

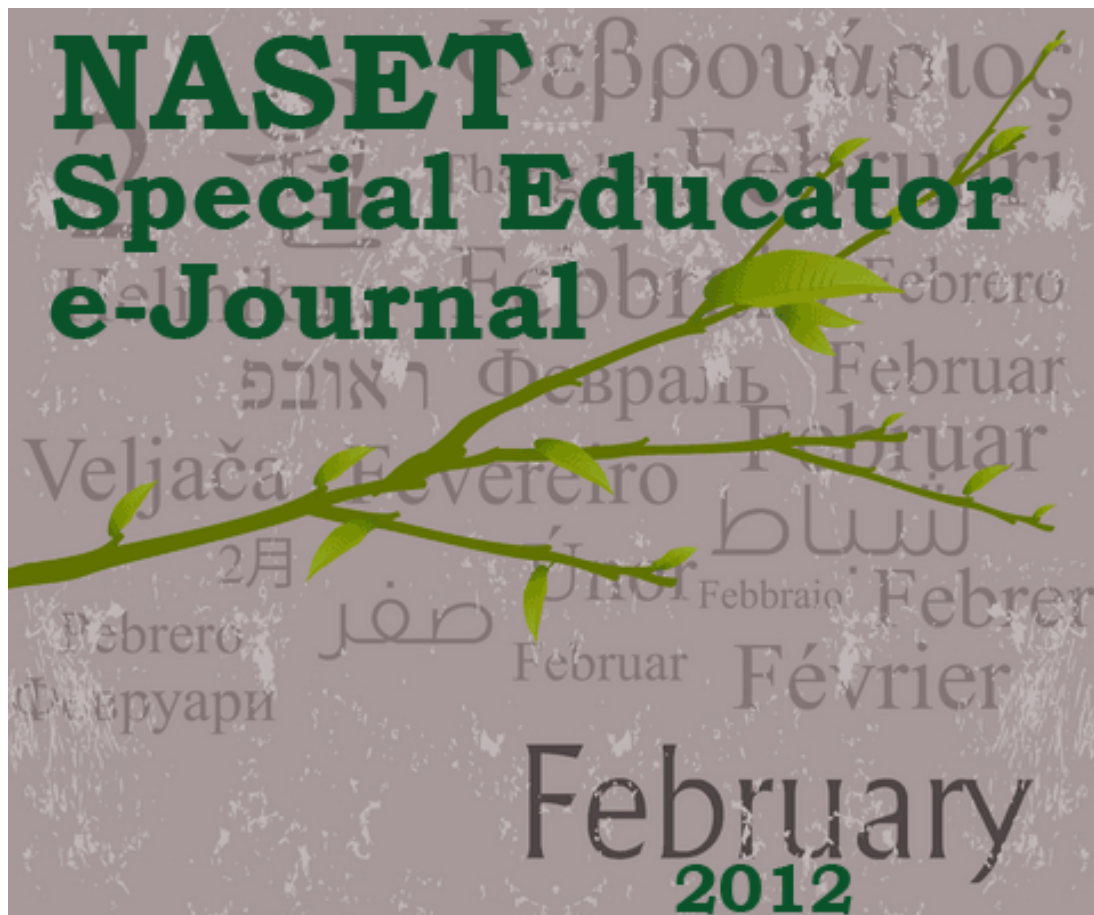


Table of Contents

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

NASET Sponsor - Mayer Johnson



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

Update from the U.S. Department of Education

Department of Education Issues ADA Amendments Act Dear Colleague Letter to Provide Guidance Under Amended Legal Standards

The Department of Education's (Department) Office for Civil Rights (OCR) today issued a Dear Colleague letter concerning the Americans with Disabilities Act Amendments Act (Amendments Act). The letter and accompanying Frequently Asked Questions document (FAQ) provide additional guidance on the requirements of the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act (Section 504) in elementary and secondary schools, given the changes to those laws made by the Amendments Act.

"We must continue to take steps to enable every child, regardless of disability, to reach their full potential," said U.S. Secretary of Education Arne Duncan. "This guidance reiterates the Department's commitment to ensure that educational opportunity is provided free from disability discrimination."

The Amendments Act, effective Jan. 1, 2009, amends the ADA, as well as the Rehabilitation Act. The Amendments Act broadened the meaning of disability and, in most cases, shifts the inquiry away from the question of whether a student has a disability as defined by the ADA and Section 504, and toward school districts' actions and obligations to ensure equal education opportunities.

Today's Dear Colleague letter and FAQ discuss the various obligations of school districts, such as the requirement to evaluate students for disability, and provide a free appropriate public education to students with disabilities, as well as the changes made by the Amendments Act.

"It is critical that school districts remain vigilant in their duty to protect the civil rights of all their students, including students with disabilities. When Congress changes the law affecting those rights, districts must

ensure that their policies and practices reflect this altered landscape," said Assistant Secretary for Civil Rights Russlynn Ali.

To review the Dear Colleague letter, please visit <http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201109.html>. The FAQs are posted at <http://www2.ed.gov/about/offices/list/ocr/docs/dcl-504faq-201109.html>. More information about OCR can be found at <http://www2.ed.gov/about/offices/list/ocr/index.html>, as well as [Facebook.com/EDCivilRights](https://www.facebook.com/EDCivilRights) and Twitter ([@Edcivilrights](https://twitter.com/Edcivilrights)).

U.S. Department of Education to Host Teachers from Close Up Foundation for Civic Education Discussion Series

The U.S. Department of Education and the Close Up Foundation announced today a series of discussions that will be held between senior Department officials and teachers participating in Close Up Washington D.C., a nonprofit organization that helps young people become active and engaged citizens. The discussion series will be held at the Department's D.C. headquarters between January and May, focusing on education reform ideas for meeting 21st Century classroom challenges.

In each of the nine scheduled programs, 50-100 classroom teachers will participate in a two-hour discussion designed to provide Department officials with ideas and feedback from a broad cross section of teachers on key federal education policy issues. Coordinating each session will be the Department's Teaching Ambassador Fellows, who regularly host conversations with teachers in the field and in D.C.

"Whenever we visit a school or sit down with a group of teachers, my team and I come away with valuable insights from those on the front lines of our education system," said U.S. Secretary of Education Arne Duncan. "As we work to make schools more accountable for preparing college- and career-ready students, we will continue to need input from teachers on how to track, share and promote success."

Since 1971, more than 700,000 students and teachers from across the country have participated in civic education programs and used classroom resources developed by Close Up. Teachers participating in Close Up represent public, charter, and private high schools and middle schools around the nation. The organization coordinates student trips to D.C. to participate in weeklong citizenship education programs. The Close Up teacher program provides educators with innovative opportunities for academic and professional development that encourages a continued interest in citizenship education and the democratic process.

"Close Up teachers will practice what they preach to their students: that citizen engagement is necessary to the good decision-making and the perpetuation of our democracy," said Timothy S. Davis, President and CEO of the Close Up Foundation. "Our teachers represent a cross section of the country and reflect the best of the profession in America. They are informed, engaged and interested professionals who will provide the Department with valuable information and ideas."

Department Releases State Reports Profiling First-Year Progress Under Race to the Top

The U.S. Department of Education released today state-specific reports profiling first-year progress on comprehensive education reform under Race to the Top. The reports document reform efforts underway in Delaware, D.C., Florida, Georgia, Hawaii, Maryland, Massachusetts, New York, North Carolina, Ohio, Rhode Island and Tennessee, the 12 grantees that secured Race to the Top funding in 2010 through the competition's first two phases.

"Race to the Top states have made tremendous strides in this first year," said U.S. Secretary of Education Arne Duncan. "These twelve states have acted with courage and commitment in taking on ambitious education reform. Their year one work has helped lay the foundation for long-term, statewide improvements centered on doing what's best for students."

The 12 state-specific reports provide summaries of accomplishments made and setbacks experienced by states in pursuing reforms around Race to the Top's four assurance areas—raising academic standards, building robust data systems to improve instruction, supporting great teachers and school leaders, and turning around persistently low-performing schools.

State reports offer transparent and detailed accounts of work accomplished in year one measured against first-year plans outlined in the Race to the Top applications. Each report and progress achieved is unique to a state's plan with some grantees using year one to engage stakeholders, secure contracts or establish partnerships that will help implement large-scale reforms in years two through four, while others have put into place new systems or policies that have already reached districts or schools within their state.

Throughout year one, the Department's Implementation and Support Unit (ISU) partnered with states' Race to the Top teams to track progress and offer feedback, guidance and overall support for their reform work. As state plans encountered delays and obstacles, the Department worked with grantees to thoroughly and thoughtfully review, discuss and approve changes to timelines and budgets that help states move forward with their Race to the Top work.

"These twelve states created aggressive plans that set a high bar for reform, setting out to accomplish extraordinarily tough work that comes with its share of challenges" added Duncan. "We are supporting states to help them achieve their goals. At the same time, we will hold them accountable for those commitments."

Year one Race to the Top reports were drafted by ISU officials. Annual reports will be available again in years 2 and 3 along with a final report in year 4 to provide transparent and ongoing updates on progress.

Later this week, the Department will convene with Race to the Top teams to provide support and encourage collaborative work across state lines. Teams will be comprised of state and districts representatives together with stakeholders. The convening will focus on supporting great teachers and leaders as well as transitioning to college and career ready standards.

To date, a total of 21 states and D.C. have been awarded grants through three phases of Race to the Top, which includes the Race to the Top-Early Learning Challenge Fund. These states serve 65 percent of the nation's children and 59 percent of the low-income students in the country.

In the final omnibus spending bill for fiscal year 2012, Congress provided an additional \$550 million for Race to the Top. The bill includes language that will allow the Department to create a district-level competition and continue the Early Learning Challenge.

Statement from U.S. Secretary of Education Arne Duncan on the new MDRC study, 'Sustained Positive Effects on Graduation Rates Produced by New York City's Small Public High Schools of Choice'

“This new, rigorous study by MDRC of New York City’s ambitious experiment with small public high schools underscores the great potential to replace failing schools for disadvantaged students with schools that instead narrow achievement and attainment gaps. MDRC’s study is important and encouraging on several fronts. It shows that school reform can achieve success at scale, district-wide, and not just in isolated islands of success. It shows that, with community partnerships and dedicated follow-through, high school dropout factories can be closed and replaced with smaller schools that substantially boost graduation rates. And it shows that much of the conventional wisdom about the impossibility of turning around chronically low-performing high schools is either mistaken or badly exaggerated.

“MDRC’s rigorous, scientific findings – that New York’s non-selective, small high schools are far outperforming the high schools they replace – are one more sign that the Administration’s SIG program is on the right track. For too long, educators have tinkered around the edges in low-performing schools, consigning generations of students of color to receiving an inferior education. It’s time to transform chronically low-performing schools. It’s time to put an end to the tireless tinkering.”

The U.S. Department of Education announced today that seven states -Arizona, Colorado, Illinois, Kentucky, Louisiana, New Jersey, and Pennsylvania- will each receive a share of the \$200 million in Race to the Top Round 3 (RTT3) fund to advance targeted K-12 reforms aimed at improving student achievement.

“These seven states are now among 22 Race to the Top winners spread out across the country that are investing in key education reforms to prepare more students for college and careers,” U.S. Secretary of Education Arne Duncan said. “Race to the Top has been a pivotal program that has generated more progress in improving our nation’s education system over the last three years than we’ve seen over the last decade. We look forward to partnering with these states to continue this important work.”

The 21 states and D.C. have been awarded grants through three rounds of Race to the Top, which includes the Race to the Top-Early Learning Challenge Fund. In addition to the states awarded today, Race to the Top winners are California, Delaware, D.C., Florida, Georgia, Hawaii, Maryland, Massachusetts, Minnesota, New York, North Carolina, Ohio, Rhode Island, Tennessee and Washington. These states serve 65 percent of the nation’s children and 59 percent of the low-income students in the country.

As runners-up in the last year’s Race to the Top competitions, nine states were eligible for round three awards to invest in a portion of their round two plans. However, South Carolina opted out and California submitted an incomplete application.

RTT3 focuses on supporting efforts to leverage comprehensive statewide reform, while also improving science, technology, engineering and mathematics (STEM) education. The seven winning applications include commitments to enhance data systems, raise academic standards, improve principal and teacher support and evaluation systems and implement school interventions in underperforming schools.

Congress recently passed an omnibus spending bill for fiscal year 2012 that includes an additional \$550 million for Race to the Top. The bill includes language that will allow the Department to create a district-level competition and continue the investment in the Early Learning Challenge.

NEA Teachers Step Up

Last year the National Education Association (NEA) took a courageous step by creating a Council on Effective Teachers and Teaching's (CETT) and giving them independence and power to make recommendations to transform the teaching profession. On December 8, they moved forward by releasing the commission's report. In doing so, NEA leaders showed themselves to be serious partners in reform and strong advocates for students and teachers.

The CETT's report, *Transforming Teaching*, was written by 20 practicing teachers who took a year to think creatively and imaginatively about how to reform their profession. Their recommendations call for teachers to take on the enormous responsibility to lead their profession in new directions. It treads in some controversial waters—minimizing tenure and *last-in, first out* practices—in favor of peer review and a focus on identifying, developing and supporting effective teaching.

As Maddie Fennell, CETT's chair, says, "For educators to be recognized by the public as professionals, they must create a field that has an identifiable body of knowledge, that trains teachers in that knowledge, and that decides who is able enter and exit the field. We—as a profession—don't do these things."

CETT has several core recommendations to transform this vision of teaching into a reality, including changes in the way teachers are prepared, evaluated and compensated. The report describes a compensation system under which teachers are paid as professionals based on their effectiveness in the classroom and on their career path, not by current method of rewarding them for degrees earned and years in the classroom. The commission believes that teachers should be evaluated using student growth as one of several measures. Others could include peer review, principal observations, and student or parent feedback. And teachers need to be involved in making school decisions so that professional learning is targeted to teachers' needs and reflects the realities of the classroom.

The commission's report reflects what is happening in states and school districts across the country. My home state of Illinois recently passed a new law that tackles some of the most important issues facing the teaching profession, such as when to grant tenure, how to identify teachers who need support and development, and how to use our best teachers to improve instruction in other classrooms. Following the release the CETT report, NEA President Dennis Van Roekel said, "It's up to us to own our own profession. I think the union is an important part of that." And Maddie Fennell affirmed, "The boldness will come from those who choose to do the work to make this vision a reality."

I applaud the leadership that the NEA has shown in creating this commission and releasing the initial report, and I look forward to following the NEA's work in the future. *Arne Duncan is the U.S. Secretary of Education*

‘Investing in Innovation’ Creates STEM Awards

The Department of Education’s *Investing in Innovation* (i3) competition provides funding to school districts and non-profit organizations around the country to develop new approaches to longstanding challenges in education. Today, Secretary of Education Arne Duncan [announced the 23 applicants who will receive grants from the 2011 i3 competition](#). For the first time, Science, Technology, Engineering, and Math (STEM) education was a priority of the competition. Five of the 23 awards will address that critical area and include programs devoted to:

- Expanding [student access to STEM Advanced Placement courses](#);
- Creating an “[innovation ecosystem](#)” that identifies specific barriers to success in STEM courses and connects schools with instructional designers to help overcome them; and
- Developing a [robotics program to help reduce summer learning loss](#) in middle school.

Other areas that i3 grants will address include teacher and principal effectiveness; high-quality standards and assessments; turning around low-performing schools; and improving rural achievement. Some of the projects in these areas will:

- Expand an [early childhood program](#) that improves school readiness and increases family involvement in education;
- Use [technology for teacher coaching](#), professional development, and recruiting, including building professional development “recommendation engines” like those used by Amazon and Netflix; and
- [Turn around low-performing rural high schools](#) by implementing a STEM and technology-supported school model.

In addition to the \$148 million in funding provided by the Department of Education, the applicants raised \$18 million in private-sector commitments from a wide range of philanthropic organizations, local businesses, and individuals.

More information about all of the 2011 grantees is available on the [i3 website](#). Information about all applicants is available at [data.ed.gov](#).

Jefferson Pestronk is Special Assistant in the Office of Innovation and Improvement at the Department of Education

Sorry, Kermit — It Can Be Easy Being Green

As Director of the new Green Ribbon Schools program, I have visited a lot of Green Schools. I have been thrilled by geothermal heating and cooling systems; intrigued by water retention ponds and cisterns; and delighted by practical yet attractive recycled building materials. But I’ve also been impressed by schools that have “gone green” through sheer ingenuity. My visits to schools that look like any other reinforce our understanding that any school, no matter its resources or location, can take relatively simple steps toward the goals of the Green Ribbon Schools recognition award.

Every school can become a green school by making progress in the areas of: 1) environmental impact and energy efficiency; 2) health and wellness; and 3) environmental literacy. So what does a green school look like? Don’t be fooled by ordinary appearances. What sets apart a green school requires a look inside, where

enterprising school administrators, teachers and community members lead enthusiastic students toward change.

In a green school, the community might help with the construction of a simple outdoor amphitheater that serves as an open air classroom. A green school can start a recycling program that encourages communities without district waste management programs to bring their recyclables to school for collection. Or recognize quarterly the class with the highest number of students commuting by a means other than their parents' cars. Administrators can engage community volunteers to help students plan and maintain school gardens. They can adopt a no cupcake policy and offer students healthy birthday reward alternatives, such as additional recess. They might ask students to "trash the trash" with reusable lunchware. A good-humored principal might don his Mr. Banana costume – and check his self-esteem at the door – all in the name of teaching young scholars good nutrition.

At the high school level, a motivated environmental science teacher could have a huge impact, using an aquaponic garden to teach the nitrogen cycle in biology, horticulture and other environmental science classes. Students might develop not only science, technology, engineering and math (STEM) skills through their projects, but also develop civic skills. Students could use the profits from the plants they grow and sell to improve the schools' environmental impact and cost savings. The teacher might organize an annual clean-up in nearby woodlands, highways or trails and garner local organizations' sponsorship and collaboration. The green high school's environmental club can help the school transition to compact fluorescent bulbs and task lighting, reducing the energy consumption of classrooms, and to implement a recycling program.

These are all real-life examples from visits not far from the U.S. Department of Education's Washington, D.C. headquarters, but efforts such as these are being implemented all across the country. Every school that takes these simple steps can save energy, reduce costs, increase health and wellness, and offer effective environmental education. These schools are proving that it's easier than you think being green.

US Department of Education Green Ribbon Schools is a federal recognition award and should not be confused with any green schools program conducted by non-governmental entities.

Andrea Falken, Director, Green Ribbon Schools

Jose Rico Appointed Director of White House Initiative on Educational Excellence for Hispanics

U.S. Education Secretary Arne Duncan announced the appointment of José Rico as the new director of the White House Initiative on Educational Excellence for Hispanics. The Initiative is in charge of expanding academic excellence and improving educational opportunities for Hispanics for President Obama and Secretary Duncan.

"For the last two years as the Initiative's deputy director, José has helped create an active national network of Latino community leaders to increase the academic success of Hispanics to meet President Obama's 2020 college completion goal," Duncan said. "We're fortunate that José will take the helm at the Initiative and lead the Obama Administration's efforts to improve educational opportunities for Hispanics."

Hispanics are the largest minority group in the public education system, comprising more than 1 in 5 students in the nation's elementary, middle and high schools, according to a [report by the White House Initiative on Educational Excellence for Hispanics](#). The report shows that Hispanics will drive the growth of the labor force over the next several decades, accounting for 60 percent of the nation's growth between 2005 and 2050.

“Hispanic students have graduated at lower rates than others for a long time, making it impossible for America to advance if they continue to fall behind,” Rico said. “Improving Hispanic educational excellence isn't just a Latino problem. It's a challenge for all Americans.”

Prior to his work with the Administration, Rico served from 2005-2009 as principal of Chicago's Multicultural Arts High School, named by then Chicago Public Schools CEO Arne Duncan as founding principal in 2005. He previously worked for the University of Illinois-Chicago's Small Schools Workshop to help develop small, innovative learning communities in public schools. He also worked during this time as a school improvement coach and on charter school projects with the Knowledge Works Foundation and the National Council of La Raza.

Earlier, Rico was program director for Public Allies, a nonprofit dedicated to community service; and the Illinois Coalition for Immigrant Rights, organizing its Removing Barriers to Education campaign, working with parents around the state to ensure their children were not denied access to education. Rico earned a bachelor's degree at Northeastern Illinois University, a master's degree from University of Illinois-Chicago in curriculum instruction and another master's from National-Louis University in administration.

[To top](#)

Calls to Participate

PEPNet 2.0 Training Institute (PTI) Update

<http://www.pepnet.org/pti/>

The PEPNet 2.0 Training Institute (PTI) has extended its deadline (originally January 5) for proposals for presentations for the PEPNet 2.0 National Conference, to be held in conjunction with the Association of Higher Education and Disabilities (AHEAD) 2012 Conference in New Orleans, LA, July 9-14, 2012. Papers should address issues related to enrolling, retaining, and instructing students who are deaf or hard of hearing or to the varying communication needs of, and methods used by, individuals who are deaf or hard of hearing, such as oral transliteration services, cued language transliteration services, sign language transliteration and interpreting services, and transcription. New deadline for proposals: February 3, 2012.

Participants Sought for Survey on Mentoring Services for High-Risk Youth

www.surveymonkey.com/s/YouthMentoringSurvey

The National Mentoring Partnership, Global Youth Justice, and the National Partnership for Juvenile Services are conducting a survey to improve the design and delivery of mentoring services for youth at risk for delinquency, alcohol and drug abuse, truancy, and other problem behaviors. Results will be included in a research report and in training and technical assistance materials, which will be free and available online. The survey is funded by the Office of Juvenile Justice and Delinquency Prevention. Mentoring and juvenile justice professionals working in detention, corrections, probation, dependency courts, delinquency courts, and teen court/youth court diversion programs are encouraged to participate.

America's Promise Launches Grad Nation Communities

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

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

[To top](#)

NASET Sponsor - Mayer Johnson



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

Special Education Resources

A Parent's Guide to Autism Spectrum Disorder

Report

<http://tinyurl.com/3t3fwdw>

"A Parent's Guide to Autism Spectrum Disorder," recently updated by the National Institute of Mental Health, helps parents understand what autism spectrum disorder is, recognize common signs and symptoms, and find the resources they need.

Bullying in Schools: An Overview

Bulletin

<http://www.ojjdp.gov/pubs/234205.pdf>

The Office of Juvenile Justice and Delinquency Prevention has released "Bullying in Schools: An Overview." This bulletin examines the connection between different types and frequencies of bullying, truancy, and student achievement, and whether students' engagement in school mediates these factors, finding that victimization in the form of bullying can distance students from learning. Schools can overcome this negative effect if they adopt strategies that engage students in their work, creating positive learning environments that produce academic achievement. Available in pdf (1.20 MB, 12 pp).

Career Clusters: Forecasting Demand for High School Through College Jobs, 2008-2018

Report

<http://cew.georgetown.edu/clusters/>

The Georgetown University Center on Education and the Workforce's "Career Clusters: Forecasting Demand for High School Through College Jobs, 2008-2018" is a report produced in collaboration with the National

Research Center for Career and Technical Education and the National Association of State Directors of Career Technical Education Consortium. It compares the educational requirements and pay across jobs for each of the 16 nationally-recognized career clusters and projects that the most promising financial future is for workers with bachelor's and master's degrees. While a bachelor's degree offers better accessibility to all high-paying jobs, occupation matters, with the STEM cluster paying the highest wages overall.

Career Pathways to Employment: Aligning Career and Technical Education to Labor Market Projections Summary

Video

<http://newmediamanager2.net/node/2141/popup>

This forum brief summarizes the American Youth Policy Forum event, “Career Pathways to Employment: Aligning Career and Technical Education to Labor Market Projections,” featuring Anthony Carnevale, Director of the Center on Education, and James Stone, Director of the National Research Center for Career & Technical Education, on the importance of using education to prepare students for jobs.

Challenges, Assets, and Innovations: Considerations for Secondary Education in Rural Communities

Policy Brief

<http://www.aypf.org/tripreports/2010/documents/AYPF%20Rural%20Education%20Brief.pdf>

“Challenges, Assets, and Innovations: Considerations for Secondary Education in Rural Communities” is a policy brief from the American Youth Policy Forum (AYPF). It summarizes lessons learned from an AYPF study mission to North Carolina that examined how rural education systems provide high quality instruction and improve the readiness of young people for life beyond high school; how federal and state policies and funding streams affect rural school districts; the unique challenges of providing high quality instruction in rural settings; and innovative approaches to providing comprehensive education in rural communities. The brief outlines several key issues affecting rural education nationwide and discusses how current federal policy priorities affect rural education. Available in pdf (149 KB, 8 pp).

Children of Latino Immigrants and Out-of-School Time Programs

Brief

http://www.childtrends.org/Files//Child_Trends-2011_12_01_RB_ImmigrantsOSTProg.pdf

Although most children and youth benefit from involvement in out-of-school (OST) time programs, minority children, and children of immigrants in particular, tend not to participate. Child Trends’ Research-to-Results brief, “Children of Latino Immigrants and Out-of-School Time Programs,” describes risk factors that contribute to low participation rates for children of immigrants, and what these programs can do to improve outcomes, with tips for attracting and retaining children of immigrant families in OST programs. Available in pdf (78.7 KB, 6 pp).

Evaluating the Educational Needs of Children with Mental Health Conditions

Report

<http://bit.ly/kwQJvO>

Students with mental health conditions are more likely than their peers to encounter academic, social, or emotional problems at school. Mental health conditions that affect mood, thinking, interactions with peers, and

physical and emotional arousal levels may also interfere with a student's ability to focus on learning. Massachusetts General Hospital's "Evaluating the Educational Needs of Children with Mental Health Conditions" describes the evaluation process and includes important points for schools, parents, and clinicians.

Family Information Guide to Assistive Technology and Transition in English and Spanish *Guide*

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

The Family Center on Technology and Disability has released a Spanish language version, "Guía Informativa Familiar Sobre la Tecnología Asistencial y Planificación de la Transición," of its "Family Information Guide to Assistive Technology and Transition." The guide has an illustrated glossary of assistive technology (AT) and transition terms, and helps families and teachers understand the role of AT in their child's special education and transition plans.

NCES Releases America's Youth: Transitions to Adulthood *Report*

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012026>

The U.S. Department of Education's Institute of Education Sciences' National Center for Education Statistics has released "America's Youth: Transitions to Adulthood." Youth of 2011, compared to their peers in 1980, 1990, and 2000, have greater education and less labor force participation, have delayed establishing their own families, and have higher expectations for their future. The report contains statistics on important aspects of the lives of youth, including family, schooling, work, community, and health and presents trends in various social contexts that may relate to youth education and learning.

State High School Tests: Changes in State Policies and the Impact of the College and Career Readiness Movement *Report*

Report

<http://www.cep-dc.org/>

"State High School Tests: Changes in State Policies and the Impact of the College and Career Readiness Movement," the tenth annual report on high school exams and other assessments by the Center on Education Policy found that, for the first time in six years, the number of states requiring students to pass high school exit exams to earn a diploma had gone down, and the most states are preparing for new assessments aligned with the Common Core State Standards, while and more than one-fourth offer college and career readiness assessments. The report provides individual profiles for states with exit exams, college entrance exam policies, and/or college and career readiness.

Ten "Best Practices" Schools Can Use to Help Students Living with Mental Illnesses (June) *Report*

<http://bit.ly/kSEKac>

"Ten Best Practices for Schools," from the National Alliance on Mental Health is a resource that describes ten "best practices" schools can engage in to support students living with mental health needs. The academic performance and behavioral functioning of students significantly improve when their mental health needs are effectively addressed. Available in pdf (23.5 KB, 1 p).

The Impact of Health Care Reform on Services and Supports for Young Adults with Serious Mental Health Conditions (July 2011)

Fact Sheet

<http://www.pathwaysrtc.pdx.edu/pdf/proj4-healthCareFAQ.pdf>

“The Impact of Health Care Reform on Services and Supports for Young Adults with Serious Mental Health Conditions,” from the Research and Training Center for Pathways to Positive Futures, explores what is known now about the reform’s impacts and areas that will require further clarification. Available in pdf (5.73 MB, 4 pp).

The School Principal as Leader: Guiding Schools to Better Teaching and Learning

Report

<http://tinyurl.com/7unyzky>

The Wallace Foundation has issued a new report in its Perspectives series, “The School Principal as Leader: Guiding Schools to Better Teaching and Learning,” identifying five practices central to effective school leadership: shaping a vision of academic success for all students; creating a climate hospitable to education; cultivating leadership in others; improving instructional practices among the faculty; and managing people, data, and processes to foster school improvement.

USDOL Releases New Career Pathway Toolkit

Toolkit

[https://learnwork.workforce3one.org/page/tag/General Information on Career Pathways](https://learnwork.workforce3one.org/page/tag/General+Information+on+Career+Pathways)

The U.S. Department of Labor, Employment and Training Administration’s Career Pathways Initiative has released the “Career Pathways Toolkit: Six Key Elements for Success,” to help guide state and local leaders in building and sustaining career pathway systems. This toolkit offers a road map for administrators, service providers, workforce professionals, and policymakers seeking to develop career pathway systems at local, regional, or state levels. It details the Six Key Elements Framework, highlights promising practices, and provides tools to support visioning and strategic planning.

A Piece of the Puzzle: A Network Dedicated for Special Needs

<http://www.apieceofthepuzzle.net/>

This Web site is a social community dedicated to those with special needs and disabilities. Besides being a social network, members can chat and visit the game room. It also has a parents forum and articles for parents, educators and organizations.

Ready by 21

<http://www.readyby21.org/>

“Ready by 21” is a set of strategies developed by the Forum for Youth Investment that helps communities and states improve services, supports, and opportunities for all youth in education settings. Their Web site offers news and commentary on resources and events helping ensure that all youth are ready for college, work, and life.

[To top](#)

Update from the National Dissemination Center for Children with Disabilities

NEW FROM NICHCY!

Desarrollando el IEP de Su Hijo.

We've recently updated this Spanish version of *Developing Your Child's IEP*.

<http://nichcy.org/wp-content/uploads/docs/spanish/pa12sp.pdf>

Help all your students (and yourself!) with universal design for learning.

Educators spend a lot of time and effort modifying and adapting lessons for students with differing needs. Try the Universal Design for Learning approach our friends at CAST recommend to make lessons more accessible to all students from the start. In their guest blog for NICHCY, "No Boundaries" Education, Patricia Ralabate and David Gordon of CAST share the three basic principles of UDL and connect you with the National UDL Center's practical examples and videos.

<http://nichcy.org/no-boundaries-education>

Guest blog: Implementing Inclusion in Charter Schools.

Maybe you've seen our new FAQ on charter schools, which told you that, yes, charter schools serve students with disabilities. Now, read our new blog on how charter schools can serve students with disabilities. It's written by the principal of a charter school who believes strongly in her school's practice of inclusion.

<http://nichcy.org/implementing-inclusion-in-charter-schools>

FROM OUR FRIENDS AT THE IDEA PARTNERSHIP

Common Core State Standards Collection

The Common Core State Standards are a national initiative to provide a consistent, clear understanding of what students are expected to learn, so that teachers and parents know what they need to do to help them. The final standards were released on June 10, 2010. Many states have adopted the standards and are beginning to implement them. New standards will require new large-scale assessments.

This comprehensive collection of materials and resources helps parents, educators, and other stakeholders to better understand the common core standards.

http://www.ideapartnership.org/index.php?option=com_content&view=article&id=1522

IT ALL STARTS IN FAMILIES AND COMMUNITIES

What do I do, my child won't go to school!

Helpful tips from the MATRIX parent center on what to do for a child with an IEP or a child without an IEP who refuses to attend school. It's in English *and* Spanish!

<http://www.matrixparents.org/pub/Spanish%20pdf/child.wont.go.to.school.eng.span.pdf>

How to handle a meltdown.

The Friendship Circle's *Among Friends* blog tackles the tough question of how to handle a child's meltdown in this new three-part series. Check out all three for tips on surviving a meltdown:

Part 1: *A Crash Course in Meltdown Management.*

<http://blog.friendshipcircle.org/2011/12/06/a-crash-course-in-meltdown-management-part-1-of-3/>

Part 2: *26 Sensory Integration Tools for Meltdown Management.*

<http://blog.friendshipcircle.org/2011/12/13/26-sensory-integration-tools-for-meltdown-management/>

Part 3: *How to manage and prevent a panic attack.*

<http://blog.friendshipcircle.org/2011/12/21/meltdown-management-how-to-manage-and-prevent-a-panic-attack/>

Top 10 Special Education Advisor blogs for 2011.

There are plenty of "top 10" lists out these days, but Special Education Advisor's is packed with useful information on questions to ask at an IEP meeting, mistakes to avoid in an IEP meeting, steps to writing IEP goals, and who to follow on social media.

<http://www.specialeducationadvisor.com/top-ten-most-viewed-special-education-advisor-blogs-for-2011/>

IEP meeting conversation stoppers.

From the National Center for Learning Disabilities: Some of the statements made to parents at IEP meetings are "conversation stoppers" - comments that create barriers and can prevent the IEP team from working cooperatively to develop effective special education services and supports for students with disabilities. Here are nine common "conversation stoppers," some information about what may be the real issues of concern, and suggestions for how parents can respond in a forceful but respectful way so that planning for their child can move forward. <http://networkedblogs.com/rO1A8>

Centers for youth with disabilities, parents, and professionals working in transition and employment planning.

This *VR Research in Brief*, prepared by PACER, summarizes current research findings on Rehabilitation Services Administration Parent Training resources. Parent involvement is an essential principle during the critical period when youth with disabilities transition from the public education system to adult services and the adult world. The need to provide families with information and training that will help them successfully launch their youth into adulthood is an essential part of IDEA.

http://rsatac.ed.gov/docs/VRBrief_Centersforyouth.pdf

THE LITTLE ONES: EARLY INTERVENTION/EARLY CHILDHOOD

Video | The Part C regulations, brought to you by...

Believe it or not, it's been 25 years since we've had new regulations for Part C. Take a trip down memory lane with some of the Department of Education personnel who helped to roll out the final regulations this fall in this 9-minute video. (The cheesy 80s music and pop culture references will make you smile!)

<http://vimeo.com/32185648>

Tipsheets for early childhood practice.

The University of Maine Center for Community Inclusion and Disability Studies (CCIDS) has expanded its *Growing Ideas Tipsheets and Resources for Guiding Early Childhood Practices*. These free online materials are for early childhood and schoolage care professionals, parents, and guardians. Many of the tipsheet topics include virtual toolkits that can be used for professional development activities or shared with parents, guardians or others.

<http://ccids.umaine.edu/resources/ec-growingideas/>

Research synthesis points on quality inclusive practices.

This document provides brief descriptions and supporting references for the evidence-based and promising practices that support early childhood inclusion. From the National Professional Development Center on Inclusion.

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

Scribble, scribble - Help your infant prepare to learn to write.

From the Center for Early Literacy Learning: Is your infant beginning to feed herself with a spoon? If she is, then it's time to introduce her to crayons and other writing materials. Ideas can be found here!

<http://www.earlyliteracylearning.org/cellcasts/scribblescribble.php>

The Helpdesk at Tots 'n Tech.

This new resource from Tots 'n Tech is designed to help you easily find resources on assistive technology for infants and toddlers. You can find information on communication & socialization, getting around, arms & hands, problem solving, and more.

<http://tnt.asu.edu/tnt-helpdesk>

SCHOOLS, K-12

Webinar | Inclusion for students with intellectual disabilities.

January 12, 2012 | 4:00-5:30 ET

The American Association on Intellectual and Developmental Disabilities will present *Great Expectations: Meaningful Participation in General Education Settings*, in its series on "Inclusion: Information and Strategies You Can Use." This webinar will present evidence-based strategies to facilitate the participation of students with intellectual and developmental disabilities in the general education curriculum and provide strategies that can be used across grade levels and with students with diverse needs.

http://aaid.org/content_7587.cfm

Two resources on travel training for student success.

Good postsecondary activities like college and job training are only effective if the young adult can actually get to them. Easter Seals Project ACTION has a wealth of free resources that can help you get started on travel training and help you continue to support an ongoing program. Check out these two in particular:

Webinar | ***Supporting Postsecondary School Outcomes through Transportation Education.***

January 26, 2012 | 2:00 - 3:00 p.m. ET

Registration deadline: January 20, 2012

<http://projectaction.easterseals.com/site/Calendar?view=Detail&id=36985>

Travel training for student success.

Here's a primer for school administrators interested in learning how high schools across the country are connecting students to travel training services, developing and adapting goals, and supporting local implementation of travel training programs.

http://projectaction.easterseals.com/site/PageServer?pagename=ESPA_resources_supporting_young_adults_TravelTraining

Preventing teacher burnout.

We love teachers, and don't want you to burn out on the profession. Check out this suite of resources that address sources and symptoms of burnout and identify ways to reduce environmental stressors, increase personal capability, and enhance social support to prevent burnout.

<http://smhp.psych.ucla.edu/qf/burnout.htm>

Six tips for brain-based learning.

In this free classroom resource guide, you'll get practical tips across the K-12 spectrum, including a reading list and a variety of resources to help you learn more about the fascinating findings of research on the brain and what promotes learning.

<http://www.edutopia.org/brain-based-learning-strategies-resource-guide>

Tips for strengthening study skills.

The December 2011 issue of LD Online's newsletter lists multiple resources to help students with learning disabilities develop their study skills.

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

What can a paraeducator do?

In a new blog from the National Resource Center for Paraeducators, Doug Van Oort clarifies the roles of the supervising teacher and paraeducator. There's also a handy chart identifying what a paraeducator **may** and **may not** do in schools. Check out *The Distinction in Roles of Paraeducators and Teachers*.

<http://www.nrpara.org/paranews/hot-topic-%E2%80%93-distinction-roles-paraeducators-and-teacher>

Department of Justice report on the impact of bullying in schools.

The Office of Juvenile Justice and Delinquency Prevention recently released *Bullying in Schools: An Overview*, the first of five bulletins examining bullying in schools and support schools can provide bullying victims.

<http://www.ojjdp.gov/pubs/234205.pdf>

State policies on bullying.

In December 2011, the U.S. Department of Education released *Analysis of State Bullying Laws and Policies*, which summarizes current approaches in the 46 states with anti-bullying laws and the 41 states that have created anti-bullying policies as models for schools.

<http://www2.ed.gov/about/offices/list/oepd/ppss/reports.html#safe>

STATE & SYSTEM TOOLS

Webinar | Addressing personnel needs in adapted physical education.

Friday, January 27, 2012 | 1:00 ET

The Personnel Improvement Center starts the new year with a free webinar that addresses personnel needs in the field of adapted physical education (APE). Renowned faculty in the field of APE teacher preparation will talk about why APE teachers are needed, how they are prepared, what roles they play in adding to student success, and what solutions there are to reducing personnel shortages in this field.

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

Final amendments to FERPA regulations released.

On December 2, 2011, the U.S. Department of Education published the final amendments to the regulations for implementing the Family Educational Rights and Privacy Act (FERPA) in the Federal Register. FERPA is meant to protect the privacy of education records while allowing for the effective use of data. The Federal Register notice can be accessed at:

<http://federalregister.gov/a/2011-30683>

How states are implementing RTI.

The National Association of State Directors of Special Education (NASDSE) and the Council of Administrators of Special Education (CASE) recently released

Response to Intervention Blueprints: State Edition. This is one of three publications. The others in this series are the school-building level and district-level editions.

<http://www.nasdse.org/LinkClick.aspx?fileticket=XzGg7YsB9KA%3d&tabid=36>

Video | The Regional Resource Center program.

Check out the 6-minute interview of co-coordinators Maureen Hawes and Arlene Russell to learn about the supports that regional resource centers (the RRCs, for short) provide to states.

http://tadnet.org/news_posts/11?ticket=ST-1323790838r3D6FF3EAB751330A11

Re-entry programs for students with disabilities in the juvenile justice system.

Project Forum's newest policy analysis defines reentry, describes federal efforts to support successful reentry of juvenile justice offenders, relates the prevalence of students with disabilities in the juvenile justice system, and recounts recommended reentry strategies from experts in the field. The findings from interviews with four states and a review of program-related documents are provided. The primary goal of these four state programs is to reduce recidivism by supporting the smooth transition of youth with disabilities from correctional

facilities to community-based schools, jobs, and support services.

<http://projectforum.org/docs/ReentryProgsforSWDintheJuvenileJusticeSystem-FourStateApproaches.pdf>

[To top](#)

Latest Employment Opportunities Posted on NASET

Special Education Teachers (various categories) **Mesa, AZ**

Job Category: Teacher

Job Description

Mesa Public Schools is looking to hire Special Education Teachers in various categories. The role of these teachers is to provide appropriate special education programming for all students with educational disabilities and to promote programming that will accomplish transition of disabled students from school to post school activities, including post-secondary education, independent living and community participation.

Job Requirements

BS Degree. Arizona Teaching Certificate with Special Education endorsement required.

Job Benefits

Health and life insurance plan. Salary starting at \$35,569. Excellent support for teachers with Professional Development and mentoring.

Contact Information

Qualified applicants should go to **Mesa Public Schools** website http://www.mpsaz.org/hr/job_openings/
For information on the application process call Liz Biggs at 480-472-0406 or email to eabiggs@mpsaz.org

\$125,000 Salary for Master Middle School Teachers **New York, NY**

Job Category: Master Middle School Teacher

Description

Earn a \$125,000 salary and join a team of master teachers at **The Equity Project (TEP) Charter School**, recently featured on the front page of the New York Times: (<http://www.tepcharter.org/nytimes.php>).

TEP is a 480-student 5th through 8th grade middle school in the Washington Heights neighborhood of New York City.

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

Contact

Email: jobs@tepcharter.org

Special Education Teachers & Administrators Private International School - Doha, Qatar

Job Category: Teachers and Administrators

Posted on Thursday 05. of January 2012

Description

Teach Away is now accepting applications for Special Education teaching and administrative positions in an exclusive private international school in Doha, Qatar. Teachers with experience in Special Education classrooms, as well as subject-specific teaching experience are eligible to apply.

Teachers must have a degree in Special Education or an endorsement on their teaching license/certificate in order to qualify. Experience is required.

Requirements

- Completed Bachelor's degree (Masters degree preferred)
- Qualified teacher status/certified teacher (licensed to teach in home state/province); certified in relevant subject area
- Endorsement or certification in Special Education required
- Minimum 2 years of experience at relevant level
- **Salary:** Starting from \$39,000 USD/year tax-free (depending on qualifications and experience)
- **Flight:** Return airfare provided (including spouse and up to 3 dependents)
- **Housing:** Accommodations provided
- **Health Insurance:** Provided by employer
- **Visa Sponsorship:** Sponsored by the school
- **Vacation:** Summer vacation; national holidays

- **Additional Benefits:** Tuition allowance for dependents; shipping allowance; end of contract bonus; professional development opportunities.

Benefits

Contact

Qualified applicants should apply online at <http://www.teachaway.com/application.html>

Successful candidates will be contacted via email to schedule an interview.

[**Note:** Additional Special Education teaching positions are available in other locations. Please visit www.teachaway.com for details.]

Faculty Tenure Track 9 mo (Job #990241) **North Canton, Ohio**

Job Category: Tenure-Track

Posted on Thursday 05. of January 2012

Description

Opportunity for a full-time, nine-month, tenure track position beginning FALL semester 2012 as Assistant Professor of Education. Successful candidates will have substantial teaching experience in cultural foundations or special education, as well as substantial skills and experience in a second area (cultural foundations, special education, or education psychology) are a plus.

Requirements

A Ph.D. in Cultural Foundations or Special Education (or Foreign Degree equivalent), evidence of scholarship, and teaching experience required. ABD candidates will be considered provided clearance for graduation with a Ph.D. can be documented before the position start date.

Contact

To apply, please visit <http://jobs.kent.edu/hr>

You must complete an academic data form, attach a letter of interest, but not limited to, experience and research, and curriculum vitae. In addition, please submit by USPS, official transcripts and three letters of recommendation to:

Kent State University at Stark
6000 Frank Ave NW
North Canton, OH 44720
Attn: Associate Dean's Office

[To top](#)

Upcoming Conferences, Workshops and Events

2012

February

National Conference on Bullying

Conference

Date: February 15, 2012 - February 17, 2012

Location: Orlando, FL

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

Abstract: The School Safety Advocacy Council, National Students Against Violence Everywhere (SAVE), and Florida Association of School Resource Officers (FASRO) will hold the 2012 National Conference on Bullying in Orlando, FL. It will examine the causation, prevention, and mitigation of bullying. Topics addressed will include: Bullying Program Showcase, Using Digital Literacy to Combat Bullying, Bullying-What are the Trends Telling US?, Cyber-Bullying, The Reality Television Generation, and Liability 101-How not to be Successfully Sued.

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

Conference

Date: February 22, 2012 - February 25, 2012

Location: Chicago, IL

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

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

March

Race, Ethnicity, and Disability: State of The Science Conference

Conference

Date: March 1, 2012 - March 2, 2012

Location: Arlington, VA

Website: http://www.rehabeducators.org/listserv/state_of_science.pdf

Abstract: The Race, Ethnicity, and Disability: State of The Science Conference, sponsored by NIDRR, will be held in Arlington, VA. The conference is intended for multidisciplinary rehabilitation professionals, including physicians, physical therapists, occupational therapists, speech pathologists, rehabilitation nurses, psychologists, rehabilitation case managers, rehabilitation counselors, disability specialists, other professionals serving the field of rehabilitation medicine, and researchers studying minorities with disabilities. The conference's purposes are to advance the science of disability research involving racial and ethnic minorities,

build capacities of researchers, and foster networking and communication among researchers, students, clinicians, funders, journal editors, and consumers. Available in pdf (1.08 MB, 16 pp).

Finding Jobs for Students with Intellectual Disability: Where Do You Start?

Web-based Event

Date: March 7, 2012- 2:00 PM - 3:30 PM (Eastern)

Website: <http://www.thinkcollege.net/for-professionals/training-events>

Abstract: Without strategies and structure, the process of finding jobs for students with intellectual disabilities can seem daunting. This webinar, sponsored by Think College, will offer information on the process of creating opportunities for students by. The first step is getting to know the students, with strategies for turning assessment and discovery options into skills for selling students to the perfect employer. Strategies for approaching employers, learning the skills to customize positions, and determining information needed to negotiate with employers.

April

Our World Our Future

Conference

Date: April 11, 2012 - April 14, 2012

Location: Minneapolis, MN

Website: <http://nslc.nylc.org/>

Abstract: Registration is open for “Our World, Our Future,” the 23rd Annual National Service-Learning Conference and Youthrive PeaceJam Leadership Conference. The conference will examine how youth passion, creativity and innovation can address world issues, a vision of a future where all young people – both with and without disabilities – can become effective and visible leaders in their schools, communities and the world. Application deadlines for participants: for Service-Learning Showcases, November 14, 2011; for Youth Emcees, November 18, 2011; for Exhibitors, December 15, 2011.

ILLOWA AHEAD Regional Conference

Conference

Date: April 12, 2012 - April 13, 2012

Location: Champaign, IL

Abstract: The ILLOWA Association on Higher Education and disability (AHEAD) Regional Conference will be held April 12-13, 2012, in Champaign, IL. For more information contact saddlerryanc@sau.edu

Multiple Perspectives on Access, Inclusion, & Disability: Experience Understood in Image, Poetry, Narrative, and Research

Conference

Date: April 24, 2012 - April 25, 2012

Location: Columbus, OH

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

Abstract: The 12th Annual Multiple Perspectives on Access, Inclusion, & Disability: Experience Understood in Image, Poetry, Narrative, and Research, sponsored by ADA OSU, is a catalyst for positive change and for collaborations with partners in education, business, public and social service. The workshops bring a diverse

audience together to discuss the full spectrum of disability issues and experiences. To ensure broad participation from the university community, business, state and local government, educators, advocacy organizations, social service agencies, and individuals with disabilities sponsors are sought each year to subsidize conference participants.

[To top](#)

Funding Forecast and Award Opportunities

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

<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 2012 and provides actual or estimated deadlines for the transmittal of applications under these programs. The lists are in the form of charts organized according to the Department's principal program offices and include programs and competitions previously announced as well as those to be announced at a later date.

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.

Christopher Columbus Fellowship Foundation: Christopher Columbus Awards

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

The Christopher Columbus Awards Program combines science and technology with community problem-solving. Students work in teams with the help of an adult coach to identify an issue they care about and, using science and technology, work with experts, conduct research, and put their ideas to the test to develop an innovative solution. Maximum award: \$25,000 Foundation Community Grant and an all-expense-paid trip to Walt Disney World to attend the program's National Championship Week, plus a U.S. Savings Bond of \$2,000 for each student team member. Eligibility: middle-school-age (grades 6-8) children; teams do not need to be affiliated with a school to enter. Deadline: February 6, 2012.

New Leaders for New Schools: Aspiring Principals Program

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

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

Earthwatch Institute Fellowships

<http://www.earthwatch.org/aboutus/education/edopp/>

The Earthwatch Institute offers educators fully-funded fellowships for hands-on learning with leading scientists doing field research and conservation on one of over 100 projects around the world. Maximum award: fully-

funded fellowship. Eligibility: elementary, middle, and high school educators and administrators of any discipline. Deadline: February 13, 2012.

Muzak Heart and Soul Foundation Invites Applications from Music Education Programs for Music Matters Grants Program

<http://heart.muzak.com/what/grants.aspx>

The Muzak Heart & Soul Foundation's mission is to support music education. Through music education, a child can better achieve his/her full potential and stimulate personal and educational growth. Music Matters Grants for 2012 will focus on financial need in school and non-profit music programs throughout the United States. Grants will be awarded in April of 2012, with funds distributed by the end of 2012. Grant amounts for this cycle are up to \$6,000 each and are made on an annual one-time basis. Programs should serve students in grades K-12. Deadline: February 17, 2012

Intel Foundation: Schools of Distinction

<http://www.intel.com/about/corporateresponsibility/education/soda/index.htm>

The Intel Foundation Schools of Distinction Program honors U.S. schools that have demonstrated excellence in math and science education. To be considered, schools must develop an environment and curricula that meet or exceed benchmarks, including national mathematics and science content standards. Maximum award: \$25,000. Eligibility: middle and high schools in the U.S. Deadline: February 23, 2012.

Applications Available for 2012 Do Something Awards Honoring Young Social Change Activists

<http://www.dosomething.org/programs/awards>

Since 1996, the Do Something Awards have annually honored young social change volunteers, ages 18-25. Award winners receive a community grant, participation in a televised award ceremony, media coverage, and continued support from Do Something. In 2012, five winners will receive a minimum of \$10,000 in community grants and scholarships. (Only winners 18 and under are eligible for a scholarship of \$5,000 and a \$5,000 community grant; winners between the ages of 19 and 25 receive their award in the form of a community grant.) One of the five winners will be selected as the grand-prize winner and receive a total of \$100,000 in community grants paid directly to the nonprofit of his or her choice. Applicants must be age 25 or younger and be a United States or Canadian citizen or permanent resident. Deadline: March 1, 2012

National Association of Biology Teachers/ Vernier Software & Technology: Ecology/Environmental Science Teaching Award

<http://www.nabt.org/Web sites/institution/index.php?p=132#award2>

The Ecology/Environmental Teaching Award will be given to a secondary school teacher who has successfully developed and demonstrated an innovative approach in the teaching of ecology/environmental science and has carried his/her commitment to the environment into the community. Maximum award: \$1,000 toward travel to the Professional Development Conference, and \$500 of Vernier equipment. The recipient also receives a recognition plaque to be presented at the NABT Professional Development Conference, and a one-year complimentary NABT membership. Deadline: March 15, 2012.

Pathways Within Roads to Reading

http://www.pwirtr.org/annual_donation_prog.html

The Pathways Within Roads to Reading Initiative donates books to literacy programs in small and rural low-income communities. Maximum Award: 200 books appropriate for readers age 0 to young adult; English only. Eligibility: 501(c)(3) organizations that run school, after-school, summer, community, day-care, and library reading and literacy programs; must have an annual operating budget of less than \$95,000 (schools and libraries are exempt from this budget requirement) and be located in an underserved community with a population of less than 50,000. Deadline: March 30, 2012.

Target Launches \$5 Million Giving Competition with “Ellen DeGeneres Show”

<http://ellen.warnerbros.com/schoolgiving/>

Target will distribute \$5 million in grants of \$100,000 each to elementary and secondary schools recommended by viewers of the “Ellen DeGeneres Show,” as part of its pledge to distribute \$1 billion in support of education by the end of 2015. To participate, viewers must submit through the show’s Web site the name of a school that needs help and a compelling story that explains why the school should receive a grant. From those submissions, Target will select fifty schools to receive a grant, which can be used for new books, upgraded technology, and other efforts designed to improve the school’s learning environment. In addition, two schools will be featured on the “Ellen DeGeneres Show.” No deadline for application listed.

Fund for Teachers: Grants

<http://www.fundforteachers.org/about-us.php>

The Fund for Teachers provides funds for direct grants to teachers to support summer learning opportunities of their own design. Maximum award: \$5,000. Eligibility: teachers who work with students in grades pre-kindergarten through 12, with a minimum of three years teaching experience, full-time, spending at least 50 percent of the time in the classroom at the time grants are approved and made. Deadline: varies by state.

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

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

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

Best Buy: Teach @15 Award

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

The Teach@15 Award program improves classroom learning by helping schools (grades 7-12) meet their

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

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

<http://tinyurl.com/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.

USGA/Alliance: Grants for the Good of the Game

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

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

[To top](#)

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
- National Center on Secondary Education and Transition, an electronic newsletter of the National Center on Secondary Education and Transition (NCSET), available online at <http://www.ncset.org/enews>. NCSET is funded by the U.S. Department of Education, Office of Special Education Programs.
- 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**.

[To top](#)