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Update from the U.S. Department of Education

Remarks by the President on No Child Left Behind Flexibility

10:24 A.M. EDT, 9/23/11

THE PRESIDENT: Thank you so much. Everybody, please have a seat. Well, welcome to the White House, everybody. I see a whole bunch of people who are interested in education, and we are grateful for all the work that you do each and every day.

I want to recognize the person to my right, somebody who I think will end up being considered one of the finest Secretaries of Education we've ever had -- Arne Duncan. (Applause.) In addition to his passion, probably the finest basketball player ever in the Cabinet. (Laughter.)

I also want to thank Governor Bill Haslam of Tennessee for taking the time to be here today, and the great work that he's doing in Tennessee. I'm especially appreciative because I found that his daughter is getting married, and he is doing the ceremony tomorrow, so we've got to get him back on time. (Laughter and applause.) But we really appreciate his presence. Thank you.

And a good friend, somebody who I had the pleasure of serving with during the time that I was in the United States Senate, he is now the Governor of Rhode Island -- Lincoln Chafee. It's wonderful to see Lincoln. (Applause.)

Thank you all for coming. And I do want to acknowledge two guys who've just worked tirelessly on behalf of education issues who happen to be in the front row here -- from the House, outstanding Congressman, George Miller. (Applause.) And from the Senate, the pride of Iowa, Tom Harkin. (Applause.)

Now, it is an undeniable fact that countries who out-educate us today are going to out-compete us tomorrow. But today, our students are sliding against their peers around the globe. Today, our kids trail too many other countries in math, in science, in reading. And that's true, by the way, not just in inner-city schools, not just among poor kids; even among what are considered our better-off suburban schools we're lagging behind where we need to be. Today, as many as a quarter of our students aren't finishing high school. We have fallen to 16th in the proportion of young people with a college degree, even though we know that 60 percent of new jobs in the coming decade will require more than a high school diploma.

And what this means is if we're serious about building an economy that lasts -- an economy in which hard work pays off with the opportunity for solid middle-class jobs -- we've got to get serious about education. We are going to have to pick up our games and raise our standards.

We're in the midst of an ongoing enormous economic challenge. And I spend a lot of my time thinking immediately about how we can put folks back to work and how we can stabilize the world financial markets. And those things are all important. But the economic challenges we face now are economic challenges that have been building for decades now, and the most important thing we can do is to make sure that our kids are prepared for this new economy. That's the single-most important thing we can do. (Applause.) So even as we focus on the near term and what we've got to do to put folks back to work, we've got to be thinking a little bit

ahead and start making the tough decisions now to make sure that our schools are working the way they need to work.

Now, we all know that schools can't do it alone. As parents, the task begins at home. It begins by turning off the TV and helping with homework, and encouraging a love of learning from the very start of our children's lives. And I'm speaking from experience now. (Laughter.) Malia and Sasha would often rather be watching American Idol or Sponge Bob, but Michelle and I know that our first job, our first responsibility, is instilling a sense of learning, a sense of a love of learning in our kids. And so there are no shortcuts there; we have to do that job. And we can't just blame teachers and schools if we're not instilling that commitment, that dedication to learning, in our kids.

But as a nation, we also have an obligation to make sure that all of our children have the resources they need to learn, because they're spending a lot of time outside of the household. They're spending the bulk of their waking hours in school. And that means that we've got to make sure we've got quality schools, good teachers, the latest textbooks, the right technology. And that, by the way, is something we can do something about right away. That's why I sent the jobs bill to Congress that would put thousands of teachers back to work all across the country and modernize at least 35,000 schools. (Applause.)

Congress should pass that bill right now. We've got too many schools that are under-resourced, too many teachers who want to be in the classroom who aren't because of budget constraints, not because they can't do the job.

So parents have a role and schools need more resources. But money alone won't solve our education problems. I've said this before, I will repeat it: Money alone is not enough. We also need reform. We've got to make sure that every classroom is a place of high expectations and high performance. And that's been our vision since taking office. That's why instead of just pouring money into the system that's not working, we launched a competition called Race to the Top. And to all 50 states -- to governors, to schools districts -- we said, show us the most innovative plans to improve teacher quality and student achievement; we'll show you the money. We want to provide you more resources, but there's also got to be a commitment on your part to make the changes that are necessary so that we can see actual results.

And for less than 1 percent of what we spend on education each year, Race to the Top, under Arne's leadership, has led states across the country to raise their standards for teaching and learning. And, by the way, these standards that we're talking about -- these high standards that we're talking about were not developed here in Washington. They were developed by Republican and Democratic governors throughout the country -- essentially as a peer group, a peer review system where everybody traded best practices and said, here's what seems to work, and let's hold all of our schools to these high standards. And since that Race to the Top has been launched, we've seen what's possible when reform isn't just a top-down mandate but the work of local teachers and principals and school boards and communities working together to develop better standards.

This is why, in my State of the Union address this year, I said that Congress should reform the No Child Left Behind law based on the principles that have guided Race to the Top.

And I want to say the goals behind No Child Left Behind were admirable, and President Bush deserves credit for that. Higher standards are the right goal. Accountability is the right goal. Closing the achievement gap is the right goal. And we've got to stay focused on those goals. But experience has taught us that, in it's

implementation, No Child Left Behind had some serious flaws that are hurting our children instead of helping them. Teachers too often are being forced to teach to the test. Subjects like history and science have been squeezed out. And in order to avoid having their schools labeled as failures, some states, perversely, have actually had to lower their standards in a race to the bottom instead of a Race to the Top. They don't want to get penalized? Let's make sure that the standards are so low that we're not going to be seen failing to meet them. That makes no sense.

And these problems have been obvious to parents and educators all over the country for years now. Despite the good intentions of some -- two of them are sitting right here, Tom and George -- Congress has not been able to fix these flaws so far. I've urged Congress for a while now, let's get a bipartisan effort, let's fix this. Congress hasn't been able to do it. So I will. Our kids only get one shot at a decent education. They cannot afford to wait any longer. So, given that Congress cannot act, I am acting. (Applause.)

So starting today, we'll be giving states more flexibility to meet high standards. Keep in mind, the change we're making is not lowering standards; we're saying we're going to give you more flexibility to meet high standards. We're going to let states, schools and teachers come up with innovative ways to give our children the skills they need to compete for the jobs of the future. Because what works in Rhode Island may not be the same thing that works in Tennessee -- but every student should have the same opportunity to learn and grow, no matter what state they live in.

Let me repeat: This does not mean that states will be able to lower their standards or escape accountability. In fact, the way we've structured this, if states want more flexibility, they're going to have to set higher standards, more honest standards, that prove they're serious about meeting them.

And already, 44 states -- led by some of the people on this stage -- have set higher standards and proposed new ways to get there -- because that's what's critical. They know what's at stake here.

Ricky Hall is the principal of a charter school in Worcester, Massachusetts. Where's Ricky? Oh, Ricky's not here. (Laughter.) He was -- there he is. Ricky -- I wasn't sure if he was behind me. Good. Thank you. (Applause.) Every single student who graduated from Ricky's school in the last three years went on to college. Every single one. (Applause.) His school ranks in the top quarter of all schools in Massachusetts -- and as you know, Massachusetts' schools rank very high among the 50 states. But because Ricky's school did not meet all the technical standards of No Child Left Behind, his school was labeled a failure last year. That's not right. That needs to change. What we're doing today will encourage the progress at schools like Ricky's.

Is John Becker here? He is? All right, here's John. (Laughter.) I didn't think you were John. (Laughter.) John teaches at one of the highest-performing middle schools in D.C., and now with these changes we're making he's going to be able to focus on teaching his 4th-graders math in a way that improves their performance instead of just teaching to a test. (Applause.)

We have superintendents like David Estrop from Springfield, Ohio -- right here. (Applause.) Dave will be able to focus on improving teaching and learning in his district instead of spending all his time on bureaucratic mandates from Washington that don't actually produce results.

So this isn't just the right thing to do for our kids -- it's the right thing to do for our country. We can't afford to wait for an education system that is not doing everything it needs to do for our kids. We can't let another

generation of young people fall behind because we didn't have the courage to recognize what doesn't work, admit it, and replace it with something that does. We've got to act now. (Applause.) We've got to act now and harness all the good ideas coming out of our states, out of our schools. We can't be tied up with ideology. We can't be worrying about partisanship. We just have to make sure that we figure out what works, and we hold ourselves to those high standards. Because now is the time to give our children the skills that they need to compete in this global economy.

We've got a couple of students up on stage who are doing outstanding work because somebody in their schools is dedicated and committed every single day to making sure that they've got a chance to succeed. But I don't want them to be the exception. I want them to be the rule. Now is the time to make our education system the best in the world, the envy of the world. (Applause.) It used to be. It is going to be again, thanks to the people in this room.

God bless you. God bless the United States of America.

Thank you. (Applause.)

END 10:39 A.M. EDT

\$107.4 Million Awarded to More Than 100 Schools That Focus on Serving Latino Students

More than 100 Hispanic-Serving Institutions (HSIs) will receive a total of \$107.4 million to strengthen and expand educational opportunities for Latino students, the U.S. Department of Education announced today. The HSI program provides grants to make college more attainable for Hispanic students and allows institutions to enhance their academic offerings, program quality and institutional stability.

About \$100 million of the funds are designated for 109 grants that will enhance science, technology, engineering and math (STEM) components at schools that enroll a high percentage of Hispanic students. The grants may be used for purposes such as scientific or laboratory equipment for teaching, the construction or renovation of facilities, purchasing educational materials, academic tutoring or counseling programs, teacher education, and student support services.

In addition, approximately \$7.8 million is being awarded through the Developing Hispanic-Serving Institutions program. Thirteen grants will be given to schools to assist them in furthering educational opportunities for students through faculty development, curriculum development, academic tutoring and mentoring, and other services.

"We know that Latinos will play an integral part in helping America reach President Obama's goal of having the highest college graduation rate in the world by 2020," said U.S. Secretary of Education Arne Duncan. "These two programs will help to spur academic achievement for Hispanic students, especially within STEM programs, which are key to building a highly skilled workforce that can compete in a global marketplace."

Both programs fund grants for a total of five years.

A Hispanic-Serving Institution is defined as an eligible institution of higher education that has at least 25 percent Hispanic full-time equivalent (FTE) undergraduate enrollment students at the end of the award year immediately preceding the date of the application.

More information about the Hispanic-Serving Institutions grant programs are available at: <http://www2.ed.gov/programs/ideshsi/index.html>.

Obama Administration Sets High Bar for Flexibility from No Child Left Behind in Order to Advance Equity and Support Reform

In an effort to support local and state education reform across America, the White House today outlined how states can get relief from provisions of the Elementary and Secondary Education Act—or No Child Left Behind (NCLB)—in exchange for serious state-led efforts to close achievement gaps, promote rigorous accountability, and ensure that all students are on track to graduate college- and career-ready.

States can request flexibility from specific NCLB mandates that are stifling reform, but only if they are transitioning students, teachers, and schools to a system aligned with college- and career-ready standards for all students, developing differentiated accountability systems, and undertaking reforms to support effective classroom instruction and school leadership.

"To help states, districts and schools that are ready to move forward with education reform, our administration will provide flexibility from the law in exchange for a real commitment to undertake change. The purpose is not to give states and districts a reprieve from accountability, but rather to unleash energy to improve our schools at the local level," President Obama said.

Release of this package comes nearly a decade after NCLB became law, and four years after it was due to be rewritten by Congress. NCLB shined light on achievement gaps and increased accountability for high-need students, but it also encouraged states to lower standards and narrow curriculum, focused on absolute test scores instead of student growth and gains, and created one-size-fits-all federal mandates.

Education Secretary Arne Duncan said, "We want to get out of the way and give states and districts flexibility to develop locally-tailored solutions to their educational challenges while protecting children and holding schools accountable for better preparing young people for college and careers."

In recent months, states have led a "quiet revolution" to move beyond NCLB's vision. States have taken the lead in pursuing reform and innovations, including widespread adoption of college- and career-ready standards, development of new assessments, and other reforms in areas including teacher and principal evaluation and support, and turning around low-performing schools.

The ESEA flexibility package announced today, developed with input from chief state school officers from 45 states, will spur momentum across America to implement a new educational system aligned to college- and career- readiness, even as the more comprehensive reforms outlined in the President's Blueprint for Reform await Congressional reauthorization of the ESEA.

This flexibility package was developed under the waiver authority explicitly granted to the U.S. Department of Education under the ESEA, and has been exercised under the previous Administration. The flexibility will begin to have an impact during the 2011-2012 school year and will have increasing impact in subsequent years.

Teacher Makes a Personal Case for NCLB Waivers

I would like President Obama to meet one of my former students, Rashawn.

Rashawn was a fifth grader, an African-American boy with an Individualized Education Program (IEP). In my classroom he received a bevy of services relating to his learning and academic disabilities, and yet he struggled mightily with reading and math.

Rashawn came from a tough section of the district and lived well below the poverty line in a broken home. He father was incarcerated. He had dreams of playing in the NBA. His smile set him apart, and he was a hard worker, a talker, and a thinker.

Rashawn entered my class in 2008, shortly before the nation elected Barack Obama to be president. He was far behind his peers academically, but he worked hard. Working as a team, a special educator and I provided Rashawn with rigorous instruction, and we set high expectations. We wanted him to succeed, and he wanted to succeed. From the beginning of the year to the end, Rashawn made significant academic progress.

But none of that mattered, under the accountability measures of the No Child Left Behind Law (NCLB). Although he showed academic growth, Rashawn scored as “basic” on Maryland’s tests. According to the statisticians and policymakers, that was a disappointment. As his teacher, NCLB noted that I had failed Rashawn. When my results were printed, he would appear as nothing more than a name and an ID number awash in pink printer ink.

Rashawn is a perfect example of why teachers are crying out for NCLB to be overhauled. NCLB ushered in an era where we no longer ignore children on the periphery. Now, every student counts. That’s one thing NCLB got right.

Unfortunately, the NCLB accountability system fails students like Rashawn because it measures only one piece of data at one point in time. We need an accountability system that acknowledges growth and looks upon every student as an asset, not a deficit. We need our country to measure and reward the growth of our students, not just mark where they place on an arbitrary bar.

I would like President Obama to meet Rashawn. It seems that he had the Rashawns of the world in mind when he granted Secretary Duncan the authority to issue waivers for some areas of NCLB. The President still insists on a high bar for all children, but he gets it that what Rashawn has achieved transcends what is indicated by a single-measure on a poorly-designed bubble test.

I am thankful that with waivers, states won’t be given a pass on maintaining high expectations for all students, and they surely won’t be allowed to toss aside teacher accountability. Our students need schools with high expectations, and states will have to adopt college- and career-ready standards. But they will also be given the chance to innovate and design plans that meet the needs of their unique populations of students. And they will

be allowed to use multiple measures of teaching effectiveness, so that teaching competence will no longer be boiled down to a solitary line of printer ink.

I haven't seen Rashawn in a few years. I hope that he aspires to attend and complete college and to play basketball while he's there. I dream about him earning a teaching degree and joining me as a colleague. Fixing NCLB would be one way to support all of the Rashawns in the classrooms throughout this great country. Something even better, I think, than meeting the President.

GREG MULLENHOLZ

Greg Mullenholz is a Washington Teaching Ambassador Fellow on loan from Rockville, Md.

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Calls to Participate

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 Web site

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

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

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

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Special Education Resources

Impact: Feature Issue on Supporting the Social Well-Being of Children and Youth with Disabilities

Theme Issue

<http://ici.umn.edu/products/impact/241/default.html>

Social well-being is essential to health and quality of life for all children and youth. Young people with disabilities are often at higher risk for experiencing lower levels of social well-being than their peers without disabilities. They are among those more likely to be bullied and harassed, have a small number of friends outside the family, and participate in few extracurricular activities. "Impact: Feature Issue on Supporting the Social Well-Being of Children and Youth with Disabilities" brings together practical and insightful articles focusing on what adults can do to create and sustain environments that contribute to social well-being, rather than social harm, for young people with disabilities and their peers. Published by the Institute on Community Integration.

Caught in the Crisis: Students with Disabilities in U.S. High Schools

Fact Sheet

<http://www.all4ed.org/files/CaughtCrisisSWD.pdf>

"Caught in the Crisis: Students with Disabilities in U.S. High Schools" spotlights how high school-age students with disabilities are not receiving equitable education that leads to a regular high school diploma. It includes information on the academic achievement of students with disabilities and key policy areas that address the issue of quality education for this group of students. Available in pdf (3 pages, 429 KB).

Condition of Education 2011 as E-Book

Report

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

The National Center for Education Statistics (NCES) at the Institute for Education Sciences, part of the U.S. Department of Education, has made its “The Condition of Education 2011,” on developments and trends in education, available in e-book form, as well as in printable form. The report presents 50 indicators on the status and condition of education, and a closer look at postsecondary education by institutional level and control. The epub file is for use with the iPad, Nook, and other non-Kindle devices. The mobi file is for use on the Kindle only.

Department of Labor’s My Skills My Future

Online Tool

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

The Department of Labor’s Employment and Training Administration has launched “My Skills My Future,” an on-line tool to help job seekers match their current skills to new careers and find out what training is needed to transition from one job to another. It includes information about occupational skills that can be transferred from one job to another, a chart comparing likely skill gaps from one occupation to another, and links to training programs that could help address skills needs. Job listings will also be available from the site.

Dialectical Practices in Education: Creating Third Spaces in the Education of Teachers

Article

<http://tes.sagepub.com/content/34/3/250>

The August issue of the journal “Teacher Education and Special Education” features “Dialectical Practices in Education: Creating Third Spaces in the Education of Teachers,” a set of questions about engaging research in the ways in which we understand multiple perspectives, honor our differences, and find ways to elevate how teachers learn and impact their students.

E-Learning for Special Populations: Students with Disabilities, Ells, the Gifted, and the At-Risk Get Virtual Help

Report

<http://tinyurl.com/3rsl5bc>

This report is the first installment of a three-part series on virtual education. The report shows the barriers that exist for greater participation among special populations as well as the benefits and drawbacks of online education for these students. It also takes a look at the new funding tactics schools are using to build virtual education programs for special populations and the evolving professional-development needs for these types of efforts. The digital edition can be downloaded by non-subscribers as a registered guest or accessed by logging in by subscribers.

English Language Learning and Teaching for Students with Disabilities(June 2011)

Theme Issue

<http://www.miusa.org/publications/books/altformats/awaytopics4>

The June 2011 issue of “AWAY” (“A World Awaits You”), a journal of the National Clearinghouse on Disability and Exchange, focuses on English language learning and teaching for students with disabilities: what works, tips on inclusion in the classroom, etc. Available in pdf (8 pages, 554 KB).

How Out-Of-School Time Program Quality is Related to Adolescent Outcomes

Report

http://www.childtrends.org/Files//Child_Trends-2010_08_02_RB_OSTProgramQuality.pdf

This Child Trends Research Brief reports findings on the importance of quality in out-of-school time programs that are consistent with research on child care quality, and finds that the quality of child care affects outcomes more than being in a program per se. Available in pdf (8 pages, 260 KB).

KIDS COUNT Data Book

Report

<http://tinyurl.com/3txcwm9>

The Annie E. Casey Foundation's 2011 "KIDS COUNT Data Book" provides information and data trends on the conditions of children and families in the United States. This year's Data Book explores how children and families are faring in the wake of the recession and why it matters to help kids reach their full potential and become part of a robust economy and society.

Language Portal: A Translation and Interpretation Digital Library

Database

<http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docNum=2508>

The Language Portal maintains a digital library of over 600 state and local agency language access documents for use by social service and public safety agencies, educators, policymakers, and government administrators to assist with decisions and programs for Limited English Proficient (LEP) individuals. The database offers information on language and translation topics for health, education, social services, and public safety such as fire, police, disaster planning, court system, and employment concerns.

Learning Disability Resources

Resources List

<http://www.180owheelchair.ca/news/post/learning-disability-resources.aspx>

Wheelchair News provides a list of resources for dealing with various categories of learning disabilities.

Making Every Diploma Count: Using Extended-Year Graduation Rates to Measure Student Success

Issue Brief

<http://www.aypf.org/projects/extendedgradrates.htm>

The American Youth Policy Forum, Gateway to College National Network, and the National Youth Employment Coalition with support from numerous national youth-serving organizations have produced an issue brief "Making Every Diploma Count: Using Extended-Year Graduation Rates to Measure Student Success," to encourage use of extended-year graduation rates in yearly progress calculations and incorporation of these rates into state accountability systems. The brief aims to educate states on the flexibilities that currently exist to use extended-year graduation rates to encourage schools and districts to continue to work with overage, under-credit students.

NASDSE Document: Children Who are Deaf/Hard of Hearing: State of the Educational Practices

Policy Analysis

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

Children Who are Deaf/Hard of Hearing: State of the Educational Practices is a brief policy analysis from the National Association of State Directors of Special Education (NASDSE), based on surveys sent to directors of special education and IDEA Part C coordinators. Findings include information about screening, schools for the deaf, services provided, professional development, funding for local education agencies and Part C local programs, changes since cochlear implants became available, and challenges. Analysis indicates some significant variations between and within the school-age and Part C programs.

NCES Report on Students with Disabilities at Degree-Granting Postsecondary Institutions *Report*

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

The U.S. Department of Education's Institute of Education Sciences' National Center for Education Statistics (NCES) has released "Students with Disabilities at Degree-Granting Postsecondary Institutions," a first look report on national estimates of students with disabilities at 2-year and 4-year Title IV eligible, degree-granting institutions for the 2008-09 academic year. The report describes findings from the Postsecondary Education Quick Information System (PEQIS) survey and includes national data on services and accommodations provided to students with disabilities, institutional policies regarding students with disabilities, and various aspects of institutional accessibility including Universal Design and website accessibility.

NDPC-YD Reentry Programs for Out-of-School Youth with Disabilities

Report

http://www.ndpc-sd.org/knowledge/reentry_programs.php

The National Drop-out Prevention Center for Youth with Disabilities (NDPC-YD) has issued a summary and set of three reports on reentry programs for out-of-school youth with disabilities, "The Need for a Broad Range of Options," "Strategies for Locating and Re-enrolling," and "Characteristics of Reentry Programs." High school students with disabilities who drop out are costly to society. They are more likely than those who graduate to be unemployed, dependent on public services, and involved in the criminal justice system. They drop out at higher rates than their nondisabled peers and experience more obstacles to reentry. These programs address students' barriers to school completion and prepare them for college and career readiness.

NGA Center Releases Strategies to Reengage High School Dropouts

Report

<http://www.nga.org/cms/center/edu>

The National Governors Association Center for Best Practices (NGA Center) has released "State Policies to Reengage Dropouts." It provides recommendations for reengaging out-of-school youth. States have made progress in preventing students from dropping out of school, yet few state efforts exist to reengage dropouts and get them back on track to graduation. The report recommends: setting a goal to reduce the dropout rate; using data to identify dropouts and target recovery strategies; providing flexible, high-quality school options for recovered dropouts; and providing incentives to focus on dropout recovery, if resources exist.

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

Report

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

The Alliance for Excellent Education, with support from State Farm®, has developed an economic model that demonstrates the economic benefits – including increased earnings, home and vehicle sales, job growth, and tax revenue – of improving high school graduation rates among students of color and Native students. Available in pdf (9 pages, 510 KB).

Striving to Achieve: Helping Native American Students Succeed

Report

<http://www.ncsl.org/Portals/1/documents/statetribe/strivingtoachieve.pdf>

"Striving to Achieve: Helping Native American Students Succeed," from the National Caucus Of Native American State Legislators, assesses the achievement of Native American students in the United States and provides recommendations for policymakers to promote higher levels of educational achievement. The report

cites findings from a study of Montana schools, in which “the factor most correlated with higher achievement was the school’s effort to engage parents, families, and communities in the school.” Available in pdf (32 pages, 1.48 MB).

What Every Leader for School Improvement Needs to Know About Student and Learning Supports

Report

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

The Center for Mental Health in Schools has issued “What Every Leader for School Improvement Needs to Know About Student and Learning Supports.” Schools aim at improving students’ achievement and well-being; enhancing school climate; and doing more about learning problems (bullying, harassment, and other forms of violence and acting out, substance abuse, disconnected students, nonattendance, dropouts, teen pregnancy, suicide prevention, etc.). Based on previous Center policy and practice analyses, this report synthesizes key challenges for school improvement in barriers to learning and teaching, and implications for improving how schools deal with such challenges. It includes references to the Center analyses from which this synthesis was derived and guides for leadership development. Available in pdf (6 pages, 30.4 KB).

Youth Transition Toolkit Available Online from Talent Knows No Limits

Toolkit

<http://www.tknlyouth.org>

The “Youth Transition Toolkit: A Guide for Young People with Disabilities Transitioning to Adulthood” is available online from Talent Knows No Limits (TKNL), a public information campaign of the California Health Incentives Improvement Project (CHIIP). Developed in partnership with young people, the toolkit is a guide on preparing for transition to adulthood and making choices about their own health care, education, employment, finances, independent living, and social and recreational activities. While some of the services and resources provided are California state-specific, much of the guidance applies to youth in any state.

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Update from the National Dissemination Center for Children with Disabilities

THIS MONTH FROM THE NATIONAL DISSEMINATION CENTER

New NICHCY “app” for android phones!

NICHCY is very pleased to offer a new app (application) for android phone users. It’s called *DisAbilityConnect*.

With just a tap of your finger, you can find the contact information for organizations offering info on disabilities, special education, early intervention, support groups, and many more disability connections.

DisAbilityConnect is easy to download to your android phone. Just go to:

<https://market.android.com/details?id=com.amdee.disabilityconnect>

p.s. And for all you iPhone users....be patient. We’re working on a similar app for your smart phone.

Resources to help you tackle this new school year.

NICHCY has loads of info to help you address the challenges of a new school year. We’ve listed three of particular note below. You’ll find more scattered throughout the newsletter.

Supports, Modifications, and Accommodations for Students | There are many powerful ways to support children with disabilities in regular classrooms and school activities. Adaptations and modifications, designed to fit a student’s needs, can make all the difference in the world!

<http://nichcy.org/schoolage/accommodations>

Using What Works | Connect with the “how-to’s” of what really helps students with disabilities learn: learning strategy instruction, peer tutoring and cooperative learning, explicit instruction, mnemonic instruction, graphic organizers, study aids and guides...very exciting for teachers and students alike.

<http://nichcy.org/schoolage/effective-practices/meta80resources>

Parental Rights to Participate in Meetings | The right to participate in meetings related to their child is one of the most important and powerful of parent rights.

<http://nichcy.org/schoolage/parental-rights/participation>

FROM OUR FRIENDS AT THE IDEA PARTNERSHIP

Collection on Specialized Instructional Support Personnel

Personnel in every role in the school community need to know how they and their colleagues can collaborate and contribute to reach the goal of success for all. Here’s a collection of resources that will help them do just that.

The collection focuses on specialized instructional support personnel—SISP, for short. The SISP collection includes tools to learn about the roles that support personnel play in school and how to more fully use their skills and talents in school improvement. The collection includes:

- three tools to learn about the perceptions of the school community on SISP,

- a customizable workshop with PowerPoint slides,
- a Presenter Guide and activities;
- Dialogue Guides to support your conversations about the topic,
- a 'plain English' glossary of terms, and
- links to additional resources.

Virtual mentoring on using the collection is available to local education agencies committed to starting a dialogue and leading change on important issues with its stakeholders. For more info on virtual mentoring for this collection, or others at the IDEA Partnership, contact:

Diane Oglesby at diane.oglesby@nasdse.org

Find the collection itself at:

http://ideapartnership.org/index.php?option=com_content&view=article&id=1512

IT ALL STARTS IN FAMILIES AND COMMUNITIES

Find your parent center!

Do you know about the Parent Center Network? It's a great source of information about supports that are available to families of children with disabilities at the federal, regional, and state levels. Find your local parent center (from over 100!) by clicking on a map at:

<http://www.parentcenternetwork.org/parentcenterlisting.html>

Back-to-school resources for parents, families, and students.

Getting organized? Putting that best foot forward? You may find these resources useful to you and yours.

Setting kids up for success this school year.

This is the theme of LDonline's August 2011 newsletter.

<http://www.ldonline.org/ldnewsletters/current>

Back-to-school countdown.

10-9-8-7 tips from About Special Children, including helping your child with homework and how to communicate with his or her school. And next week the countdown continues....

<http://specials.about.com/service/newsletters/specialchildren/1314367200.htm>

Meet your IEP team: A parent's guide to special-education players.

<http://specialchildren.about.com/od/ieps/a/IEPteam.htm?nl=1>

May a member be excused from an IEP meeting?

<http://nichcy.org/schoolage/iep/meetings#excusal>

Before you sign your child's IEP.

<http://specialchildren.about.com/od/specialeducation/bb/signiep.htm>

Want to know more about the Common Core State Standards?

Wondering what the common core standards are in English language arts and math that more than 40 states have adopted? This guide will help you find out. It's available in both English and Spanish.

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

Report on the "state" of learning disabilities in the U.S.

About 5% of public students (2.5 million) in the U.S. have a learning disability, of which almost two-thirds are male. Find out key facts and current statistics about LD, as well as info about LD in secondary schools,

postsecondary education, and the workforce. From the National Center for Learning Disabilities (NCLD).

<http://www.nclld.org/stateofld>

THE LITTLE ONES: EARLY INTERVENTION/EARLY CHILDHOOD

Early learning: Content resources!

The Center on Instruction has added a new category of content resources to its website: Early Learning.

Highlighted are resources that have been reviewed by COI experts for quality, relevance, and usefulness in this content area.

<http://centeroninstruction.org/topic.cfm?k=EL>

NICHCY resources for you.

While early intervention and early childhood classrooms aren't exactly "back-to-school" in the classic sense, there's plenty of start-ups and welcomings going on. Looking for info to help the little ones with delays or disabilities? These resources might be useful.

Good overview to share with families new to early intervention.

<http://nichcy.org/babies/overview>

Our overview in Spanish.

<http://nichcy.org/espanol/servicios/parabebes>

All about parent participation.

Two sections here: one for families, one for EI providers. Includes info on responding to cultural and linguistic diversity.

<http://nichcy.org/babies/parent-participation>

Need technical assistance or expert guidance?

Go to our "who's who in early intervention" page.

<http://nichcy.org/earlyinterventionists/who>

Value of early education long-term: A special issue of *Science*.

"Investing Early in Education" looks at three longitudinal studies and explores what they have taught us about the long-term value of high-quality early intervention.

<http://www.sciencemag.org/site/special/education2011>

Dialogic reading practices: Check out this web-based module.

CONNECT offers a new online module for early childhood practitioners. Meet Tenisha, a pre-K teacher who notices that some children are not paying attention during storybook reading, and learn how she implements dialogic reading practices to engage the children and help them develop language and literacy skills.

<http://community.fpg.unc.edu/connect-modules/learners/module-6>

Eager to learn: Educating our preschoolers.

This comprehensive report from the National Research Council synthesizes the findings on early childhood education, language acquisition, and emergent skills in reading, writing, mathematics, and science. Read about the science of learning (cognitive development), the impact of cultural variations, preschool program quality, curriculum and pedagogy, assessment, preparation of early childhood professionals, and program and practice standards. The report also makes recommendations for scientifically based instructional practices.

Read the report online | http://www.nap.edu/catalog.php?record_id=9745

Listen to a podcast summarizing the report's findings

<http://media.nap.edu/podcasts/nax26borntolear.mp3>

Videos galore at Results Matter.

Results Matter is an early childhood initiative of the Colorado Department of Education, but the videos emerging from the project can be used nationwide by early childhood educators individually or as part of professional development, team meetings, observation practice, and parent orientation. More than 30 videos have been added recently to the video library, so there's lots to choose from, use, and share.

<http://www.cde.state.co.us/resultsmatter/RMVideoSeries.htm>

SCHOOLS, K-12

Give students materials that are accessible!

It's the law, for one. But it also makes sense that students with disabilities can actually use their textbooks and workbooks. Some can't, because of print disabilities. But there's lots of help in getting them AIM—accessible instructional materials. Then everyone's off to the same start!

What the law says about schools' responsibilities to make AIMs available to students.

<http://nichcy.org/laws/idea/legacy/module8>

Where to learn about AIM, including contacts in your state.

<http://aim.cast.org/learn>

Educator's guide to getting accessible materials for your students.

http://aim.cast.org/learn/aim4families/school/accessible_textbooks

Other great resources of accessible materials.

<http://nichcy.org/schoolage/placement/lre-resources#nimas>

Would assistive technology help this student?

Tens of thousands of students with disabilities can benefit from assistive technology (AT), which supports their learning, communication, and participation in school. Each student's need for AT must be considered by the student's IEP team, and that's just the start of it. Find out more with these resources.

Definitions, considering AT, and your state's AT projects.

<http://nichcy.org/schoolage/iep/meetings/special-factors#AT>

Family guide to AT: In English and in Spanish.

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

For the IEP team: Does this student need AT?

<http://nichcy.org/schoolage/iep/meetings/special-factors/considering-at>

Find AT products for students with disabilities.

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

Inclusion: How-to's and resources.

Including students with disabilities in the general education classroom isn't a new idea or practice, but each year it brings challenges to both schools and families. Try these resources to help you get organized and effective.

8 reasons to be more inclusive, peer arrangements for inclusion, and differentiating instruction.

<http://specials.about.com/service/newsletters/specialchildren/1313762400.htm>

School inclusion: Making it happen.

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

Starter set of resources.

<http://nichcy.org/schoolage/placement/lre-resources>

Increasing student learning time.

Doing What Works initiative offers a suite of resources on its website, featuring elementary schools, increased learning time programs, partnerships, and schools with extended learning day initiatives that successfully implement research-based practices connected to increasing learning time. Practitioners can learn about the research base for schools and programs seeking to increase student learning time, see how these practices are implemented in schools, and access professional development tools and planning templates.

http://dww.ed.gov/Increased-Learning-Time/topic/?T_ID=29

Addressing challenging student behavior.

NICHCY's *Behavior Suite* (a series of 5 separate webpages) will connect you with sources of information for helping children who have behavior challenges.

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

English language learners: An IRIS module for school staff.

Today's schools include students who speak more than 400 different languages. So knowing how to address the needs of those who are learning English (ELLs) may be on your agenda! Try the IRIS Center's new professional development module on the subject. It's free, it's online, and it will tell you about topics such as second language acquisition, sheltered instruction, differentiated instruction, vocabulary instruction, and more.

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

Retain new teachers!

Schools struggle to maintain a well-qualified staff, especially special educators, novice teachers, and paraprofessionals. Here are two resources to help you start the new school year off by building in supports for your staff that will encourage them to stay.

Recruiting and retaining teachers.

Connect with summaries, guides, how-to's, what the research says, organizations to know, and resources on mentoring new teachers.

<http://nichcy.org/schools-administrators/recruiting>

Addressing the revolving door: How to retain your special education teachers.

This IRIS Center module is designed to help frame discussions at the state and local level to address special education teacher retention issues.

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

STATE & SYSTEM TOOLS

Intensive TA available.

The Personnel Improvement Center (PIC) is now accepting applications for intensive technical assistance services to states that will begin October 1, 2011. The PIC offers these services to SEAs and Part C lead agencies to increase their capacity to recruit and retain early intervention, special education and related services personnel. The application package is available at:

<http://personnelcenter.org/documents/State%20Application%20Packet.pdf>

ED Data Express.

This new website will help you view some of the important data that the U.S. Department of Education collects from the 50 states, the District of Columbia, and Puerto Rico. You can easily find information on your state (“State Snapshots”) and even build your own state table. The site includes options to download information into Excel or manipulate the data within the website.

<http://www.eddataexpress.ed.gov/index.cfm>

What competencies should early educators have?

Find out in this concept paper from the National Professional Center on Inclusion (NPDCI). The paper identifies issues and provides guidance to states as they develop early educator competencies in the context of inclusion.

<http://community.fpg.unc.edu/resources/articles/NPDCI-Competencies-8-2-2011.pdf>

How the recession has impacted children and families.

The Annie E. Casey Foundation released the 2011 KIDS COUNT Data Book, which provides the most current information about 10 key measures of child well-being over the last 20 years. This year’s report looks at how the recession and the job and foreclosure crises have affected children and families, showing that the number of children living below the child poverty rate increased 18% between 2000 and 2009.

Download the full report at:

<http://datacenter.kidscount.org/DataBook/2011/Default.aspx>

See your state’s profile on the 10 indicators of child well-being at:

<http://datacenter.kidscount.org/databook/2011/stateprofilesheets.aspx>

DOJ releases technical assistance guide on enforcing the Olmstead decision.

The U.S. Department of Justice has released a technical assistance document describing the obligations of public entities and individuals’ rights under the Americans with Disabilities Act (ADA) and the 1999 landmark Supreme Court decision, *Olmstead v. L.C.* The Olmstead decision held that the ADA requires public entities to provide community-based services to persons with disabilities when such services are appropriate; the individuals do not oppose community-based treatment; and community-based services can be reasonably accommodated. DOJ has also created a new section of its ADA website that provides information and resources about the Olmstead decision and its enforcement.

<http://www.ada.gov/olmstead>

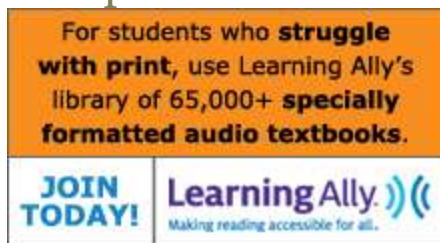
Students with disabilities at postsecondary institutions: An NCES report.

The National Center for Education Statistics (NCES) has released *Students with Disabilities at Degree-Granting Postsecondary Institutions*, a first look at national estimates of students with disabilities at 2-year and 4-year Title IV eligible, degree-granting institutions for the 2008-09 academic year. The report includes national data on services and accommodations provided to students with disabilities, institutional policies regarding students with disabilities, and various aspects of institutional accessibility including universal design and website accessibility.

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

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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

Posted on Friday 23. of September 2011

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

Posted on Friday 23. of September 2011

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

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Special Ed Math and/or Science Teacher

Tolleson, Arizona

Job Category: Professional Services

Posted on Wednesday 21. of September 2011

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

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THE MENTA GROUP

Email: dawn.massani@menta.com

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

Instructor or Substitute Teacher (Life Skills Experience)

Waukegan, Illinois

Job Category: Full Time

Posted on Monday 12. of September 2011

Instructor or Substitute Teacher (Life Skills Experience)

Special Education Services, a member of The Menta Group, is currently filling full time positions at a special education school located in Waukegan, Illinois. Lakeshore Academy is a school with a kindergarten through 12th grade therapeutic educational services program for At-Risk and Behavior-Emotional-Developmentally disabled children living in and around the surrounding eastern Lake County, northern Illinois area.

Qualifications

- State Teaching Cert. in Specialty/Content Area; Type 39 for Substitute Teacher; Bachelor's degree
- Ability to teach youth having behavioral, emotional, and high risk behaviors.
- Must be 23 years of age with a valid driver license.

Apply at:

www.thementagroup.org/careers/apply

Lakeshore Academy/Waukegan, IL

Email resume to: Sheela.patel@menta.com

Fax resume to: 847-599-2475

Questions can be directed to Ms. Sheela Patel at 847-599-1680.

Life Skills Behavior Tech/Paraprofessional

Phoenix, Arizona

Job Category: Part Time

Posted on Sunday 11. of September 2011

Life Skills Behavior Technician/Paraprofessional Part-Time Phoenix, AZ

Southwest Education Center (SWEC) is a special education school for kindergarten through 12th grade students who are challenged by social-emotional, learning, behavioral and developmental disabilities. The curriculum is taught with an engaged learning methodology that nurtures academic, behavioral, and social-emotional growth. Our educational model encourages the development of academic and social-emotional skills in a positive and

well-structured learning environment, with a focus on preparation for post-secondary education, employment, and citizenship.

Programming is designed for students with significant cognitive, behavior, and learning difficulties. The curriculum is individualized to meet each student's special needs with an emphasis on four major community living domains: self-management/home living, vocational, recreation/leisure, and general community functioning. The curriculum is taught both in school and out in the community. It includes functional academics and embedded training in social-emotional skills, communication, and motor skills. This person is assigned for every scheduled activity that the student is assigned throughout the day. The Aide works mainly as per the direction of the teacher and assists the teacher/student in the various educational, clinical, and clerical activities, including:

- Preparing and adapting materials for use in the classroom.
- Maintaining classroom and learning materials in good order
- Communicating behavioral concerns of students to appropriate staff members.
- Implementing and maintaining behavioral program policies and data.
- Encouraging all students to be successful in the program.
- Attending all staff meetings and in-service training as requested.

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. All of our programs post their open teaching positions on our website and feature an easy-to-complete application process.

Qualifications:

- State certification as a Paraprofessional preferred.
- High School diploma or GED.
- Post High School at least 23 years of age.
- Able to work with high risk special needs students.
- Dependability in attendance and punctuality.
- Ability to operate tactfully under stress.
- Flexibility to change in routines.
- Must be able to lift at least 50 lbs.
- Good driving record/must drive student van.

Apply online at:

www.thementagroup.org/careers/apply

or email: mitch.henderson@menta.com

Southwest Education Center (SWEC)

4433 N. 7th St.

Phoenix, AZ 85014

Phone: (602) 277-0920

Fax: (602) 248-2937

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TEACHING ASSISTANT

Nokomis, Illinois

Job Category:

Posted on Thursday 08. of September 2011

Description

TEACHING ASSISTANT

Special Education Services (SES), an affiliate of The Menta Group, is a non-profit agency serving K-12 high-risk children in Illinois and Arizona. With its no refusal, no suspension, no expulsion policy, SES students attend school daily regardless of their behavior. A continuum of services is offered to meet the educational needs of special needs, at-risk and high-risk public school students. Small class size, intensive clinical services, and a competently trained staff of educators combine to make this a positive and dynamic place to learn.

We are currently seeking qualified applicants for the position of Teaching Assistant for a new Alternative Education School located in Nokomis, Illinois. Successful candidates will be creative, energetic and eager to develop and implement innovative solutions to critical problems in education. As a TA in one of our schools, you will be working in an atmosphere where data-driven decision making and teamwork is the norm.

Duties of the Teacher Assistant consist of:

- Lead or co-teach a class of students with behavior/emotional/social/learning disorders.
- Provide behavior support in self-contained classroom.
- Prepare and adapt materials for use in the classroom.
- Communicate behavioral concerns of students to appropriate staff.
- Implement and maintain behavioral program policies and data.
- Attend all staff meetings and in-service training as requested.
- Maintain classroom order, safety, and materials.

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:

- State Certified Paraprofessional preferred.

- College Associates Degree/two years college classes.
- High School Diploma or GED.
- Ability to obtain CPI Certification
- At least 23 years of age.
- Previous experience working with special needs children
- Must be able to lift at least 50 lbs
- Clean driving record/must be able to drive student van

Apply online at:

www.thementagroup.org/careers/apply

email: linda.prewett@menta.com

Fax: 630-907-0197

Contact Person: Linda Prewett

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Behavior Technician / Paraprofessional

Tolleson, Arizona

Job Category: Full Time

Posted on Thursday 08. of September 2011

Description

BEHAVIOR TECHNICIAN / PARAPROFESSIONAL

Southwest Academy (SWA) is a special education school for kindergarten through 12th grade students in the Tolleson, Arizona area who are challenged by social-emotional, learning, behavioral and developmental disabilities. The curriculum is taught with an engaged learning methodology that nurtures academic, behavioral, and social-emotional growth. Our educational model encourages the development of academic and social-emotional skills in a positive and well-structured learning environment, with a focus on preparation for post-secondary education, employment, and citizenship.

Programming is designed for students with significant cognitive, behavior, and learning difficulties... The curriculum is individualized to meet each student's special needs with an emphasis on four major community living domains: self-management/home living, vocational, recreation/leisure, and general community functioning. The curriculum is taught both in school and out in the community. It includes functional academics and embedded training in social-emotional skills, communication, and motor skills. This person is assigned for every scheduled activity that the student is assigned throughout the day.

The Aide works mainly as per the direction of the teacher and assists the teacher/student in the various educational, clinical, and clerical activities, including:

- Preparing and adapting materials for use in the classroom
- Maintaining classroom and learning materials in good order
- Communicating behavioral concerns of students to appropriate staff members
- Implementing and maintaining behavioral program policies and data
- Encouraging all students to be successful in the program
- Attending all staff meetings and in-service training as requested

Qualifications:

- State Certified Paraprofessional preferred
- College Associates Degree/two years college classes
- High School Diploma or GED
- Ability to obtain CPI Certification
- At least 23 years of age
- Previous experience working with special needs children
- Must be able to lift at least 50 lbs.
- Clean driving record/must be able to drive student van

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. All of our programs post their open teaching positions on our website and feature an easy-to-complete application process.

Apply online at:

www.thementagroup.org/careers/apply

or **email:** dawn.massani@menta.com

or **Fax:** (623) 478-5026

eeo

Special Education Teacher, MR or SMR

Tolleson, Arizona

Job Category: OTHER CLASS: EDUCATION-Sp Ed

Posted on Wednesday 31. of August 2011

Description:

SPECIAL EDUCATION TEACHER, MENTAL RETARDATION OR SEVERE MENTAL RETARDATION

The Tolleson campus of **Southwest Academy (SWA)** is a special education school for fifth through twelfth grade students in the Maricopa County area who are challenged by social-emotional, learning, developmental, and behavioral difficulties. The curriculum is taught with an engaged learning methodology that nurtures academic, behavioral, and social-emotional growth. Our educational model encourages the development of academic and social-emotional skills in a positive and well-structured learning environment, with a focus on preparation for post-secondary education, employment, and citizenship. We have a no refusal, no suspension, no expulsion policy, offering a continuum of services to meet the educational needs of this challenging student population.

Programming at SWA is designed for students with significant cognitive and/or developmental disabilities. The curriculum is individualized to meet each student's special needs with an emphasis on four major community living domains: self-management/home living, vocational, recreation/leisure, and general community functioning. The curriculum is taught both in school and out in the community. It includes functional academics and embedded training in social-emotional skills, communication, and motor skills.

We believe that every child can and will learn. Our students are preparing to be College Ready, Career Ready, and Community Ready (3 C's). Our goal is to ensure that all students master the academic and social skills necessary for an independent and productive life. We create an Optimal Learning Environment that is well structured, engaging, safe, instructional, and responsive to students needs.

We are looking for a state certified teacher with experience in working with Severe Mentally Retarded students either full time or part time. 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.

Requirements:

- Emphasis on work skills as a basis for a career path curriculum
- Ability to communicate well orally and in writing
- Flexible in which subject areas that they can work
- Student focused approach while presenting general areas of required subject material.
- Willingness to be trained in working with Behavioral/Emotional Disordered students
- Demonstrated ability to work well in a fast paced environment

Qualifications:

- Arizona State Teaching Certification in Special Education/Cross Categorization with an endorsement in Severe Mental Retardation (Behavior, Emotional, and Learning Disabilities) in the elementary, middle school & high school levels is required.
- Ability to teach in a self-contained classroom for a full teaching day with youth having problems with ED, OHI and MIMR disabilities.
- Employment contingent upon a background check, approved driving record, and an employment physical.
- Must have a valid driver's license and fingerprint clearance card

- Must be at least 23 years of age.
- Bilingual applicants are encouraged to apply.

Apply online at:

www.thementagroup.org/careers/apply

or **email:** Dawn.massani@menta.com

3834 South 91st Avenue

Tolleson, AZ 85353

Phone: (623) 478-5000

Fax: (623) 478-5026

eo

Special Ed Teacher for H.S. Classroom

Chicago, Illinois 60612

Job Category: Full Time

Posted on Tuesday 30. of August 2011

Description

SPECIAL EDUCATION TEACHER FOR HIGH SCHOOL CLASSROOM CHICAGO, IL

Hillside Academy East Campus, a member of **The Menta Group**, is an alternative safe school for middle and high school students who are at-risk of suspension or expulsion or with other special education service needs. The school's curriculum and credit earning system is aligned with its partnering district/Chicago Public Schools thus allowing for seamless transitions from and to the students' home schools. HAEC was established to positively impact the academic and social-emotional competencies of students referred to the program, and offer a variety of school-to-work options for special education students. The school's modern facilities, talented administration/staff encourage young people to learn in an ideal academic setting for adolescents who are preparing to become both literate and self-sufficient. High School Teacher needed for 7-12 grade program having no more than ten students per classroom with teacher assistant.

Background: Hillside Academy East Campus is the adjunct campus of the organization's first school, Hillside Academy. Hillside Academy East Campus is approved as a nonpublic special education program (under Section 14-7.02 of the Illinois School Code) for students in Kindergarten through 12th grade.

Benefits:

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:

- Type LBS1/Special Education State of Illinois certified at the middle/high school level
- Comprehensive training, experience, and mentoring in curriculum area
- Ability to teach a self-contained classroom within all basic instructional areas
- Ability to work a regular school day and the ability to work with youth with emotional/behavioral/academic difficulties
- Employment is contingent upon a background check, employment physical and drug screen
- Bilingual applicants are encouraged to apply.

Contact:

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

Email: lisa.feldman@menta.com

Fax: (773) 638-6235

eo

Special Education Teacher

Country Club Hills, Illinois

Job Category: Full Time

Posted on Saturday 20. of August 2011

Description:

High School Teacher for Special Education Academic and Career-Path Classes

Country Club Hills Tech & Trade Center (CCH), an affiliate of The Menta Group, offers a K-high school program that provides a variety of school-to-work options for special education students. In combination with a talented administration, and teaching and support staff, CCH is an ideal academic setting for adolescents who are preparing to become both literate and self-sufficient.

We are currently seeking qualified applicants for the position of **Special Education Teacher** for our schools located in mid-state Illinois and the **Chicago Metro Area**; and Maricopa County, Arizona. Successful candidates will be creative, energetic and eager to develop and implement innovative solutions to critical problems in education. The ideal candidate will be prepared for teaching mainstream academics within a self-contained classroom, to teach special needs students with an emphasis on work skills as a basis for a career-path curriculum, and be willing to be trained to work in a clinical-educational setting with severely Behavior/Emotional Disordered students.

This person is comfortable with a variety of delivery techniques for special needs instruction: including direct instruction, simulation, cooperative learning within community based opportunities, and integration of technology within multi-disciplinary classroom projects; including integration of literacy skills and hands-on

projects as part of the educational model. The classroom staff members function as collaborative building wide teams to better problem solve and find viable solutions to meet student's academic needs.

Requirements

- State Teaching Certification in Special Education; Preferably high school certified.
- Ability to teach in a self-contained classroom for a full teaching day with youth having behavioral, emotional, and high risk behaviors is important.
- Flexible in which subject areas that they can work.
- Student focused approach while presenting general areas of required subject material.
- Willingness to be trained in working with Behavioral/Emotional Disordered students.
- Demonstrated ability to work well in a fast paced environment.
- Bilingual applicants are encouraged to apply.
- You must be 23 years of age with a valid driver license.
- Employment is contingent upon a background check, approved driving record, employment physical and drug screen.
- Must have a valid driver's license.
- Emphasis on work skills as a basis for a career path curriculum.
- Excellent oral and written communication skills.

Benefits

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.

Apply on-line at:

www.thementagroup.org/careers/apply

Country Club Hills, Illinois

E-mail: john.ritchey@menta.com

Fax: 708-798-9756

Questions can be directed to John Ritchey at 708-798-9542 eoe

Contact

John Ritchey

Phone: 708-798-9542

Fax: 708-798-9756

NASET Sponsor - Drexel Online



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

Upcoming Conferences, Workshops and Events

2011

OCTOBER

DCDT 2011 "Taking the Future By the Horns"

Conference

Date: October 12, 2011 - October 15, 2011

Location: Kansas City, MO

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

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

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

Conference

Date: October 16, 2011 - October 19, 2011

Location: Louisville, KY

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

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

National Symposium for Juvenile Services To Highlight System Reform

Conference

Date: October 16, 2011 - October 19, 2011

Location: Indianapolis, IN

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

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

Autism Through The Lifespan

Conference

Date: October 20, 2011 - October 21, 2011

Location: Timonium, MD

Website: <http://www.autism-society.org/living-with-autism/lifespan/>

Abstract: Sponsored by the Autism Society, the 11th Annual Autism Conference: “Autism Through The Lifespan,” will be held in Timonium, MD, and brings together experts to address critical topics for autism professionals, educators, and family members, including early diagnosis, the latest intervention strategies, and issues for management across the lifespan.

National Center for School Engagement’s National Conference on School Success

Conference

Date: October 26, 2011 - October 28, 2011

Location: Broomfield, CO

Website: <http://ncseconference.wordpress.civicore.com/>

Abstract: The National Center for School Engagement’s National Conference on School Success will bring together national experts to discuss how the best schools in the country support students’ development and turn them into well-rounded citizens. Sessions will discuss student engagement, ending the dropout epidemic, restorative justice in schools, bullying prevention in schools, developing community schools, etc.

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

Symposium

Date: October 26, 2011 - October 28, 2011

Location: Eugene, OR

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

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

November

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

Conference

November 3, 2011 - November 4, 2011

Fairfax, VA

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

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

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.

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

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.

NASET Sponsor - Walden University



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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

<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 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.

Lowe's Toolbox for Education

<http://toolboxforeducation.com/>

Lowe's Toolbox for Education grants fund school improvement projects initiated by parents in recognition of the importance of parental involvement in education. Maximum award: \$5,000. Eligibility: K-12 schools (including charter, parochial, private, etc.) or parent groups (associated with a non-profit K-12 school).

Deadline: October 14, 2011.

NEA Foundation: Learning & Leadership Grants

http://www.neafoundation.org/programs/Learning&Leadership_Guidelines.htm

NEA Foundation Learning & Leadership Grants support public school teachers, public education support professionals, and/or faculty and staff in public institutions of higher education for one of two purposes: grants to individuals to fund participation in high-quality professional development experiences, such as summer institutes or action research; and grants to groups to fund collegial study, including study groups, action research, lesson study, or mentoring experiences for faculty or staff new to an assignment. Maximum award: \$2,000 for individuals and \$5,000 for groups engaged in collegial study. Eligibility: public school teachers grades K-12; public school education support professionals; or faculty and staff at public higher education institutions. Deadline: October 15, 2011.

NEA Foundation: Student Achievement Grants

http://www.neafoundation.org/programs/StudentAchievement_Guidelines.htm

The NEA Foundation Student Achievement Grants provide funds to improve the academic achievement of students by engaging in critical thinking and problem-solving that deepen knowledge of standards-based subject matter. The work should also improve students' habits of inquiry, self-directed learning, and critical reflection. Maximum award: \$5,000. Eligibility: practicing U.S. public school teachers, public school education support professionals, or faculty or staff at public higher education institutions. Deadline: October 15, 2011.

U.S. Government: Fulbright Classroom Teacher Exchange Program

<http://www.fulbrightteacherexchange.org/cte.cfm>

The Fulbright Classroom Teacher Exchange Program provides opportunities for teachers to participate in direct exchanges of positions with colleagues from other countries for a semester or academic year. By living and working in the cultures of their host countries, Fulbright teachers gain an understanding and appreciation of the similarities and differences in national cultures and education systems. Maximum award: year-long or semester-long direct exchange of teaching positions with a counterpart in another country teaching the same subject(s) at the same level. Eligibility: full-time U.S. teachers. Deadline: October 15, 2011.

Walden University Invites Nominations for Educator for a Day National Grant Program

<http://tinyurl.com/ygqryhw>

The Richard W. Riley College of Education and Leadership at Walden University will award a total of \$25,000 in five grants of \$5,000 each for pre-K-12 schools in the U.S. that host Educator for a Day events as part of American education Week (November 13-19, 2011). The program is intended to encourage teachers and administrators to participate in the National Education Association's Educator for a Day event by hosting aspiring educators, community leaders, parents, and friends as they "shadow" teachers in the classroom. Schools that receive a grant will be required to arrange for teacher shadowing opportunities during Educator for a Day events on November 17, 2011. Funding may be used to enhance classroom education, provide educational technology or supplies, or sponsor special educational activities. Any teacher or administrator from a public or private pre-K-12 school may submit a nomination. Deadline: October 17, 2011.

National Youth Leadership Council Invites Applications for Youth Leadership for Service-Learning Excellence Award

<http://www.nylc.org/events/2012-youth-leadership-service-learning-excellence-award>

The National Youth Leadership Council's Youth Leadership for Service-Learning Excellence Award recognizes K-12 service-learning programs and projects that demonstrate outstanding youth leadership, focusing on projects that demonstrate youth leadership for service-learning excellence and have a sustainable impact on the participants and the community. Youth teams representing K-12 service-learning programs in which the service-learning is tied to the school curricula may apply. Preference will be given to ongoing programs and projects. The young people involved in the program must write the application. In cases where youth are unable to write the application due to age or disability, a teacher or service-learning coordinator can assist with the application to the extent necessary. One winner will be selected to receive the award at the National Service-Learning Conference in Minneapolis, Minnesota, April 11-14, 2012. The winner will receive \$1,000 to support the program, along with travel, lodging, and registration for the conference for two youth participants and one adult leader. Deadline: October 21, 2011

American School Board/Sodexo: Magna Awards

<http://www.asbj.com/magna/>

The American School Board/Sodexo Magna Awards honor outstanding programs developed or supported by school boards that showcase school district leadership, creativity, and commitment to student achievement. Maximum award: \$4,000. Eligibility: local school boards. Deadline: October 31, 2011.

IRA: Elva Knight Research Grant

http://www.reading.org/Resources/AwardsandGrants/research_knight.aspx

The International Reading Association Elva Knight Research Grant provides funding for research in reading and literacy. Projects should be completed within two years and may be carried out using any research method or approach as long as the focus of the project is on research in reading or literacy. Activities such as developing new programs or instructional materials are not eligible for funding except to the extent that these activities are necessary procedures for conducting the research. Maximum award: \$8,000. Eligibility: International Reading Association members. Deadline: November 1, 2011.

Prudential: Spirit of Community Awards

<http://spirit.prudential.com>

The Prudential Spirit of Community Awards honor young people in grades 5 through 12 who have demonstrated exemplary voluntary service to their communities. Maximum award: \$1,000 and a trip to Washington, DC Eligibility: students grades 5-12 who have conducted a volunteer service activity within the past year. Deadline: November 1, 2011.

Prudential: Spirit of Community Awards

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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).

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/28vmvu5>

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

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

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

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

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Acknowledgements

Portions of this month's ***NASET Special Educator e-Journal*** were excerpted from:

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

The **National Association of Special Education Teachers (NASET)** thanks all of the above for the information provided for this edition of the ***NASET Special Educator e-Journal***.

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