcare.gov/stay_connected.html#ya.
 - Flyers outlining the new benefits can be distributed to students and are available for download at www.healthcare.gov/center/brochures/new_benefits_for_graduates_and_young_adults.pdf.
 - HHS and ED will help colleges or student groups host a session to explain insurance options.
 - Information for young adults and parents about coverage for individuals under age 26 is available on a Facebook page that can be found at: www.facebook.com/youngadultcoverage.
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Calls to Participate

CADRE Seeking Proposals to Present at Showcasing Exemplary Practices

<http://www.directionservice.org/cadre/calendar/>

CADRE, the National Center on Dispute Resolution in Special Education, is seeking proposals to present at Showcasing Exemplary Practices: The Fifth National Symposium on Dispute Resolution in Special Education. The Symposium will convene October 26-28, 2011, in Eugene, Oregon. Further information on the Request for Proposals, available by email from cadre@directionservice.org. Deadline for proposals: May 27, 2011.

Learning Disabilities Association of America Seeks Submissions for 2012 Conference

<http://www.ldaamerica.org/conference/index.asp>

Learning Disabilities Association of America (LDA) is seeking submissions for the 2012 Conference to be held in Chicago, IL, February 22-25, 2012. Proposals to present a paper, conduct a workshop, provide an informational session, or make a formal presentation are invited. LDA values sessions on current and best practices, including basic information about the nature of learning disabilities as well as innovative approaches to advocacy, assessment, intervention, and instruction; sessions on new ways to ensure successful transition, use assistive technology, access the general curriculum, provide a continuum of services, and foster productive adulthood; and hands-on practical techniques for Table Talk and reports of research for Poster Sessions. Presenters are limited to one major presentation, that sessions may not promote commercial products and/or services. Deadline for submissions: May 15, 2011.

Survey on the Types of Afterschool Tools Available for Cities and Providers

<http://tinyurl.com/3qa3btw>

The National League of Cities' Institute for Youth, Education, and Families is partnering with The Wallace Foundation for a survey to identify the types of tools and resources that cities and afterschool providers would find most useful to expand their afterschool, summer, and expanded learning efforts. The survey will be helpful to communities as they continue to expand their afterschool, summer, and out-of-school time (OST) efforts.

United Way Announces Effort to Recruit Education Volunteers

<http://liveunited.org/content/splash>

To help schools and communities improve, United Way Worldwide has announced that it plans to recruit one million volunteer readers, tutors, and mentors. "Few issues are as important as the national debate on our education systems, yet the voices of everyday people haven't been part of the conversation," said Brian Gallagher, president and CEO of United Way Worldwide. "United Way has been listening to the concerns of Americans across the country, and what we're hearing is that they care deeply about the success of the schools and young people in their communities, and they want to be involved."

100 Best Communities for Young People Contest

<http://americaspromise.org/Our-Work/Community-Action/100-Best-Communities.aspx>

America's Promise Alliance and ING Foundation want to identify the nation's "100 Best Communities for Young People," the best places for young people to live, learn, and thrive. Winners receive benefits including technical assistance and training sessions to help strengthen successful local programs. Application deadline: May 27, 2011.

Interagency Working Group on Youth Programs Invites Submissions to Support Transition

www.findyouthinfo.gov/resourcesubmission.aspx

The Interagency Working Group on Youth Programs invites submission from the public of resources to support

successful transitions of transition-age youth. Entries that are approved for posting on the website (www.FindYouthInfo.gov) can include state or local strategic plans to support youth, research articles, youth-produced public service announcements (PSAs), etc. All materials and resources posted must be free of charge and hosted on either a government or non-profit website. In addition to information on supports for transition-age youth, submissions also are accepted for a range of other youth topics such as health and nutrition, positive youth development, substance use, and parenting.

National Center to Inform Policy and Practice in Special Education Professional Development's Technical Assistance to Support Beginning Special Education Teachers

http://ncipp.education.ufl.edu/files_18/TechAssistApp.html

The National Center to Inform Policy and Practice in Special Education Professional Development (NCIPP) gives technical assistance to schools and districts working to provide differentiated instruction and mentoring supports for beginning special education teachers.

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Special Education Resources

After-School Programs Boost In-School Achievement

Report

<http://sparkaction.org/resources/52061>

“The Impact of Youth Development Programs on Student Academic Achievement,” a report on evaluation research and success stories, has been published by the National Collaboration for Youth and is available online from SparkAction. Participation in Boys and Girls Clubs and other after-school programs is not just socially beneficial, but is an under-leveraged academic resource, found to improve in-school performance for their members. Available in pdf (359 KB, 8 pp).

All Means All: Secretary Duncan’s Remarks to the American Association for People with Disabilities

Speech Transcription

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

U.S. Secretary of Education Arne Duncan spoke March 15, 2011, at the 2011 American Association of People with Disabilities Leadership Awards Gala, where he vowed to abolish the “2% proxy rule” that obscures an accurate portrait of the academic needs of America’s students with disabilities. Since 2005, the Department of Education has used its regulatory authority to permit states and local school districts to shield certain test scores of students with disabilities when determining adequate yearly progress (AYP) under the No Child Left Behind Act. The full transcript of the speech has been posted.

Community in Schools Scores High in Evaluation Study

Report

<http://tinyurl.com/4lvrzt2>

ICF International has published its five-year comprehensive evaluation of the Communities In Schools (CIS) network, a federation of independent 501(c)(3) organizations in 27 states and the District of Columbia that work to address the dropout epidemic. The organization identifies and mobilizes existing community resources and fosters cooperative partnerships for the benefit of students and their families. The evaluation findings indicate that the CIS model successfully reduces dropout rates.

Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation

Report

<http://tinyurl.com/3v384wy>

“Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation,” from the Annie E. Casey Foundation, finds that students who don’t read proficiently by third grade are four times more likely to leave school without a diploma. For readers who can’t master even basic skills by third grade, the rate is six times greater. These findings suggest three environments where new policies and programs could foster children’s school success: schools; family; and federal, state, and local policy.

Education and the Economy: Further Costs of the Crisis

Report

http://www.all4ed.org/publication_material/EconStates

“Education and the Economy: Boosting State and National Economies by Improving High-School Graduation Rates” is a new study from the Alliance for Excellent Education showing the likely economic benefits to states if

they halved the number of high school dropouts. Economic benefits projected in the state-by-state profiles include higher individual earnings, increased home and auto sales, job and economic growth, higher levels of spending and investment, and larger state tax revenues. Later this spring, the Alliance will release similar projections for metropolitan statistical areas, updating those released last year and adding nearly 150 additional areas.

Edutopia Top 10 Tips for Assessing Project-Based Learning

Classroom Guide

<http://www.edutopia.org/10-tips-assessment-project-based-learning-resource-guide>

Edutopia's "Top Ten Tips for Assessing Project-Based Learning" promotes project-based learning (PBL) as an authentic learning process that nurtures skills such as collaboration, critical thinking, and global awareness. The guide provides tips to K-12 educators in assessing learning to implement PBL.

Family Engagement from Cradle to Career

Newsletter

<http://tinyurl.com/3r3ze2f>

The Harvard Family Research Project's April 2010 Family Involvement Network of Educators (FINE) Newsletter focuses on family engagement from birth through young adulthood. Featured articles highlight effective family engagement strategies for parents of adolescents and a cradle-to-career system of support in Cincinnati, Ohio, that includes family and community engagement.

File Your Taxes for Free at One Stop Career Centers

Report

<http://social.dol.gov/blog/file-your-taxes-for-free-at-one-stop-career-centers/>

The Department of Labor's One Stop Career Centers and a public-private partnership between the Internal Revenue Service and a number of tax software companies have made free, online tax filing available to an estimated 70% of all taxpayers. Information about these resources is now available on the Department's blog.

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Internships: The On-Ramp to Employment

Guide

<http://www.ncld-youth.info/index.php?id=16#internship-guide>

Completing an internship can help young people with and without disabilities prepare for their career field of choice. In "Internships: The On-Ramp to Employment, A Guide for Students with Disabilities to Getting and Making the Most of an Internship," the National Consortium on Leadership & Disability for Youth guides youth through the steps of finding, applying for, participating in, and evaluating an internship. Topics covered include activities focused on career exploration, interview and resume building, goal setting, networking, as well as information and tips for youth with disabilities on finding accessible housing, navigating the transportation system, disclosing a disability, and employing a personal care attendant.

Introductory Webinar on Strengthening School Improvement: Developing a

Archived Webinar

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

UCLA's Center for Mental Health in Schools, in collaboration with the American Association of School Administrators and Scholastic, has archived their October 2009 webinar, "Strengthening School Improvement: Developing a Comprehensive System of Learning Supports to Address Barriers to Learning and Teaching," on the Scholastic website.

MetLife Survey: The Challenge to Meet Diverse Needs

Survey Results

<http://tinyurl.com/yeygrcw>

"The Challenge to Meet Diverse Needs," the second part of the 2010 MetLife Survey of the American Teacher on preparing students for college and careers, looks at student differences, how teachers are addressing them, and how well students feel their needs are being met. More than 90% of middle and high school teachers surveyed say strengthening programs to help diverse learners with the highest needs should be a priority, with 59% saying this "must be done as one of the highest priorities in education."

National Center for Education Statistics Projections of Education Statistics to 2019

Report

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011017>

The U.S. Department of Education's Institute of Education Sciences (IES), National Center for Education Statistics (NCES) has made available online its September 2009 report, "Projections of Education Statistics to 2019." The report provides national-level data on enrollment, teachers, high school graduates, and expenditures at the elementary and secondary school level and enrollment and earned degrees at the postsecondary level for the past 14 years and projections to 2019. This is the 38th edition of a publication initiated in 1964.

Parents' Guide to Common Core State Standards

Report

<http://www.pta.org/4446.htm>

The Parents' Guide to Student Success was developed by the National PTA in response to the Common Core State Standards in English language arts and mathematics that more than 40 states have adopted. (A map showing which states have adopted the standards is online at www.corestandards.org/in-the-states.) Created by teachers, parents, education experts, and others from across the country, the guide provides grade-by-grade overviews of what students are expected to learn in mathematics and English language arts/literacy. It is available in English and Spanish at the National PTA Web site.

Possibilities: A Financial Resource for Parents of Children and Youth with Disabilities

Financial Planning Guide

<http://www.pacer.org/publications/possibilities/>

"Possibilities: A Financial Resource for Parents of Children with Disabilities," first published in 2004 by the National Endowment for Financial Education (NEFE) and PACER, updates this financial planning guide to an online format, and includes more content relevant to parenting transition-age youth with disabilities. The guide offers tips and information on many financial issues and concerns of families raising children with disabilities from infancy to young adulthood. Topics include organizing financial records, managing money, preparing income taxes, health insurance options, dealing with debt, saving for college, preparing youth for adult employment, etc.

Ready, Set, Fly: A Parent's Guide to Teaching Life Skills

Guide

<http://www.caseylifeskills.org/pages/res/rsf%5CRSF.pdf>

"Ready, Set, Fly: A Parent's Guide to Teaching Life Skills" is a companion tool for the Casey Foundation's Life Skills Guide. It covers money management, social skills, nutrition, self-care, work skills, housing and transportation, community resources, and learning about candidates in elections. It is a guide to help families help their young adults gain the skills they need to live as independently and as well as possible. Available in pdf (57 pages, 170 KB).

Reference Points: Guía sobre las Leyes de Discapacidad

Handbook

<http://www.swdbtac.org/html/publications/Spanish/gld/index.html>

The Southwest ADA Center's "Guía sobre las Leyes de Discapacidad," the Spanish language version of "The Disability Law Handbook," is available. The Handbook is written in FAQ format and answers questions about the ADA, the ADA Amendments Act, the Rehabilitation Act, Social Security, the Air Carrier Access Act, the Individuals with Disabilities Education Act, the Civil Rights of Institutionalized Persons Act, and the Fair Housing Act Amendments. (The English-language version is at www.swdbtac.org/html/publications/dlh/index.html.)

Results of the 2009 NAEP High School Transcript Study

Report

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011462>

The U.S. Department of Education's Institute of Education Sciences (IES), through its National Center for Education Statistics, has released the results of the 2009 High School Transcript Study, performed by the National Assessment of Educational Progress (NAEP). The Study presents information about the types of courses that high school graduates in the class of 2009 took during high school, how many credits they earned, what grades they received, and how their course-taking patterns related to their performance on the 2009 NAEP mathematics and science assessments; and about Science, Technology, Engineering, and Mathematics (STEM) course taking, possible ways in which students found time to earn more credits (summer school, online courses, and high school courses taken in middle school), and the course-taking patterns of students with disabilities and English language learners.

State Schools and Strategies for Fixing Failing Schools and Districts: Lessons for Turnaround

Issue Brief

<http://tinyurl.com/4xvqje4>

The National Governors Association Center for Best Practices has published an issue brief on lessons drawn from its State Strategies to Improve Chronically Low-Performing Schools project, identifying the causes of failing schools as weak leadership, inadequate skill levels among teachers, and insufficient high-quality teaching materials. In 2009, the project gave four states grant funds and consulting services to develop policies and plans for turning around chronically low-performing schools and districts, and now report the resulting recommendations for building state capacity. States should engage external partners to manage school and district turnarounds; set ambitious but realistic goals for school improvement; develop a human capital strategy to improve the quality of leadership and teaching; and increase state authority to intervene in failing schools and districts if other approaches prove insufficient. School closure should be used only when a state or district authority is certain it can send students to a better-performing campus.

AAIDD Online Learning Website

<http://www.cequick.com/myeln/AAIDD/default.asp>

The American Association on Intellectual and Developmental Disabilities (AAIDD), in partnership with Essential Learning, has launched an Online Learning Web site of continuing education courses and training opportunities for developmental disability professionals. It offers access to more than 300 courses developed by content experts and accredited by leading organizations in behavioral health and human services, to help disability professionals get continuing education (CE) credits, remain in compliance with training requirements, improve staff performance, and deliver high quality services to people with developmental disabilities and their families. Subject areas include such topics as developmental disability, aging, substance abuse, mental illness, domestic violence, compliance, workplace skills and more.

AskEARN Web site

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

The National Employer Technical Assistance Center (NETAC) has launched a new Web site, a one-stop resource for employers seeking to recruit, hire, and retain qualified employees with disabilities. The site is an employer resource provided by the Employer Assistance and Resource Network (EARN). NETAC is funded by a cooperative agreement from the U.S. Department of Labor's Office of Disability Employment Policy (ODEP) to Cornell University.

Chapin Hall Web site

<http://chapinhall.org/>

Chapin Hall at the University of Chicago reports on their policy research that benefits children, families, and their communities on their website.

Dare to Dream Student Leadership Conferences Highlights

<http://www.youtube.com/watch?v=Yv5N6eugyik>

The annual Dare to Dream Student Leadership conferences, sponsored by the New Jersey Office of Special Education Programs, focus on the importance of student self-advocacy and leadership. Each conference features presentations from students and young adults with disabilities who have demonstrated exemplary self-advocacy and leadership skills. Students also participate in workshops led by their peers; some topics include goal setting, self-discovery, student self-advocacy, and planning for college. This video shows some of the conference highlights.

Leadership in the History of the Developmental Disabilities Movement: A Web-Based Instructional, Discussion, and Wiki Program

<http://www.disabilityhistorywiki.org>

The Research and Training Center on Community Living at the Institute on Community Integration has launched a wiki website on leadership in the history of the developmental disabilities movement. The website profiles the experiences of some of the key leaders in the developmental disabilities movement from 1845 through the present through historical trends and public and professional perceptions, including the evolving context of acceptance of and services available to persons with disabilities, the features of effective leadership, and the different styles of leadership (e.g., visionaries, researchers, organizers, policy-makers, opinion-makers) required for sustainable change.

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Update from the National Dissemination Center for Children with Disabilities

IT ALL STARTS IN FAMILIES AND COMMUNITIES

Help for Families Preparing for an IEP Meeting

The Matrix Parent Center offers a comprehensive IEP

Toolkit: <http://www.matrixparents.org/pdf/packetsArticles/IEP%20Tool%20Kit%20March%202011.pdf>

College Access for Students with Intellectual Disabilities

Archived webinar on students with Intellectual Disabilities and College:

For more information - [Click Here](#)

Are you moving to a new location this summer?

- If you're the parent of a child with special needs, here's a checklist to help you get ready:

<http://www.nichcy.org/families-community/moving>

- If you *are* moving, check out what's available in your new state: <http://www.nichcy.org/families-community/states/>

The Disability Law Handbook...in Spanish.

The Disability Law Handbook is written in a "Frequently Asked Questions" format and answers questions about the ADA, the ADA Amendments Act, the Rehabilitation Act, Social Security, the Air Carrier Access Act, the Individuals with Disabilities Education Act, the Civil Rights of Institutionalized Persons Act, and the Fair Housing Act Amendments. It's now available in Spanish, too, courtesy of the Southwest ADA Center.

Handbook in Spanish: <http://www.swdbtac.org/html/publications/Spanish/gld/index.html>

Handbook in English: <http://www.swdbtac.org/html/publications/dlh/index.html>

New ADA rules took effect on March 15th. What does this mean for communities?

The new ADA rules affect how 80,000 government entities and more than seven million public spaces in the United States operate. Here's are two resources that will give communities the facts:

Revised ADA Regulations "Implementing Title II and Title III

The rules as published in the Federal

Register: http://www.ada.gov/regs2010/titleII_2010/titleII_2010_fr.pdf

ADA Update: A Primer for Small Business

From the U.S. Department of Justice, Civil Rights

Division: <http://www.ada.gov/regs2010/smallbusiness/smallbusprimer2010.pdf>

Parents of youth or adults with intellectual disabilities | You're invited to participate!
Kent State University is conducting a survey called “Parent Perspectives on Planning Future Residential Options for Adolescents and Adults with Disabilities.” If you're the parent of a youth or adult with intellectual disabilities, perhaps you'd like to contribute your perspectives to this research. The questionnaire takes about 15 minutes to complete, and it's anonymous. Here's the link: <https://www.surveymonkey.com/s/residentialoptions>

THE LITTLE ONES: EARLY INTERVENTION/EARLY CHILDHOOD

Webcast | Social and Emotional Development in Children with ASD.

April 12, 2011 | 3:30 p.m. Eastern. Hosted by VCU's Autism Center for Excellence (VCU-ACE), "Supporting Social Emotional Development in Young Children with Autism Spectrum Disorder" will provide an overview of social competence, including what it is and how it affects individuals with ASD, as well as how to assess and teach social competence. Sign up at: <http://www.vcuautismcenter.org/training/webcasts/details.cfm/175>

Making children's transition out of early intervention smooth.

- Visit NICHCY's *Transition to Preschool* page for guidance on how to smooth the path ahead for each child and family. <http://nichcy.org/babies/transition>
- The National Early Childhood Technical Assistance Center offers *Transition from Part C* resources: <http://www.nectac.org/topics/transition/transition.asp>

Your state's policies that promote the well-being of young children.

Find out in *Early Childhood Profiles*, from the National Center for Children in Poverty. These profiles highlight states' policy choices that promote health, education, and strong families alongside other contextual data related to the well-being of young children. http://nccp.org/profiles/early_childhood.html

New CELLcasts on early literacy learning.

Hot off the press from the Center for Early Literacy Learning: Three new CELLcasts for parents. These are audio/video versions of CELL practice guides. You can either view them online or download them to an iPod/Mp3 player. New this month are: (1) *Baby's First Picture Books* (look at picture books with your infant); (2) *My Turn, Your Turn* (help your toddler develop turn-taking skills); and (3) *Wacky Word Games* (have language fun with your preschooler). http://www.earlyliteracylearning.org/ta_cellcasts1.php

And mini-posters, too!

Also new from CELL are CELLpops, which are interactive web versions of CELL mini-posters that parents can use in their homes. Two are now available: *Meals and*

Snacks and Bath Time Fun give parents fun ways to incorporate opportunities for early literacy learning into routine meal times and bath time. http://www.earlyliteracylearning.org/ta_cell_pop1.php

SCHOOLS, K-12

Reasons why English language learners are misidentified as having special needs.

Find out why English language learners are both over- and under-identified for special education services and why it's important to avoid these types of errors.

<http://www.ldonline.org/article/40715>

What works for reducing acting-out behavior?

This Child Trends Fact Sheet synthesizes learned from 123 intervention programs for children and youth that are designed to prevent and/or deter externalizing behavior.

http://www.childtrends.org/Files//Child_Trends-2011_03_03_RB_WWExternalizing.pdf

Bullying and special needs.

Abilitypath.org offers “Walk a Mile in Their Shoes: Bullying and Special Needs,” a guide for educators and parents regarding the bullying of children with disabilities and how to stop it.

<http://www.abilitypath.org/areas-of-development/learning-schools/bullying/articles/walk-a-mile-in-their-shoes.pdf>

What are Extended School Year services (ESY)?

Wrightslaw discusses the question of Extended School Year (ESY) for children with disabilities. Visit the link below to learn about legal standards for ESY, advocacy strategies that will help you negotiate for ESY services, and decisions about ESY from federal courts. <http://www.wrightslaw.com/nltr/10/nl.0518.htm>

Have your end-of-the-year celebrations be safe.

For a range of ideas about safe end of year celebrations, visit Students Against Destructive Decisions (SADD) at: <http://www.sadd.org/campaign/prom.htm>

A handbook for counselors and mentors on federal student aid.

This handbook from the U.S. Department of Education is for those advising students on financial aid for postsecondary education. It includes information about federal student aid programs, the application process, how to complete the Free Application for Federal Student Aid (FAFSA), and how financial need is determined for students who may have expenses related to their disability.

<http://ifap.ed.gov/chandbooks/attachments/0910CounselorsHandbookAttach-10.pdf>

Preparing middle schoolers to enter high school.

From the UCLA Center for Mental Health in Schools - Supporting Successful Transition to Ninth Grade <http://smhp.psych.ucla.edu/pdfdocs/practicenotes/transitionsninthgrade.pdf>

Transition Assessment resources.

The National Secondary Transition Technical Assistance Center's Transition Toolkit:

http://www.nsttac.org/products_and_resources/tag.aspx

Preparing for college: Online guide for students with disabilities.

Students with disabilities can find online guidance in choosing and preparing for college.

<http://www.accredited-online-college-degrees.com/students-with-disabilities.html>

STATE & SYSTEM TOOLS

Strengthen supports for student transitions and other needs.

With the end of the school year in sight, we can anticipate the transitions students will be making into new classrooms and new schools. Supporting success in these transitions is often limited to a brief orientation (generally with an overemphasis on rules and regs). Needed is a well-designed approach to welcoming and providing ongoing social and academic supports to facilitate successful adjustment and performance in the new situation. This works best where schools have developed a comprehensive system of student and learning supports and connected them across the family of schools. http://smhp.psych.ucla.edu/qf/p2101_01.htm

What are states' strategies for recruiting and retaining special educators and related services personnel?

The Personnel Improvement Center and Project Forum presented a free webinar on the subject in February. The webinar presented information from a survey sent to all 50 states and indepth interviews of the eight states that presented on the webinar. They discussed 10 strategies they have found to be effective in recruiting and retaining personnel. View the webinar's PowerPoint presentation and find tools and resources from featured states at: <http://www.personnelcenter.org/staterecruit.cfm>

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Latest Employment Opportunities Posted on

NASET

SPED Program Administrator

Los Angeles, CA

Job Category: Program Administrator

Description:

Green Dot Public Schools, 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.

Requirement

- 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

Benefits

Visit us at www.greendot.org/careers for more details on benefits, and SPED Teacher openings as well.

Contact

ALL APPLICANTS MUST APPLY ONLINE AT:

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

Autism (Special Education) Teacher – District of Columbia Public Schools

Washington, D.C - Salary: \$49,085-79,237

Job Category: Special Education Teacher

HOW TO APPLY: WWW.DCPS.DC.GOV/TEACHDC

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

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. Energetic preschool, elementary, middle, and high school autism teachers are needed for the DCPS Autism/Applied Behavior Analysis program. Recent interest and funding has started this program on its path to becoming an exemplary autism program. Join our team and receive ongoing support and collaboration from professionals in the field to expand your knowledge and expertise in autism education. Emphasis on professional development and promotion within the program will make this position a great fit for a motivated individual.

Opportunities exist for BCBA mentorship for those who are looking to become Board Certified Behavior Analysts. This is a great time to join our team!

Responsibilities

Under direction of the school principal, the teacher plans and provides rich, age-appropriate learning experiences for students. Responsibilities include, but are not limited to: individualizing and implementing an appropriate educational program for all students based on the principles of Applied Behavior Analysis and aligned with DCPS standards, writing assessment driven IEPs and attending meetings, training and managing teacher assistants, collecting daily data on student performance and behavior, assessing challenging behavior and implementing behavior plans, involvement in weekly collaboration with support staff (BCBAs, Master Educators, school staff, etc.), coordinating inclusion efforts with general education teachers, and regular correspondence and collaboration with parents. We are seeking individuals who are highly proficient at planning for and instructing students across the Autism Spectrum and are enthusiastic about teaching beyond the academic curriculum, successfully teaching communication, social and life skills in a systematic manner.

Teachers in the DCPS Autism program will be able to:

- Create and implement an appropriate educational program for all students based on the principals of Applied Behavior Analysis (ABA)
- Systematically teach all areas of development, ensuring development of communication, social and life skills
- Efficiently and effectively incorporate practices taught in Autism/ABA professional development trainings
- Collaborate weekly with ABA coaches by presenting and reviewing student data and discussing new student concerns
- Rehearse new skills with and receive feedback from ABA coach
- Train and provide feedback for teaching assistants, using strategies provided by ABA coaches.

Desired Qualities

- Has patience, flexibility, and a willingness to take risks
- Consistently reflects on her/his own teaching practices
- Has excellent oral and written communication skills
- Has experience working with linguistically and ethnically diverse student populations
- Demonstrates commitment to professional growth and eagerness to learn
- Demonstrates commitment to improving the academic achievement of all students
- Establishes relationships with colleagues, students, families and community which reflect recognition of and respect for every individual
- Develops, along with students, reasonable rules for classroom behaviors and procedures
- Provides instruction that reflects multiple perspectives and multicultural, anti-bias education
- Holds current knowledge of classroom management strategies, educational trends, methods, research and technology
- Incorporates technology into curriculum

Qualifications

- Bachelor's degree in education (Special Education degree, preferred)
- Possesses or is eligible for a valid District of Columbia Teaching Certificate or License (standard or provisional)
- Meets Highly Qualified status as defined by the NCLB mandates
- Successful completion of Praxis I and II exams (Reading, Writing, Math, and Education of Exceptional Students), unless you have held a standard teaching license for at least 3 years

TO APPLY ONLINE, PLEASE VISIT WWW.DCPS.DC.GOV/TEACHDC.

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. The following office has been designated to handle inquiries regarding non-discrimination policies: Equal Employment Opportunity Office, District of Columbia Public Schools, 825 North Capitol Street, NE, Washington, DC 20002, (202) 442-5424.

Special Education Teacher – District of Columbia Public Schools

Washington, D.C. - Salary: \$49,085-79,237

Job Category: Special Education Teacher

How to Apply: www.dcps.dc.gov/teachdc

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 WWW.DCPS.DC.GOV/TEACHDC

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. The following office has been designated to handle inquiries regarding non-discrimination policies: Equal Employment Opportunity Office, District of Columbia Public Schools, 825 North Capitol Street, NE, Washington, DC 20002, (202) 442-5424.

SPED K-8 Teacher - Duluth Edison Charter School

Duluth, MN

Job Category: Education

Description

Duluth Edison Charters School located in Duluth, MN, a division of **Edison Learning**, is accepting applications for 3 experienced, motivated and dedicated Special Education Teacher.

Special Education teacher will support an all inclusive program for children with mild to moderate needs. Our School preserves a calm and safe environment where our special students can always feel comfortable about learning. The teacher will use this advantage towards communicating knowledge to special students in an engaging interesting, and stimulating manner.

Requirements

Must have, or able to obtain, MN licensure in:

- 1) Learning Disabilities
- 2) Developmentally and Cognitively Delayed an/or
- 3) Emotional Behavior Disorder

Benefits

Competitive salary package

Contact

Interested candidates should email their resume to Amanda.Bailey@edisonlearning.com and apply online at www.edisonlearning.com/join_our_team.

DEADLINE MAY 2, 2011.

Certified Special Education Teacher

Bethany, Oklahoma

Job Category: Certified Special Education Teacher

DESCRIPTION

Plans, organizes and implements educational services for the patients. Evaluates, accesses and develops goals and objectives for patients' Individualized Education Plans (IEP). Works cooperatively with Rehab Staff to provide integrated services to patients. Provides direct supervision for Lead Teachers, Assistant Teachers and Education Assistants. Works under the direct supervision of the Director of Special Education.

REQUIREMENTS

- Bachelor's Degree in Special Education
- 1 Year experience with special needs children in an educational setting
- Oklahoma State Department of Education Licensed in the area of Special Education

BENEFITS

Refer to www.tccokc.org

EMPLOYMENT OPPURTUNITY DAY!

JUNE 2, 2011

6800 NW 39th Expressway Bethany, Oklahoma 73008

9am-4pm

TOURS, APPLICATIONS, AND MEET THE HR DIRECTOR

HOPE YOU CAN COME!

CONTACT

Andrea Purkey, HR Director

Tel: 405-470-2235

Fax: 405-440-6767

Email: mbrown@tccokc.org

Website: www.tccokc.org

Applications may be completed at The Children's Center, Monday – Friday from 8am – 4:30pm. Applications are also available to download from our website, www.tccokc.org.

\$125,000 Salary for Special Education Teacher

New York, NY

Job Category: Special Education (collaborative team 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 Science, Latin, Math, English, Social Studies, Music, PE/Health Education, and Special Education.

Learn more and apply today at www.tepcharter.org/apply.php

Also, we invite you to learn more about TEP Charter School and about teaching at the school on our Live Online Information Session (link below):

<http://www.tepcharter.org/info-session-for-teachers.php>

Requirements

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

To obtain more information about the nature of the Special Education position, please visit the following link: <http://www.tepcharter.org/special-ed-teachers.php>

Benefits

\$125,000 salary + potential annual bonus, full benefits package

Contact

Submit Preliminary Application to jobs@tepcharter.org

Director, Center for Child Development & Learning

New York, NY

Job Category: Administration

Description

JBFCs, one of the nation's premier mental health and social service agencies, is currently seeking a full-time Director for the Center for Child Development and Learning. This division serves a racially and economically diverse population of infants to young adults with developmental, learning and social-emotional challenges and their families. Leadership for the division will require knowledge of special education, typical and atypical child development, learning disorders, autism spectrum disorders, and working with families; and be able to support the JBFCs goal of expanding capacity for these services within its own network of programs. The ideal candidate will have experience in educational and clinical work, program planning, compliance, grant preparation, as well as experience managing budgets and financial reporting. Excellent interpersonal, written

and oral communication skills are critically important.

JBFCS is an equal opportunity employer.

Qualifications

Minimum of 10 years experience in direct service, supervision and administration of programs serving children with special needs and/or early childhood mental health issues. Advanced degree and license/certification in Early Childhood Special Education is required. Certification as a School Building Leader is a plus.

Contact

To apply, email your resume to: HRRecruit2@jbfcs.org. Include cover note with salary requirements, and mention title "Director CCDL" in the subject line.

NASET Sponsor - Drexel Online



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

Upcoming Conferences, Workshops and Events

2011

MAY

11th Annual Multiple Perspectives on Access, Inclusion, and Disability: From Policy to Practice Conference

Date: May 4, 2011 - May 5, 2011

Location: Columbus, OH

Website: <http://ada.osu.edu/conferences.htm>

Abstract: Ohio State University will hold the “Multiple Perspectives on Access, Inclusion, and Disability: From Policy to Practice Conference,” May 4-5. The annual conference is a catalyst for change and for collaborations with partners in education, business, public and social service. Its workshops provide a forum for individuals and organizations to expand their knowledge and perspectives, and an opportunity to increase community resources through collaboration.

National ADA Symposium

Symposium

Date: May 8, 2011 - May 11, 2011

Location: Las Vegas, NV

Website: <http://www.adasymposium.org>

Abstract: The 2011 National ADA Symposium will feature sessions on the new ADA regulations, 2010 Standards for Accessible Design, and the EEOC ADA-AA regulations.

5th Annual Secondary Transition State Planning Institute

Date: May 17, 2011 - May 20, 2011

Location: Charlotte, NC

Website: <http://www.nsttac.org/institute/StatePlanningInstitute2011.aspx>

Abstract: The National Secondary Transition Technical Assistance Center (NSTTAC) will hold its 2011 “Annual Secondary Transition State Planning Institute” May 17-20 in Charlotte, North Carolina. Attendees may represent education, vocational rehabilitation, adult services, families, youth, and other stakeholders in secondary transition from their state. Participating state teams will develop knowledge of and participate in facilitated planning to re-visit or develop plans for building state capacity to improve secondary transition education and services, including school completion, and outcome data collection and use.

JUNE

Inclusive Communities: Pathways to Realizing the Vision AAIDD National Conference

Date: June 6, 2011 - June 9, 2011

Location: St Paul, MN

Website: http://www.aaidd.org/content_223.cfm?navID=75

Abstract: The American Association on Intellectual and Developmental Disabilities (AAIDD) 135th Annual Meeting, “Inclusive Communities: Pathways to Realizing the Vision,” will provide practitioners, researchers,

teaching faculty, policymakers, funders, and advocates with effective and emerging practices, research, and information on important policy initiatives. The conference will feature plenary sessions, panel and poster presentations, interactive cafés, task force and special interest group meetings, and networking events. Pre- and post-conference workshops will address special topics in depth.

Mental Health America's 2011 Annual Conference

Conference

Date: June 9, 2011 - June 11, 2011

Location: Washington, DC

Website: <http://www.mentalhealthamerica.net/go/conference>

Abstract: Mental Health America's 2011 Annual Conference will gather advocates, consumers, educators, researchers, business and community leaders, health professionals and representatives from its network of 300 affiliates to examine opportunities to strengthen wellness in individuals and communities through advocacy, education and service delivery. The conference provides an opportunity for people in the mental health field to connect with others committed to promoting improvement in health outcomes and decrease in mental health problems and substance use conditions in the United States.

JULY

Project Search's Fifth Annual International Conference & Gala

Conference

Date: July 11, 2011 - July 15, 2011

Location: Minneapolis, MN

Website: <http://www.projectsearch.us/events/fifthannual.php>

Abstract: Project SEARCH's annual conference is an opportunity for its international network of partners to gather for education, training, and shared-learning to assist new and existing program sites in executing the Project SEARCH model.

Keeping Our Eyes on the Prize: Independence! 2011 Annual Conference on Independent Living *Conference*

Date: July 13, 2011 - July 16, 2011

Location: Washington, DC

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

Abstract: The National Council on Independent Living (NCIL) will hold its 2011 conference in Washington, DC.

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.

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

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.

Captain Planet Foundation: Grants for the Environment

<http://www.captainplanetfoundation.org/default.aspx?pid=3&tab=apply>

The Captain Planet Foundation funds hands-on environmental projects that encourage innovative programs that empower children and youth around the world to work individually and collectively to solve environmental problems in their neighborhoods and communities. Maximum award: \$2,500. Eligibility: 501(c)3 organizations. Application deadline: May 31, 2011.

Dollar General Literacy Foundation: Back to School Literacy and Youth Literacy Grants

http://www.dollargeneral.com/dgliteracy/pages/grant_programs.aspx

The Dollar General Literacy Foundation provides support to schools, libraries, and literacy-based nonprofit organizations throughout its 35-state market. The foundation is now accepting applications for Back to School Literacy Grants and Youth Literacy Grants. Back to School Grants provide funding to help school libraries and media centers meet some of the financial challenges they face in implementing, supporting, or expanding literacy programs. Applicants must be K-12 public, private, or charter schools. Grants of up to \$5,000 will be awarded. Youth Literacy Grants provide funding to schools, public libraries, and nonprofit organizations working to help students who are below grade level or experiencing difficulty reading. Applicants must be a nonprofit 501(c)(3) organization, a K-12 private or public school, a college or university, or a public library. Grants of up to \$3,000 will be awarded. Applicant organizations must reside in and provide direct service within Dollar General's 35-state market area and must be located within twenty miles of a Dollar General store. Deadline for applications: May 18, 2011.

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.

Teaching Tolerance Award for Excellence in Culturally Responsive Teaching

<http://www.tolerance.org/award>

Nominations are invited for the Teaching Tolerance Award for Excellence in Culturally Responsive Teaching, a new award, to honor educators who excel at teaching students from diverse racial, ethnic, and cultural backgrounds. A grant from The Richard W. Riley College of Education and Leadership at Walden University will enable the Southern Poverty Law Center's Teaching Tolerance program to share best practices on videos in schools across the United States, showcasing techniques used by the award-winning educators, as part of Teaching Tolerance's professional development initiative to help teachers become more effective. The five winning educators will each receive \$1,000 at a ceremony in Washington, DC, later this year. All teachers are eligible to apply and do not need to use education resources developed by the Southern Poverty Law Center to be eligible. Deadline: June 1, 2011.

Toshiba America Foundation: Grants for Math and Science

<http://www.toshiba.com/tafpub/jsp/home/default.jsp>

The Toshiba America Foundation makes grants for projects in math and science designed by classroom teachers to improve instruction for students in grades 6-12. Maximum award: \$5,000. Eligibility: Grades 6-12. Deadline: August 1, 2011.

ASCD: Outstanding Young Educator Award

<http://www.ascd.org/programs/Outstanding-Young-Educator-Award/OYEA-Information.aspx>

The Association for Supervision and Curriculum Development is seeking nominations for its Outstanding Young Educator Award, which recognizes a teacher under the age of 40 who demonstrates excellence in his or her profession, a positive impact on students, creativity in the classroom, and leadership in his or her school or district. Maximum award: \$10,000. Eligibility: K-12 teachers under age 40; self-nominations accepted.

Deadline: August 1, 2011.

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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
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