

**NASET
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Update from the U.S. Department of Education

35 States, D.C. and Puerto Rico Submit Applications for the Race to the Top-Early Learning Challenge

The U.S. Departments of Education and Health and Human Services announced today that 35 states, D.C. and Puerto Rico submitted applications for the [Race to the Top-Early Learning Challenge](#), a \$500 million state-level competitive grant program to improve early learning and development. Applicants include: Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Illinois, Iowa, Kansas, Kentucky, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Nebraska, Nevada, New Jersey, New Mexico, New York, North Carolina, Ohio, Oklahoma, Oregon, Pennsylvania, Puerto Rico, Rhode Island, Vermont, Washington, West Virginia and Wisconsin.

"The strong response from states shows there is a shared commitment to raising the bar on quality across early learning programs, including those serving low income children who too often start kindergarten already behind their classmates," said Secretary for Health and Human Services Kathleen Sebelius. "By investing in our children's early years, we can put them on track to success in school and in the 21st century job market while boosting our long term competitiveness as a nation."

In May, U.S. Secretary of Education Arne Duncan and U.S. Secretary of Health and Human Services Kathleen Sebelius joined business, law enforcement and military leaders to announce the Race to the Top-Early Learning Challenge, highlighting how investments in high-quality early learning programs help reduce crime, strengthen national security, and boost competitiveness.

Since then, applicants have created comprehensive plans to improve early learning and development programs around five key areas of reform: establishing Successful State Systems, defining High-Quality, Accountable Programs, Promoting Early Learning and Development Outcomes for Children, supporting A Great Early Childhood Education Workforce, and Measuring Outcomes and Progress.

The early learning stakeholder community has also joined education leaders across the country in improving early learning and development programs by providing technical assistance to states in preparing their applications.

"I'm thrilled to see so many states taking advantage of this opportunity, and advocacy groups and policy experts have shown tremendous leadership in supporting states' efforts to coordinate their early learning systems," said Secretary Duncan. "Their collaborative work is helping ensure that all children enter kindergarten with the skills they need to be successful in school and beyond."

Over the next several weeks, applications will undergo peer review by early childhood experts from across the country. In mid-December, the Departments of Education and Health and Human Services will award the highest ranked applicants within funding availability. Awards will range from around \$50 million up to \$100 million, depending on a state's population of children from low-income families and proposed plan.

Statement from Secretary Arne Duncan on Senate Efforts to Fix No Child Left Behind

"I appreciate the efforts of Senators Harkin and Enzi to build into the reauthorization bill more flexibility for states and districts while maintaining accountability at every level. I believe, however, that a comprehensive evaluation system based on multiple measures, including student achievement, is essential for education reform to move forward. This view is shared by both national teacher unions and state leaders all across the country who are committed to doing a better job of preparing our young people for the global economy. We cannot retreat from reform."

U.S. Department of Education Awards Nearly \$5 Million in Charter School Grants for Planning, Program Design, Implementation and Dissemination

The U.S. Department of Education announced today charter school grants totaling \$4,792,526 to charter developers for planning, program design, and initial implementation, as well as for dissemination. These Charter School Program Non-state Educational Agency (Non-SEA) grants will assist in expanding the number of high quality charter schools in the nation by providing funding to 23 new, or recently opened, charter schools over the next three years. These grants will also provide three high quality charter schools the ability to partner with other charter and non-charter public schools to improve academic performance and share effective practices.

"High-quality charter schools have an important role to play in the overall strategy of successful school reform," said U.S. Secretary of Education Arne Duncan. "These organizations have an opportunity to spread successful practices and expand effective public charter school choices for more students and parents."

The administration invested more than \$250 million in fiscal year 2011 to assist in the planning and implementation of public charter schools and dissemination of their successful practices through the Charter School Grants Program. In addition, the President's fiscal year 2012 budget requests \$372 million for Expanding Educational Options, which includes grants for supporting effective charter schools.

The purpose of the Charter Schools Program (CSP) is to increase national understanding of the charter school model and to expand the number of high-quality charter schools available to students across the nation by providing financial assistance for the planning, program design, initial implementation, and dissemination of best practices. Federal funds are also available to replicate and expand successful schools, help charter schools find suitable facilities, and pay for national activities and initiatives that support charter schools.

More information about the Charter Schools Program is available from the Education Department's Office of Innovation and Improvement at: <http://www2.ed.gov/about/offices/list/oii/csp/index.html>

Keeping Teachers Off of the Unemployment Line

"I don't want teachers on the unemployment line. I want them in the classroom," Secretary Duncan said last Friday at an [American Jobs Act](#) roundtable in Richmond, Va. "This is really a moment of truth for the country," Arne said. Either invest in education, he added, or other countries will pass us by.

The American Jobs Act would provide \$60 billion for education, in the form of jobs for educators and upgrades to schools and community colleges. Virginia alone stands to receive \$425 million for public school upgrades, and \$742 million to preserve up to 10,000 teacher jobs. Richmond superintendent Yvonne Brandon said that federal money through the American Recovery and Reinvestment Act and additional job-saving funding had prevented teacher layoffs, but with that money now spent, Richmond faces a \$16 million deficit for the next school year.

"In this budget cycle, everything is on the table," Brandon said. "I'm afraid [teacher layoffs] may have to be part of the conversation this year."

In addition to participating in a roundtable, Duncan toured Richmond Community High School—a 2011 Blue Ribbon School—where students and teachers showed the Secretary the need for infrastructure upgrades at their 86-year-old campus. He saw outdated science labs and leaky ceilings and heard about duct-taped textbooks and slow computers.

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Calls to Participate and New Projects

12th Annual Lights On Afterschool Celebration

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

Lights On Afterschool provides an opportunity for afterschool programs to promote the benefits of engaging in high quality learning beyond the classroom. Participants are encouraged to host their own events and invite parents and community members, or work with other programs in the community to host a larger event.

America's Promise Launches Grad Nation Communities

<http://www.americaspromise.org/gradnationcommunities>

America's Promise Alliance is drafting more communities into its campaign to boost high school graduation. The Alliance recently launched Grad Nation Communities, part of the Grad Nation Campaign, a 10-year initiative to mobilize all Americans to take action to end the high school dropout crisis and better prepare young people for college and the 21st century workforce. The Alliance invites communities to join this network of cities and towns that will work to improve high school graduation rates by focusing on the local schools that are most in need of improvement.

National Disability Employment Awareness Month

<http://www.dol.gov/odep/topics/NDEAM.htm>

National Disability Employment Awareness Month (NDEAM) is a national campaign held each October to raise awareness about disability employment issues and celebrate the many contributions of America's workers with disabilities. NDEAM's roots go back to 1945, when Congress enacted a law declaring the first week in October each year "National Employ the Physically Handicapped Week." In 1988, Congress expanded the week to a month and changed the name to "National Disability Employment Awareness Month." When the Office of Disability Employment Policy (ODEP) was established in 2001, it assumed responsibility for NDEAM, working to expand its reach and scope. But NDEAM's true spirit lies in the creative observances held across the nation every year. ODEP offers a variety of resources to help employers, schools and organizations, and communities participate in NDEAM. Activities can be as simple as putting up NDEAM posters, or as comprehensive as implementing a disability education program. All are important in fostering a more inclusive America, where every person's abilities are recognized all year round. The theme for NDEAM 2011 is "Profit by Investing in Workers with Disabilities," which promotes the valuable of people with disabilities to America's workplaces and economy.

National Disability Employment Awareness Month Presidential Proclamation

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

The presidential proclamation of NDEAM 2011 recognizes the skills that people with disabilities bring to the workforce, and urges rededication to improving employment opportunities in both the public and private sectors for those living with disabilities. The full text is on the White House Press Office's Web site.

Annual Pacific Rim International Conference on Disability and Diversity Call for Proposals

<http://www.pacrim.hawaii.edu/>

The Center on Disability Studies at the University of Hawai'i seeks proposals for presentations for the 28th Annual Pacific Rim International Conference on Disability and Diversity: Living to our Complete Potential,

which will be held March 26-27, 2012, Honolulu, HI: Hawai'i. The 2012 conference will revisit familiar themes and explore new directions through scholarship, best practice, and international networking. The conference program design has been reorganized into three thematic areas: Foundation, the topical areas the Center for Disability Studies has been or is currently engaged in; Exploration, topics that CDS has not previously addressed but that affect the security and well-being of all people with disabilities; and Innovation, to showcase new theories, concepts, solutions, ideas and applications that can benefit people with disabilities during this economic downturn. Deadline for proposals: December 16, 2011.

National Disability Employment Awareness Month

https://www.disability.gov/employment/news_%26_events

Held each October, National Disability Employment Awareness Month (NDEAM) is a national campaign that raises awareness about disability employment issues and celebrates the contributions of America's workers with disabilities. The theme for NDEAM 2011 is "Profit by Investing in Workers with Disabilities," which promotes the valuable contributions people with disabilities make to America's workplaces and economy (NDEAM posters are available to download or order: www.dol.gov/odep/pubs/ndeam2011poster.htm).

Survey for Parents Will Assess Community Services for Children with Special Needs

<http://www.surveygizmo.com/s3/402046/MCHB>

The newly founded National Center for Ease of Use of Community-Based Services is conducting a survey for parents of children with special needs on the effectiveness of community-based services. Results from the survey will be used to help the Center identify what's working, what's not, and how it can better help children receive the health care services they need.

IES Grant Competitions

<http://ies.ed.gov/ncser/projects/11awards2.asp>

Through the National Center for Special Education Research, the Institute of Education Sciences (IES) recently awarded 16 grants under the Special Education Research Grants Program, and one grant under the Special Education Research and Development Center Program. These applications were considered under the September 2010 deadline, and total spending for these new grants is \$45.5 million. Descriptions and structured abstracts for these new grants are available on their Website.

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Special Education Resources

Addressing Barriers To Learning: Enhancing Classroom Climate for All Students

Report

<http://smhp.psych.ucla.edu/pdfdocs/Newsletter/Fall11.pdf>

The Fall 2011 Journal/News from the UCLA Center is a special edition, on “Addressing Barriers To Learning: Enhancing Classroom Climate for All Students.” School climate requires a special look with respect to students who are struggling academically, misbehaving, and having conflicts with school staff and peers. This special edition looks at ways to ensure that efforts to improve conditions for learning address all students. Available in pdf (83.2 KB, 16 pp).

Annenberg Institute for School Reform’s Issues/Challenges Webinar Archived

Archived Webinars

<http://annenberginstitute.org/project/support-organizing-and-engagement-new-england>

The Annenberg Institute for School Reform (AISR) and the Nellie Mae Education Foundation held two webinars on the issues and challenges of community organizing and engagement around school reform (as part of AISR’s support for the community-based work under Nellie Mae’s District Level Systems Change initiative) which have been archived online, with videos, summaries, presentations, and resource lists. “Tackling the Challenges of Rural Engagement” offered strategies for rural communities to adopt a more meaningful role in school reform. “Working Together to Create Meaningful Parent Engagement” discussed opportunities for parents from historically marginalized communities to engage as leaders in school reform.

Autism Spectrum Disorders Collection

Information Links

http://www.ideapartnership.org/index.php?option=com_content&view=article&id=1493

This collection of links to information on Autism Spectrum Disorders (ASD) is the product of the IDEA Partnership’s collaborative work on ASD with 12 partner organization representatives, 9 national and state technical assistance providers, and a number of state and local organizations and agencies. The collection includes Guiding Principles, Fact Sheets, Essential Elements, a Resource Guide, Standards of Evidence in Autism Spectrum Disorders, etc.

Bolder Actions: Engaging Youth, Families and Community Members in Solutions

Archived Webinar

<http://www.forumfyi.org/content/implementing-bolder--o>

The Forum for Youth Investment’s Ready by 21 Webinar Series has archived the webinar on “Bolder Actions: Engaging Youth, Families, and Community Members in Solutions” presented in September. Changing the way business is done means changing who is involved in identifying community issues, as well as who is active in working to find solutions. Leaders need to engage youth, families and community leaders as organizers, planners and advocates by ensuring ongoing opportunities for leadership and participation, reaching all, not just a few. The webinar highlighted the work and tools of three Ready by 21 National Partners, America’s Promise Alliance, Search Institute, and United Way Worldwide, and discussed ways to ensure that work engages youth, families, and community leaders.

High School Longitudinal Study of 2009: A First Look at Fall 2009 Ninth-Graders' Parents, Teachers, School Counselors, and School Administrators

Report

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011355>

The U.S. Department of Education's Institute of Education Sciences has released "High School Longitudinal Study of 2009 (HSLS:09): A First Look at Fall 2009 Ninth-Graders' Parents, Teachers, School Counselors, and School Administrators," a report that features initial findings from the base year of HSLS:09, which began in the fall of 2009 with a nationally representative cohort of ninth-graders who will be followed through postsecondary education and the world of work. The HSLS:09 surveys focus on students' transitions into and out of high school, especially their decisions about courses, postsecondary education, and careers generally and specifically in math and science. This First Look report highlights data provided by students' parents, teachers, school counselors, and school administrators and provides insight into ninth-graders' experiences at home and in school.

Innovative Practice Brief From NCWD

Practice Brief

<http://tinyurl.com/429yodq>

The National Collaborative on Workforce and Disability for Youth (NCWD/Youth) has issued "Using Career Interest Inventories to Inform Career Planning," a Practice Brief describing the strategies and resources used by several successful youth programs to conduct career interest inventories with youth. Career interest inventories are a used tool for self-exploration. Engaging youth in self-exploration – the process of learning to identify their skills, interests, and values and how they could be used in various careers – is a critical step in the career development process for all young people, including youth with disabilities.

JobTIPS

Toolkit

<http://www.do2learn.com/JobTIPS//index.html>

JobTIPS is a program to help individuals with disabilities explore career interests, seek and obtain employment, and successfully maintain it. JobTIPS addresses social and behavioral differences that might make identifying, obtaining, and keeping a job more difficult. Though JobTIPS is designed for direct use by individuals with autism and other disabilities, it is also suitable for delivery by teachers, family members, clinicians, mentors, and job coaches.

Key Findings from the National Longitudinal Transition Study-2

Report

<http://ies.ed.gov/ncser/pubs/20113004/pdf/20113004.pdf>

The U.S. Department of Education's Institute of Education Sciences has released "The Post-High School Outcomes of Young Adults With Disabilities up to 6 Years After High School: Key Findings From the National Longitudinal Transition Study-2," a report that uses data from the National Longitudinal Transition Study-2 dataset to provide a national picture of post-high school outcomes for students with disabilities. The report includes postsecondary enrollment rates; employment rates; engagement in employment, education, and/or

job training activities; household circumstances (e.g., residential independence, parenting status); and social and community involvement. Available in pdf (1.41 MB, 106 pp).

National Council of La Raza (NCLR) Speaks about the Need for High Standards for All Students

Op-Ed

<http://tinyurl.com/3v4r6am>

The adoption and implementation of the Common Core State Standards (CCSS) is a step in the right direction toward ensuring that our Latino students receive a high quality education regardless of where they live. NCLR's Senior Vice President of Programs, Delia Pompa, discussed the need for high academic standards across states and ensuring effective implementation of the CCSS in each state.

NCES Releases Post-High School Outcomes of Young Adults With Disabilities up to Eight Years After High School

Report

<http://ies.ed.gov/ncser/pubs/20113005/>

The U.S. Department of Education's Institute of Education Sciences (IES), National Center for Education Statistics (NCES) has released "The Post-High School Outcomes of Young Adults With Disabilities up to eight Years After High School: Key Findings From the National Longitudinal Transition Study-2 (NLTS2)," using data from the NLTS2 dataset to provide a national picture of post-high school outcomes for students with disabilities. The report describes the experiences and outcomes of young adults with disabilities in postsecondary education, employment, independence, and social domains during their first eight years out of high school.

NCWD/Youth's Engaging Youth in Work Experiences

Practice Brief

<http://tinyurl.com/3t7ly55>

The National Collaborative on Workforce and Disability for Youth (NCWD/Youth) has issued an online Practice Brief on "Engaging Youth in Work Experiences." It describes the strategies and resources used by several successful youth programs to engage youth in work experiences, including youth with disabilities. Work experiences include both paid and unpaid opportunities to work and practice career readiness skills, and the work experiences described in the brief include internships, summer jobs, youth-run businesses/entrepreneurship, service projects and volunteer work, and part-time jobs.

NCWD/Youth's Helping Youth Develop Soft Skills for Job Success

Podcast Series

<http://www.ncwd-youth.info/podcast/helping-youth-develop-soft-skills-for-job-success>

The National Collaborative on Workforce and Disability for Youth (NCWD/Youth) has released a new podcast series for parents and families, "Helping Youth Develop Soft Skills for Job Success." The podcast episodes are: #1 "Helping Youth Develop Soft Skills for Job Success," #2 "How to Build Communication Skills for Job Success," #3 "How to Build Interpersonal Skills for Job Success," and #4 "How to Build Lifelong Learning Skills for Job Success." The series provides ideas for parents and families on activities they can do at home and include in their child's Individualized Education Program (IEP) to ensure the development of skills needed for job success following completion of high school.

No Place for Kids: The Case for Reducing Juvenile Incarceration

Report

<http://www.aecf.org/OurWork/JuvenileJustice/JuvenileJusticeReport.aspx>

The Annie E. Casey Foundation’s report, “No Place for Kids: The Case for Reducing Juvenile Incarceration,” assembles evidence showing that incarcerating kids doesn’t work: Youth prisons do not reduce future offending, they waste taxpayer dollars, and they frequently expose youth to dangerous and abusive conditions. Many states have substantially reduced their juvenile correctional facility populations in recent years and have found no resulting increase in juvenile crime or violence. The report highlights successful reform efforts from several states and provides recommendations for how states can reduce juvenile incarceration rates and redesign their juvenile correction systems to better serve young people and the public.

On the Job: Stories from Youth with Disabilities

Report

<http://www.waisman.wisc.edu/naturalsupports/pdfs/YS.pdf>

This resource from the Waisman Center at the University of Wisconsin-Madison looks at the experiences of youth with developmental disabilities who began working in competitive-wage, community-based jobs early (between the ages of 16-18) and who used natural supports, as well as some paid supports at first, to be successful. It includes the community, employer, school, and family factors that led to the youths’ success on the job. Available in pdf (27 pages, 6.81 MB).

Promoting Access to STEM Learning Opportunities and Jobs for Students with Disabilities

Podcast

<https://www.workforce3one.org/view/2001117442520080210/info>

Workforce3One, sponsored by the U.S. Department of Labor, has released a podcast, “Promoting Access to STEM Learning Opportunities and Jobs for Students with Disabilities.” Knowledge workers who have specialized skills, especially in the areas of science, technology, engineering, and mathematics (STEM), will fill many of the fastest-growing jobs in America. In the population of youth ages 15-24, 11% are individuals with disabilities. In the STEM workforce, only 5% are individuals have disabilities. The podcast has information on programs that promote STEM learning opportunities for students with disabilities, including AccessSTEM, an extensive e-mentoring community that helps students develop job-search and interview strategies, and ENTRY POINT, a 10- to 12-week summer internship experience for college students with disabilities.

Role of Job Developers during the Job Search

Research to Practice Brief

http://www.communityinclusion.org/article.php?article_id=313

The Institute for Community Inclusion has issued “The Influential Role of the Job Developer: Increasing Self-Determination During the Job Search,” a Research to Practice Brief analyzing how job developers influence decision-making during the job search and placement process. As part of a study exploring the employment decisions of people with intellectual and/or developmental disabilities (IDD), researchers interviewed 16 individuals with IDD, their family members, and professionals involved in their job search. The brief illustrates ways in which the job developer influences the placement process, and offers strategies for maximizing self-determination and family involvement.

Steps to Success: Communicating with Your Child's School

Report

<http://www.directionservice.org/cadre/pdf/Steps%20to%20Success.pdf>

“Steps to Success: Communicating with Your Child's School,” a brief report from the Consortium for Appropriate Dispute Resolution in Special Education (CADRE), offers specific communication skills to help parents in developing and maintaining partnerships with their child's school. Available in pdf (3.31 MB, 9 pp).

Teens Succeeding with Technology

Training Model

<http://www.pacer.org/stc/TeensSucceedTech/>

PACER's Teens Succeeding with Technology (TeST) Program is a replicable model that has been test piloted and evaluated by several Minnesota schools, including alternative school settings and juvenile correctional facilities. It is a collection of four video trainings, each one with web-based technologies and resources to help high school students with disabilities transition successfully to post-secondary education and careers. Through online trainings and activities, such as e-mentoring, resource mapping, creation of a personal transition plan, and a virtual college campus tour, students explore post-secondary options with an emphasis on technical careers in STEM (science, technology, engineering, and math) fields and learn about self-disclosure, differences between high school and college, assistive technology and other accommodations that can help them achieve greater academic and personal success.

The Influence of Families on the Employment Process

Report

http://www.communityinclusion.org/article.php?article_id=326

“The Influence of Families on the Employment Process,” in the Tools for Inclusion series from the Institute for Community Inclusion, University of Massachusetts-Boston, shares the thoughts and feelings of people with intellectual disabilities about how their families help them make decisions throughout their lives. Family members can motivate people to work, help them understand why work is important, influence self-determination and empowerment, and help them develop understanding of themselves and their place in the workplace. This resource includes tips to help families be involved in helping people prepare for, find, and keep jobs.

US and UK Routes to Employment: Strategies to Improve Integrated Service Delivery to People with Disabilities

Report

http://communityinclusion.org/article.php?article_id=276&type=project&id=52

This report identifies 12 strategies to strengthen integrated service delivery systems and assist individuals with disabilities in gaining and maintaining productive employment. Implementing these strategies can benefit individuals with disabilities, who have the opportunity to realize their potential more fully; taxpayers, who pay less for disability assistance; and society at large, which gains the productive skill of talented individuals.

US Business Leadership Network Toolkits on Engagement of Students with Disabilities

Toolkits

<http://www.usbln.org/programs.html>

Through its TOWER initiative, the US Business Leadership Network (USBLN) has published three toolkits to assist BLN affiliates and employer members to engage students with disabilities. These toolkits are designed to expand mentoring and internship opportunities for students and youth with disabilities. Each toolkit provides different avenues for engaging with students with disabilities through internship and mentoring programs, as well as student advisory councils. The toolkits are: “Guide to Business-Branded Internships,” “Guide to Business-Branded Mentoring,” and “Guide to Creating Student Advisory Councils.”

2008-09 Publicly Reported Assessment Results for Students with Disabilities and ELLs with Disabilities, NCEO Technical Report 59

Technical Report

<http://www.cehd.umn.edu/NCEO/OnlinePubs/Tech59/default.htm>

“2008-09 Publicly Reported Assessment Results for Students with Disabilities and ELLs with Disabilities” is the 13th annual report by the Institute on Community Integration’s National Center on Educational Outcomes (NCEO) analyzing public reporting of assessment data for students with disabilities in K-12 schools in the United States. The Individuals with Disabilities Education Act (IDEA) required states to disaggregate performance data at the state and district level. This year marked the first time all 50 states reported disaggregated data for at least some state assessments in ESEA accountability systems. Public reporting on English language learners (ELLs) with disabilities is also examined in this report.

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Update from the National Dissemination Center for Children with Disabilities

THIS MONTH FROM THE NATIONAL DISSEMINATION CENTER

Co-teaching Research Summary

We've summarized the major points of Scruggs, Mastropieri, & McDuffie's 2007 *Co-teaching in inclusive classrooms: A metasynthesis of qualitative research* (from *Exceptional Children*, 73[4]). This article examines the results of 32 qualitative studies of co-teaching implementation. The findings section includes Requirements for Successful Co-Teaching.

Read the *Research Summary* at <http://nichcy.org/research/summaries/abstract81>

Check out our *Co-Teaching Resources* page at <http://nichcy.org/schoolage/effective-practices/coteaching>

Writing for the Web

The National Dissemination Center for Children with Disabilities (NICHCY) has a new resource to help you reach more web users and increase the amount of time they spend on your website. Our *Writing for the Web* series includes guidance to help shape your web content in ways that draw readers to the info they're looking for. You'll find simple, easy-to-follow guidance on:

- Understanding how people read on the web
- Helping readers skim and scan
- Putting the essential message first
- Chunking your information
- Using headings & subheadings
- Writing in plain language

The *Writing for the Web* series begins at: <http://nichcy.org/dissemination/tools/webwriting>

Guest blog for Special Education Advisor

NICHCY Project Director Elaine Mulligan contributed "All About the IEP" to our friends at Special Education Advisor. In this post, we identify answers to common questions like "What exactly are 'present levels'?" and "Who decides the appropriate placement/service delivery model for the child?" Check out "All About the IEP" at: <http://www.specialeducationadvisor.com/all-about-the-iep/>

HELPFUL BEHAVIOR RESOURCES FROM THE NATIONAL DISSEMINATION CENTER

Behavior Expertise

This page focuses upon where to access..well...expertise in behavior: the centers and projects that focus on it, behavior journals, professionals who can help, and a glossary of behavior terms. <http://nichcy.org/schoolage/behavior/expertise/>

Behavior Assessment, Plans, and Positive Supports

Why is the student exhibiting this behavior? Behavioral assessments can help you answer that question-which, in turn, will help you provide appropriate positive behavior supports.

<http://nichcy.org/schoolage/behavior/behavassess/>

Behavior at Home

These resources connect families with resources and support to help a child with his or her behavior at home. <http://nichcy.org/schoolage/behavior/athome/>

Behavior at School

What can teachers and administrators do to help children manage their behavior at school? What's recommended by disability and behavior specialists? What does the law require?

<http://nichcy.org/schoolage/behavior/atschool/>

Bullying

Bullying is a serious concern for many students with disabilities. Here are resources to help put an end to bullying. <http://nichcy.org/schoolage/behavior/bullying/>

FROM OUR FRIENDS AT THE IDEA PARTNERSHIP

Autism Spectrum Disorders Collection

This collection is the product of the IDEA Partnership's collaborative work on Autism Spectrum Disorders (ASD) with 12 partner organization representatives, 9 national and state technical assistance providers, and a number of state and local organizations and agencies. The Autism Spectrum Disorders collection includes Guiding Principles, Fact Sheets, Essential Elements, a Resource Guide, Standards of Evidence in Autism Spectrum Disorders, and more! Find the collection itself

at: http://www.ideapartnership.org/index.php?option=com_content&view=article&id=1493

IT ALL STARTS IN FAMILIES AND COMMUNITIES

When behavior's an issue...

Behavior is our special focus this month. We've already mentioned our *Behavior Suite*, which includes the stand-alone page called [*Behavior at Home*](#). Now, let us connect you with other family-friendly resources that can help you understand and address a child's challenging behaviors.

Typical behavior challenges in the early years.

Visit ZERO TO THREE's set of resources designed to help parents better understand and cope with some of the typical challenges in children's early years: aggression, defiance, inconsolable crying, slow-to-warm-up children, and sleep.

<http://www.zerotothree.org/child-development/challenging-behavior/>

What does temperament have to do with behavior?

Infants and toddlers have temperaments, just like older children and adults. This list of questions describe different child behaviors; the answers link parents to relevant resources.

<http://www.zerotothree.org/child-development/temperament-behavior/q-a-temperament.html>

Is your child's behavior caused by a disability?

Read more about how problem behavior and disability may coincide. Another great Wrightslaw article.

<http://www.wrightslaw.com/nltr/11/nl.0215.htm>

Sensory integration dysfunction checklist.

Is a child's behavior due to, or affected by, a sensory integration dysfunction? Have a look at this checklist. Sensory issues are often an underlying component of AD/HD, learning disabilities, mental health issues, and autism spectrum disorders. They can also manifest themselves in difficulties with academic achievement and peer interactions. http://www.childrensdisabilities.info/sensory_integration/sensorydysfunctionteachers.html

2 things to ask your child's school for.

It's early days still in the school year. *About Special Children* offers these 2 suggestions to parents-ask the school for (1) an extra set of textbooks to keep at home; and (2) a plan for managing your child's behavior, whether formal, parent-written, or simplified. Check out the offshoot articles on both these subjects, including 3 separate ones on behavior.

<http://specialchildren.about.com/b/2011/09/01/two-things-to-ask-your-childs-school-for.htm>

Deaf-blind fact sheets for families.

The Region 1 Parent Technical Assistance Center has developed a series of fact sheets, parent mini guides, tools, and a Parent Center Guide to help families use the tools, related to the Educational Services Guidelines. You can find the resources, in English and Spanish, at:

http://www.parentcenternetwork.org/region1/resources/other_topics.html (scroll down to Deaf-Blind)

THE LITTLE ONES: EARLY INTERVENTION/EARLY CHILDHOOD

Behavior resources for starters.

Our *Effective Practices in Early Intervention* page will connect you with 7 top-notch resources on addressing challenging behavior in young children.

<http://nichcy.org/babies/effectivepractices#behavior>

More on behavior: Individualizing interventions | A toolkit.

This toolkit is designed to help mental health consultants guide teachers, teams, and families in developing and implementing an individualized plan of support that reduces challenging behavior in young children and promotes communication and social skills. From the Center for Early Childhood Mental Health Consultation.

http://www.ecmhc.org/facilitating_toolkit.html

Preventing the use of restraint and seclusion with young children.

This issue brief reviews current concerns regarding the use of restraint and seclusion to control the behavior of children with disabilities and/or challenging behavior, and discusses positive strategies that can be used to prevent behaviors that could lead to the use of restraint or seclusion.

http://www.challengingbehavior.org/do/resources/documents/brief_preventing.pdf

Promote children's success at reading.

The National Research Council highlights the key aspects of language and literacy development from birth to grade 3, translating research findings into everyday practice. The report clearly identifies the skills that children must master to succeed in reading and includes practical guidelines for helping children to develop those skills.

Read or download the full report:

http://www.nap.edu/catalog.php?record_id=6014

Listen to a podcast summarizing findings from the report:

http://www.nap.edu/audioplayer.php?record_id=6014&n=0

SCHOOLS, K-12

Behavior resources for schools.

In addition to the resources you'll find listed in NICHCY's *Behavior Suite* (which includes a stand-alone page called *Behavior at School*), here are several recent tools you may find relevant:

IEPs for students with behavior problems.

Pat Howey answers questions from parents whose children have behavior problems, describes IDEA requirements and offers strategies parents can use to request help. From Wrightslaw.

<http://www.wrightslaw.com/howey/iep.special.factors.htm>

Identifying the reasons for problem behavior and developing a behavior plan.

This training module from the IRIS Center delves into the role (and "how-to's") of conducting a functional behavioral assessment.

<http://iris.peabody.vanderbilt.edu/fba/chalcycle.htm>

Disciplining students with disabilities.

Under IDEA, what authority does the school system have to discipline children with disabilities who violate a student code of conduct?

<http://nichcy.org/schoolage/placement/disciplineplacements>

Related services: Common supports for students with disabilities.

This new module from the IRIS Center describes related services and offers an overview of the benefits they provide to students with disabilities in the general education classroom. It highlights 5 commonly used related services (physical therapy, occupational therapy, speech-language pathology, social work services, and psychological services) and briefly highlights many of the other related services identified in IDEA '04.

<http://iris.peabody.vanderbilt.edu/rs/chalcycle.htm>

Free Webinar Series on Accessible Instructional Materials

The AIM Center webinars offer interactive opportunities to develop and extend knowledge about accessible instructional materials. The webinars are divided into three series to enable participants to select the webinars that focus most specifically on their individual needs, interests, and responsibilities. All webinars are free of charge and open to anyone. Check out 'AIM Basics' on Tuesday, October

4! <http://aim.cast.org/experience/training/webinars>

100 useful tools for special needs students and educators.

This list of 100 useful tools can help students with disabilities use the Internet and other technology systems to tackle reading, math, organization, social skills, and more.

<http://www.teachingtips.com/blog/2009/09/07/100-useful-tools-for-special-needs-students-educators/>

STATE & SYSTEM TOOLS

DOE's new document on physical education, extracurricular athletics, and students with disabilities.

In August 2011, the U.S. Department of Education released *Creating Equal Opportunities for Children and Youth with Disabilities to Participate in Physical Education and Extracurricular Athletics*. This document responds to a report from the Government Accountability Office (GAO), which found that opportunities for physical activity are limited for children and youth with disabilities. DOE provides an overview of the problem and offers suggestions for increasing opportunities for children and youth to access PE and athletics.

<http://www2.ed.gov/policy/speced/guid/idea/equal-pe.pdf>

NCES releases an e-book version of *The Condition of Education 2011*.

The Condition of Education 2011 summarizes important developments and trends in education using the latest available data. The 2011 report presents 50 indicators on the status and condition of education and includes indicators in five main areas: (1) participation in education; (2) learner outcomes; (3) student effort and educational progress; (4) the contexts of elementary and secondary education; and (5) the contexts of postsecondary education. For the first time, the book is made available in an e-book version, which can be used on the iPad, Nook, and other non-Kindle devices. The mobi file is for use on the Kindle only.

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011033>

Projections of Education Statistics to 2019.

Just released, from the National Center for Education Statistics, this 39th edition provides national-level data on enrollment, teachers, high school graduates, expenditures at the elementary and secondary school level, and enrollment and earned degrees at the postsecondary level for the past 14 years, and makes projections to the year 2019.

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

Outcomes of young adults with disabilities up to 6 years after high school.

This new IES report uses data from the National Longitudinal Transition Study-2 to provide a national picture of post-high school outcomes for students with disabilities. The report includes postsecondary enrollment rates; employment rates; engagement in employment, education, and/or job training activities; household circumstances (e.g., residential independence, parenting status); and social and community involvement.

<http://ies.ed.gov/ncser/pubs/20113004/>

State of educational practices for children who are deaf/hard of hearing.

This new policy analysis from Project Forum is based on surveys sent to directors of special education and IDEA Part C coordinators. It includes information on state screening practices, schools for the deaf, services provided, professional development, funding, changes since cochlear implants became available, and challenges.

<http://projectforum.org/docs/ChildrenWhoareDeaf-HOH-StateoftheEducationalPractice.pdf>

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Latest Employment Opportunities Posted on NASET

\$125,000 Salary for Master Middle School Teachers

New York, New York

Job Category: Full Time

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.

Learn more and apply today at <http://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>

About TEP Charter School

TEP aims to put into practice the central conclusion of a large body of research related to student achievement: teacher quality is the most important school-based factor in the academic success of students, particularly those from low-income families. In singling out teacher quality as the essential lever in educational reform, TEP is uniquely focused on attracting and retaining master teachers. To do so, TEP uses a three-pronged strategy that it terms the 3 R's: Rigorous Qualifications, Redefined Expectations, & Revolutionary Compensation. For more information, visit us online at <http://www.tepcharter.org>

Compensation

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

Qualifications

<http://www.tepcharter.org/overview-the-3Rs.php>

Email: jobs@tepcharter.org

Special Education Teachers - BD/ED

Tolleson, Arizona

Job Category: Full Time

Special Education Teachers - BD/ED

Special Education Services, a member of The Menta Group AZ & IL, is a Special Education Therapeutic Day School servicing kindergarten through 12th grade At-Risk and Behavior-Emotional-Developmentally disabled children living within the Maricopa County, Arizona metro area. The program at Southwest Education Center provides a positive and dynamic place to learn and includes a small class size, intensive clinical services, and a competently trained staff of educators. All children have a right to quality education services, to attend a program that maintains a no refusal, no suspension, no expulsion policy, and social-emotional learning under a continuum of learning and behavioral supports. Classroom teaching positions are open in elementary, middle, and high school classrooms with a social studies emphasis.

This position offers an access to medical, dental, vision plans, 403(b), sick pay, holiday pay, and personal/vacation days. The salary range is comparable for the position and area, depending upon certification and qualifications.

Qualifications

- Arizona State Teaching Certificate in Special Education.
- Ability to teach in a self-contained classroom for a full teaching day with youth having behavior problems.
- Employment contingent upon these three things: a background inspection, approved driving record, and an employment phys
- Must have a valid driver's license.
- Must be at least 23 years of age.
- Bilingual applicants are encouraged to apply.

Apply at this website: www.thementagroup.org/careers/apply

Send resume to: mitch.henderson@menta.com

Fax: (602) 248-2937

eo

Special Ed Math and/or Science Teacher

Tolleson, Arizona

Job Category: Professional Services

Mathematics and/or Science Teacher for Special Education Students

Southwest Academy (SWA) located in Tolleson, Arizona, a member of The Menta Group, is a Special Education Services school with a kindergarten through 12th grade therapeutic educational services program for At-Risk and Behavior-Emotional-Developmentally disabled children living in and around Tolleson, Arizona. Small class size, intensive clinical services, and a competently trained staff of educators combine to make this a positive and dynamic place to learn. All children have a right to quality education services, to attend a program that maintains a no refusal, no suspension, no expulsion policy, and social-emotional learning under a continuum of learning and behavioral supports. Classroom teaching positions are open in elementary, middle, and high school classrooms.

SWA clinical/educational services are intended to meet the developmental, social-behavior, and individual learning needs of each student. Classrooms are designed to be active learning environments where young people have the opportunity to experience educational and behavioral success on a daily basis. Clinicians are available to address the social-emotional struggles that high risk students encounter frequently in such settings. Whenever possible, clinical interventions are integrated into daily educational activities. In this way students are exposed to pro-social skills when such skills are most relevant to success in the classroom. Such a learning paradigm provides a safe and positive environment for young people to grow and learn.

Qualifications:

- Arizona High School Teaching Certificate w/Highly Qualified endorsement in Math or Science.
- Ability to teach in a self-contained classroom for a full teaching day with youth having behavior problems.
- Employment contingent upon a background check, approved driving record, and an employment physical.
- Must have a valid driver's license.
- Must be at least 23 years of age.
- Bilingual applicants are encouraged to apply.

Apply at this web site: www.thementagroup.org/careers/apply

Send resume to: dawn.massani@menta.com

Fax: (623) 478-5026

eo

THE MENTA GROUP

Email: dawn.massani@menta.com

<http://www.thementagroup.org/careers/apply>

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Upcoming Conferences, Workshops and Events

2011

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.

Career Opportunities for Students with Disabilities: Exploring Disability Inclusive Diversity

Conference

Date: *November 3, 2011 - November 4, 2011*

Location: *Morristown, NJ*

Website: <http://www.cosdonline.org/registration-information>

Abstract: Sponsored by Career Opportunities for Students with Disabilities (COSD), the 12th Annual National Conference: “Exploring Disability Inclusive Diversity,” will be held in Morristown, NJ, and explore aspects of inclusion of diversity in employment and careers, for individuals with disabilities, employers, and educators.

Mid-Atlantic School Safety Conference

Conference

Date: November 3, 2011 - November 4, 2011

Location: Baltimore, MD

Website: <http://schoolsafety911.org/>

Abstract: National Law Enforcement Corrections Training Center-National /U.S. Department of Justice-National Institute of Justice will hold the 2011 Mid-Atlantic School Safety Conference in Baltimore, MD. Experts from law enforcement, the School Safety Advocacy Council, and others will discuss topics in school safety, including safety initiatives, threat response, gangs, bullying, communication with teens, and social networking.

On the Path to Recovery: Medication, Mental Health Treatment, and the Transition to Adult Life

Web-based Event

Date: November 4, 2011 - 10:00 AM - 11:00 AM (Pacific)

Website: <http://www.pathwaysrtc.pdx.edu/index.shtml>

Abstract: The Research and Training Center for Pathways to Positive Futures of Portland State University will present a webinar on issues that affect the use of psychotropic medication by young adults who are experiencing mental illness. The webinar will discuss evidence-based use of medication, potential side effects, the influence of stigma, and cultural meaning; and consider the elements of successful collaborative decision-making processes.

No Excuses: Creating Opportunities in Challenging Times (TASH National Conference)

Conference

Date: November 30, 2011 - December 3, 2011

Location: Atlanta, GA

Website: <http://tash.org/conferences-events/tash-conference/>

Abstract: The 2011 TASH National Conference, "No Excuses: Creating Opportunities in Challenging Times," will bring together professionals and advocates in the disability community to learn, share and grow, with workshops, sessions, presentations, and discussions on recent research and best practices.

2012

February

National Conference on Bullying

Conference

Date: February 15, 2012 - February 17, 2012

Location: Orlando, FL

Website: <http://schoolsafety911.org/>

Abstract: The School Safety Advocacy Council, National Students Against Violence Everywhere (SAVE), and Florida Association of School Resource Officers (FASRO) will hold the 2012 National Conference on Bullying in Orlando, FL. It will examine the causation, prevention, and mitigation of bullying. Topics addressed will

include: Bullying Program Showcase, Using Digital Literacy to Combat Bullying, Bullying-What are the Trends Telling US?, Cyber-Bullying, The Reality Television Generation, and Liability 101-How not to be Successfully Sued.

Learning Disabilities Association of America's 49th Annual International Conference

Conference

Date: *February 22, 2012 - February 25, 2012*

Location: *Chicago, IL*

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

Abstract: Sponsored by the LDA of America, the LDA Conference is the largest meeting on learning disabilities in the world, featuring over 300 workshops and exhibits presenting the latest in LD research, effective teaching techniques and strategies, and critical policy issues, with opportunities to network with experts in LD and colleagues and earn graduate or continuing education credits (CEUs). The 2012 Conference is in Chicago, Illinois.

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Funding Forecast and Award Opportunities

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

<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 2011-2012 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.

Forecast of Funding Opportunities under the Department of Education Discretionary Grant Programs for Fiscal Year 2011-2012

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FY 2011-2011 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.

FY 2011-2012 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.

National Science Teachers Association Faraday Science Communicator Award

<http://www.nsta.org/about/awards.aspx?lid=tnavhp#faraday>

The National Science Teachers Association (NSTA) Faraday Science Communicator Award recognizes and rewards an individual or organization that has elevated the public's interest in science. Maximum award: recognition at the Awards Banquet during the NSTA National Conference on Science Education; an all-expense-paid trip (up to \$2,500) to attend the conference; recognition in NSTA publications and the opportunity to participate in a poster session during the conference. Eligibility: individual – The individual will not be a classroom teacher, but will work in, or have developed, a compatible setting for science communication (e.g., museum, nature center, zoo, state park, aquarium, radio, television, internet, or other science-rich institutions or media) or may be connected to a science setting through involvement with civic organizations and child-education facilities (e.g., PreK child-development centers, 4-H clubs, Girl and Boy Scouts, Girls and

Boys Clubs of America); organizational – The organization will facilitate and provide exemplary opportunities for science communication to the public at the local, state, and national levels. Deadline: November 30, 2011.

National Science Teachers Association/DCAT: Making a Difference Award

<http://www.nsta.org/pdfs/awards/DCAT.pdf>

The National Science Teachers Association (NSTA) DCAT Making a Difference Award recognizes and honors excellence in a science program developed and implemented by middle- or high school-level science teachers, grades 6-12. Entries must show innovative and effective teaching strategies combined with a science program that has influenced students to explore and investigate science and its application to global problems.

Maximum award: \$2,500 to be used to enhance or expand the winning science program; the winning school's lead science teacher and principal will be awarded coach airfare and two nights' hotel accommodation to attend NSTA's National Conference. Eligibility: innovative middle- or high school-level science programs. Deadline: November 30, 2011. Available in pdf (4 pages, 582 KB).

Sandra Day O'Connor and Verizon Foundation National Civics Contest for Students

<http://www.icivics.org/Impact-Challenge-2011>

Retired U.S. Supreme Court Justice Sandra Day O'Connor and the Verizon Foundation have launched a national contest for middle schools, Civic Impact Challenge, to help renew the teaching of civic engagement by using iCivics (an online education project that O'Connor spearheaded) to teach middle and high-school students civics, including their rights and responsibilities as citizens, and the workings of the U.S. government. The Civic Impact Challenge contest is open to U.S. classrooms, grades 5-12. Classes participating can earn "impact points" by playing any of the 14 civics games in the iCivics curriculum and cover such topics as civil rights, how a bill becomes a law, and the role of local government. The class that earns the most points between October 3 and November 30, 2011, will win a VGo telepresence robot and receive a virtual visit from O'Connor. After the contest, students can donate their earned impact points to benefit a variety of community projects run by other youth, connecting their classroom civic education to real-world civic participation. Deadline: November 30, 2011

Scholastic Art & Writing Awards Invites Entries from Creative Teens

<http://www.artandwriting.org/Alliance>

The Alliance for Young Artists & Writers, a nonprofit organization dedicated to recognizing the most talented teen artists and writers in the United States and Canada, is calling for entries for the 2012 Scholastic Art & Writing Awards. Creative teens in grades 7-12 are invited to submit work in 28 categories of art and writing. Student submissions are judged on the regional level by the alliance's affiliates, and the top winning works are presented to national panels of creative leaders for consideration for the top honors. Fifteen graduating high school seniors will be awarded Portfolio Gold Medals, which include a \$10,000 scholarship. Additional scholarships are made available to Portfolio Silver Medalists. To be eligible, students must be in grades 7-12 in a public, private, parochial, home-school, or out-of-school program in the U.S. or Canada, or in an American school abroad. Deadlines for submitting work vary by region and range from December 15, 2011, through January 15, 2012.

New Leaders for New Schools: Aspiring Principals Program

<http://www.nlms.org/Admissions.jsp>

New Leaders for New Schools is accepting applications for candidates who meet their selection criteria (listed on their website) and want to lead change for children in low-income communities by becoming urban public school principals. Candidates should have a record of success in leading adults, expertise in K-12 teaching and learning, a relentless drive to lead an excellent urban school, and an unyielding belief in the potential of every child to achieve academically at high levels. Eligibility: a minimum of 2-3 years of successful K-12 instruction experience; a teaching certificate preferred. This application is for candidates who are not currently in a school-based instructional or instructional leadership role and do not work in a district, charter management organization (CMO), or city that is offering the Emerging Leaders Program. Applications will be reviewed after each of the mini-deadlines of October 13 and December 1, 2011, with a final deadline of February 7, 2012.

Open Society Foundations' Youth Initiative Seeks Proposals to Curate Web Pages at Youthpolicy.org

<http://www.youthpolicy.org/blog/2011/09/call-for-curation-proposals/>

The Open Society Foundations' Youth Initiative seeks proposals from NGOs for up to \$10,000 to develop and curate thematic pages on Youthpolicy.org, an online youth portal and community. The Web site aims to consolidate knowledge and information on youth policies across the world. Potential themes for Web site pages: Participation and Citizenship, Activism and Volunteering, Children and Youth Rights, Global Drug Policy, Community Work, Research and Knowledge, Informal Learning, Environment and Sustainability, Multiculturalism and Minorities, Justice, etc. Proposals must outline how the theme will be addressed, how content will be produced on a regular basis, how and how many contributing authors and bloggers will be involved, and how users interested in the theme will be driven to and engaged at the site. Organizations seeking funding must be registered NGOs. Grants will not be made to individuals or for-profit entities. Proposals must be submitted in English and will be reviewed on a rolling basis.

Best Buy: Teach @15 Award

http://www.bestbuy-communityrelations.com/teach_awards.htm

The Teach@15 Award program improves classroom learning by helping schools (grades 7-12) meet their technology needs. A teen member (age 13-18) who is a registered member on www.at15.com can nominate his/her school to win a Teach@15 Award. Maximum award: \$1,500 in the form of Best Buy Gift Cards. Eligibility: accredited, nonprofit junior or senior public, private, parochial, magnet, and charter high schools in the U.S. serving any grades 7-12. Deadline: ongoing.

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

<http://tinyurl.com/28vmvuj5>

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.

State Farm/NYLC: Project Ignition

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

State Farm and the National Youth Leadership Council are sponsoring Project Ignition, which funds programs that give high school students and their teachers the chance to work together to address the issue of teen driver safety. Maximum award: \$2,000. Eligibility: students grades 9-12. Deadline: November 15, 2011.

USGA/Alliance: Grants for the Good of the Game

http://www.accessgolf.org/grants/alliance_grants.cfm

The National Alliance for Accessible Golf (Alliance) and the United States Golf Association (USGA), believing golf should be open to everyone, support a wide variety of programs that create opportunities for individuals with disabilities to participate in the sport. They especially encourage inclusive programming – opportunities that allow participants with disabilities and participants without disabilities to learn and play the game side by side. Maximum award: \$20,000. Eligibility: tax-exempt, nonprofit organizations as defined under Section 501(c)3 of the U.S. Internal Revenue Code or government entities such as public schools or municipalities. Deadline: rolling.

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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
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- U.S. Department of Health and Human Services

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