

NASET Special Educator e-Journal

March 2012



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Update from the U.S. Department of Education

Statement from U.S. Secretary of Education on New York's Agreement on Evaluation Guidelines

U.S. Secretary of Education Arne Duncan issued the following statement on New York's agreement on evaluation guidelines.

"Just a couple of months ago, I voiced my department's concerns that nearly a billion dollars in federal investments for education reform was at-risk. Yesterday, New York made clear that it wants to be a leader in education reform. The challenging conversation happening there over last several weeks is a testament to how tough this work is and why, for far too long, comprehensive and meaningful education reform hasn't happened. Yesterday's agreement is proof that tough-minded collaboration is possible.

"I want to commend Governor Cuomo, President Dick Iannuzzi, the members of NYSUT, Commissioner King, and everyone involved for coming together to ensure that schools across New York can maintain the significant and historical investment Race to the Top and other reform dollars will make in the New York's education system. Governor Cuomo stepped up and showed real courage. I hope more governors follow his lead."

Department of Education Approves New Mexico's Request for Flexibility from No Child Left Behind

New Mexico's commitment to adopt bold reforms around standards, accountability and teacher effectiveness has qualified the state to receive flexibility from No Child Left Behind (NCLB), the current federal education law, Secretary of Education Arne Duncan announced today.

The announcement makes New Mexico the 11th state to receive a waiver from NCLB. In February, declaring that our kids can't wait any longer for Congress to act, President Obama announced the first 10 states approved

for flexibility: Colorado, Florida, Georgia, Indiana, Kentucky, Massachusetts, Minnesota, New Jersey, Oklahoma, and Tennessee.

“Today, New Mexico joins the ranks of states leading the charge on education reform by protecting children, raising standards and holding themselves accountable,” Secretary Duncan said. “As New Mexico implements these reforms, it is important that all stakeholders are at the table and their voices are heard. We encourage the Governor and her team to work closely and in a bipartisan manner with the legislature, and to fully include educators, community and tribal leaders and parents in the process of advancing these reforms.”

Approval of New Mexico’s flexibility plan means that the state will no longer have to meet 2014 targets set by NCLB. In exchange, New Mexico will move to an accountability system that recognizes and rewards high-performing schools and those that are making significant gains, while targeting rigorous and comprehensive interventions for the lowest-performing schools.

New Mexico schools will develop and implement plans to improve educational outcomes for underperforming subgroups of students. New Mexico estimates that its new accountability plan will include 175 more schools and 20,000 more students by removing some of the practices common under NCLB that excluded many schools and students from accountability measurements

The state’s plans will also require continued transparency around achievement gaps, but will provide schools and districts greater flexibility in how they use Title I federal dollars to support students.

Obama Administration Seeks to Elevate Teaching Profession, Duncan to Launch RESPECT Project: Teacher-Led National Conversation

The Obama Administration's 2013 proposed budget includes a new \$5 billion competitive program to challenge states and districts to work with teachers, unions, colleges of education and other stakeholders to comprehensively reform the field of teaching. The proposal touches on every phase of teaching from training and tenure to compensation and career opportunities.

Education Secretary Arne Duncan held a town hall meeting with teachers to launch the RESPECT Project, a national conversation led by active classroom teachers working temporarily for the Department to help inform the administration's proposal and the broader effort to reform teaching. RESPECT is an acronym that stands for **Recognizing Educational Success, Professional Excellence and Collaborative Teaching**.

"Our goal is to work with teachers and principals in rebuilding their profession and to elevate the teacher voice in federal, state and local education policy. Our larger goal is to make teaching not only America's most important profession, but also America's most respected profession," Duncan said.

The administration's proposal builds on the President's State of the Union speech when he said: "Give [schools] the resources to keep good teachers on the job, and reward the best ones. In return, grant schools flexibility: To teach with creativity and passion; to stop teaching to the test; and to replace teachers who just aren't helping kids learn. That's a bargain worth making."

Details of the program will be developed through budget negotiations with Congress and the competition process itself, but the proposal considers a broad range of reforms:

- Reforming teacher colleges and making them more selective.
- Creating new career ladders for teachers.
- Linking earnings more closely to performance rather than simply longevity or credentials.
- Compensating teachers for working in challenging learning environments.
- Making teacher salaries more competitive with other professions.
- Improving professional development and providing time for collaboration.
- Providing teachers with greater autonomy in exchange for greater accountability.
- Building evaluation systems based on multiple measures, not just test scores.
- Reforming tenure to raise the bar, protect good teachers, and promote accountability.

"This effort will require the entire educational sector—states, districts, unions, principals, schools of education—to change, and teachers have to lead the change," Duncan said.

"We need to change society's views of teaching—from the factory model of yesterday to the professional model of tomorrow—where teachers are revered as thinkers, leaders and nation-builders. No other profession carries a greater burden for securing our economic future. No other profession holds out more promise of opportunity to children and young people from disadvantaged backgrounds. And no other profession deserves more respect," he said.

President Obama: Our Children Can't Wait for Congress to Fix No Child Left Behind, Announces Flexibility in Exchange for Reform for Ten States

President Barack Obama announced that ten states that have agreed to implement bold reforms around standards and accountability will receive flexibility from the burdensome mandates of the federal education law known as No Child Left Behind (NCLB). In exchange for this flexibility, these states have agreed to raise standards, improve accountability, and undertake essential reforms to improve teacher effectiveness. The ten states approved for flexibility are Colorado, Florida, Georgia, Indiana, Kentucky, Massachusetts, Minnesota, New Jersey, Oklahoma, and Tennessee.

In a White House announcement attended by state education officials, teachers, civil rights, and business leaders, the President said that NCLB, which is five years overdue for a rewrite, is driving the wrong behaviors, from teaching to the test to federally determined, one-size-fits-all interventions. The President will call on Congress to work across the aisle to fix the law even as his administration offers solutions for states to help prepare all students for college and career readiness.

"After waiting far too long for Congress to reform No Child Left Behind, my Administration is giving states the opportunity to set higher, more honest standards in exchange for more flexibility," said President Obama.

"Today, we're giving 10 states the green light to continue making reforms that are best for them. Because if we're serious about helping our children reach their potential, the best ideas aren't going to come from Washington alone. Our job is to harness those ideas, and to hold states and schools accountable for making them work."

The administration is continuing to work closely with New Mexico, the eleventh state that requested flexibility in the first round. Twenty-eight other states along with D.C. and Puerto Rico have indicated their intent to seek waivers.

The administration's decision to provide waivers followed extensive efforts to work with Congress to rewrite NCLB. In March 2010, the administration submitted a "blueprint for reform" to Congress and has met extensively with Republican and Democratic legislators.

Education Secretary Arne Duncan said that current law drives down standards, weakens accountability, causes narrowing of the curriculum and labels too many schools as failing. Moreover, the law mandates unworkable remedies at the federal level instead of allowing local educators to make spending decisions.

"Rather than dictating educational decisions from Washington, we want state and local educators to decide how to best meet the individual needs of students," said Duncan.

To get flexibility from NCLB, states must adopt and have a plan to implement college and career-ready standards. They must also create comprehensive systems of teacher and principal development, evaluation and support that include factors beyond test scores, such as principal observation, peer review, student work, or parent and student feedback.

States receiving waivers no longer have to meet 2014 targets set by NCLB but they must set new performance targets for improving student achievement and closing achievement gaps. They also must have accountability systems that recognize and reward high-performing schools and those that are making significant gains, while targeting rigorous and comprehensive interventions for the lowest-performing schools. Under the state-developed plans, all schools will develop and implement plans for improving educational outcomes for underperforming subgroups of students. State plans will require continued transparency around achievement gaps, but will provide schools and districts greater flexibility in how they spend Title I federal dollars.

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Calls to Participate

2012 Southwest Conference on Disability Seeks Proposals

<http://cdd.unm.edu/swconf>

The 2012 Southwest Conference on Disability seeks proposals on the theme “Access For All: To Boldly Go Where Everybody Else Has Gone Before,” with emphasis on: Access To Health, Physical Access, Access To Employment, Access To Technology, and Access To Behavioral Health Through High-Quality Service Partnerships. The conference will be held October 9-12, 2012. Deadline for proposals: May 11, 2012.

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.

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Special Education Resources

A National Update of Case Law under the IDEA and Section 504/ADA

Report

<http://www.nasdse.org>

The National Association of State Directors of Special Education (NASDSE) has a new resource on its Web site, "A National Update of Case Law 1998 to the Present under the IDEA and Section 504/ADA," a compilation of special education decisions under the Individuals with Disabilities Education Act (IDEA) and Section 504 or the Americans with Disabilities Act (ADA) for students from pre-K through grade 12 from 1998 to mid-2011. It focuses on issues of concern to both educators and parents: eligibility, free appropriate public education (FAPE), least restrictive environment (LRE), and the remedies of tuition reimbursement and compensatory education.

America's Promise Report: Jobless Want Opportunities

Report

<http://tinyurl.com/7v9w2qy>

"Opportunity Road: the Promise and Challenge of America's Forgotten Youth," a survey and research report released by America's Promise Alliance, Civic Enterprises and Peter D. Hart Research Associates, shows that 73% percent of 16- to 24-year-olds who are not enrolled in school, are not employed and do not have a college degree are confident that they will be able to achieve their goals in life. The survey sought to better understand how these youth became detached from school and work, and the challenges they face in trying to reconnect to society. The report discusses the benefits to the nation of re-engaging these young people and how to get them back on track.

Centers for Youth with Disabilities, Parents, and Professionals Working in Transition and Employment Planning

Report

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

This VR Research in Brief, prepared by PACER, summarizes current research findings on Rehabilitation Services Administration Parent Training resources. Parent involvement is an essential part of the critical period when youth with disabilities transition from the public education system to adult services and the adult world. Available in pdf (290 KB, 3 pp).

Common Core State Standards Collection

Guides

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

The Common Core State Standards are a national initiative to provide a 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.

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

Guidance

<http://tinyurl.com/7xxsc6v>

The Department of Education's (Department) Office for Civil Rights (OCR) issued a Dear Colleague letter concerning the Americans with Disabilities Act Amendments Act (Amendments Act) and an accompanying Frequently Asked Questions document (FAQ) to 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 of January 1, 2009, which amended the ADA, as well as the Rehabilitation Act. The letter and FAQ discuss 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.

Disability and Health Data System

Surveillance Tool

<http://dhds.cdc.gov/about>

The Disability and Health Data System (DHDS) is a state-level disability surveillance tool designed to assist partners, researchers, advocates, and the general public in the assessment of the health and wellness of people with disabilities. The DHDS was developed by the Centers for Disease Control and Prevention (CDC) in the Division of Human Development and Disability (DHDD) at the National Center on Birth Defects and Developmental Disabilities (NCBDDD). It features three types of data: disability, psychological distress, and disability-associated health care expenditures. The data are presented in formats that include standard- or high-contrast interactive maps and data tables that can be customized or downloaded.

Dropping Out: Why Students Drop Out of High School and What Can Be Done About It

Forum Brief

<http://www.aypf.org/forumbriefs/2011/fb111811.htm>

The vast majority of youth in developed nations finish high school, many more than in the United States, where the national high school graduation rate is about 70%. In this Forum Brief, reporting the November 18, 2011 forum presented by The Forum for Youth Investment, Jobs for the Future, and YouthBuild USA, Russell Rumberger offered a comprehensive overview (based on his book “Dropping Out: Why Students Drop Out of High School and What Can Be Done About It”) of the dropout crisis in America, including the fundamental questions of who drops out, why they do, and what happens when they do. Rumberger identifies challenges in current reform efforts, including insufficient targeting of dropout “factories,” inadequate funding, and lack of attention paid to the cost, sustainability, and scalability of interventions. Following his presentation, a panel of education leaders provided insights for policy reform at the federal, state, and local levels to reduce the incidence of high school dropouts.

Future of Children: Transition to Adulthood

Archived Event

http://www.brookings.edu/events/2010/0427_adolescence.aspx

Too many adolescents drop out of high school and then struggle with high rates of unemployment, incarceration, drug use and non-marital births, with high costs both to teens and to society. The start of a new journal, “Transition to Adulthood,” from the Future of Children project, was celebrated with an event focused on describing and analyzing second-chance programs that aim to help high school drop-outs, and featuring presentations by and discussions among researchers, community program operators and Obama administration officials.

Helping Students with Disabilities Transition to Postsecondary Education

Guide

<http://www2.ed.gov/about/offices/list/ocr/transitionguide.html>

“Transition of Students with Disabilities to Postsecondary Education: A Guide for High School Educators,” from the Office for Civil Rights, highlights differences between the rights and responsibilities of students with disabilities in high school and in postsecondary education. Besides a set of answers to FAQs, suggestions are provided that high school educators can share with students to help them transition to postsecondary education.

How States Are Implementing Response to Intervention

Report

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

The National Association of State Directors of Special Education (NASDSE) and the Council of Administrators of Special Education (CASE) have released “Response to Intervention Blueprints: State Edition,” one of three publications on RtI; the other two are the school-building level and district-level editions. Available in pdf (717 KB, 88 pp).

Improved Federal Enforcement Needed to Better Protect Students' Rights to Testing Accommodations (November 2011)

Report

<http://www.gao.gov/products/GAO-12-40>

Standardized tests are often required to gain admission into postsecondary schools or to obtain professional certifications. Federal disability laws, such as the Americans with Disabilities Act (ADA) require entities that administer these tests to provide accommodations, such as extended time or changes in test format, to students with disabilities. The U.S. Government Accountability Office (GAO) examined: the types of accommodations individuals apply for and receive and how schools assist them, factors testing companies consider when making decisions about requests for accommodations, challenges individuals and testing companies experience in receiving and granting accommodations, and how federal agencies enforce compliance with relevant disability laws and regulations. GAO recommended that the Department of Justice develop a strategic approach to enforcement by analyzing its data and updating its technical assistance manual, and Justice agreed with GAO's recommendation.

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

Issue Brief

<http://www.aypf.org/projects/briefs/makeeverydiplomacount.pdf>

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 updated their issue brief and resource center, "Making Every Diploma Count: Using Extended-Year Graduation Rates to Measure Student Success." This issue brief aims to encourage states' use of extended-year graduation rates in federal and state accountability frameworks/systems, to provide for the inclusion of overage, under-credit students who take longer than the traditional four years to earn a high school diploma, but who successfully earn their credential in five or six years. Available in pdf (259 KB, 4 pp).

Office of Juvenile Justice and Delinquency Prevention (OJJDP) Updates Statistical Briefing Book's Data Analysis Tools

Data analysis Tools

<http://www.ojjdp.gov/ojstatbb/dat.html>

The Office of Juvenile Justice and Delinquency Prevention (OJJDP) has updated the Statistical Briefing Book's (SBB's) data analysis tools. These tools give users access to detailed statistics on a variety of juvenile justice topics and allow them to create tables on juvenile populations, arrests, court cases, and custody populations, and access to information about juvenile crime and victimization and about youth involved in the juvenile justice system. Developed for OJJDP by the National Center for Juvenile Justice, the SBB provides answers to questions OJJDP most frequently receives from media, policymakers, and the general public.

Preparing for Change: A National Perspective on Common Core State Standards Implementation Planning

Report

http://publiceducation.org/pdf/NewsBlast_20120120.pdf

"Preparing for Change," from Education First and the EPE Research Center, looks at the readiness of the 50

states and the District of Columbia to implement the Common Core State Standards (CCSS), and gives the status of state plans in teacher professional development, curriculum, and teacher-evaluation systems. (A summary of the report appeared in “Education Week,” at tinyurl.com/7r27uay.) The full report is available in pdf (1.01 MB, 16 pp).

Quality Counts 2012: State of the States in Education

Report

<http://www.edweek.org/ew/toc/2012/01/12/index.html?intc=EW-QC12-LFTNAV>

“Education Week,” in its “Quality Counts 2012,” examined America’s place among the world’s public education systems. In its annual survey of state education agency officials, the EPE Research Center, which publishes Education Week, asked whether states draw on international comparisons in crafting measures for improving education. Twenty-nine states said they did, while 21 and the District of Columbia did not. Eighteen reported comparing student achievement, and 12 look to other nations in devising academic-content standards. Overall, the nation received a letter grade of C, the same as last year.

Re-Entry Programs for Students with Disabilities in the Juvenile Justice System

Policy Analysis

<http://tinyurl.com/7ksp4ry>

Project Forum’s newest policy analysis defines re-entry and describes federal efforts to support successful re-entry of juvenile justice offenders, the prevalence of students with disabilities in the juvenile justice system, and recommended re-entry strategies from experts in the field. The findings from interviews with four states and a review of program-related documents are provided. The goal of these four state programs is to reduce recidivism by supporting the transition of youth with disabilities from correctional facilities to community-based schools, jobs, and support services. Available in pdf (190 KB, 12 pp).

Skills to Pay the Bills: Mastering Soft Skills for Workplace Success

Curriculum

<http://www.dol.gov/odep/topics/youth/softskills/>

The U.S. Department of Labor’s Office of Disability Employment Policy’s Youth team has developed a curriculum for youth service professionals working with young people ages 14-24, “Skills to Pay the Bills: Mastering Soft Skills for Workplace Success.” It provides flexible hands-on activities that focus on six key skill areas: communication, enthusiasm and attitude, teamwork, networking, problem solving and critical thinking, and professionalism, and was field-tested in seven career development youth programs across the country serving all youth, including youth with disabilities. Available in both English and Spanish on the ODEP Web site.

State Bullying Laws and Policies

Report

<http://tinyurl.com/87zp8dy>

The U.S. Department of Education’s “Analysis of State Bullying Laws and Policies” summarizes approaches in the 46 states with anti-bullying laws and the 41 states that have created anti-bullying policies as models for schools. From 1999 to 2010, more than 120 bills were enacted by state legislatures from across the country to introduce or amend statutes that address bullying and related behaviors in schools. The report addresses the

extent to which states' bullying laws and model policies contain key components needed. A follow-up study will aim to identify how state laws translate into practice at the school level.

Sustained Positive Effects on Graduation Rates Produced by New York City's Small Public High Schools of Choice

Policy Brief

<http://www.mdrc.org/publications/614/overview.html>

During 2002-2008, New York City undertook a district-wide high school reform, closing 23 large failing high schools (with graduation rates below 45% percent), opening 216 new small high schools (with different missions, structures, and student selection criteria), and implementing a centralized high school admissions process that assigns over 90% of the 80,000 incoming ninth-graders each year based on their school preferences. In June 2010, MDRC released a report on the effectiveness of 105 of the 123 new SSCs, based on a study that takes advantage of lottery-like features in New York City's high school admissions process and includes data on 21,000 students from four cohorts who entered ninth grade between fall 2005 and fall 2008. That report found that SSCs are markedly improving academic progress and graduation prospects, particularly for disadvantaged students. This policy brief extends the analysis by a year, adding information on high school graduation rates for the 2006 cohort and providing a fifth year of follow-up for the 2005 cohort.

The High School Dropout Dilemma and Special Education Students

Report

http://www.cdrp.ucsb.edu/pubs_reports.htm

The severity of the dropout crisis in California and the nation varies widely among student groups. This report examines four dropout dilemma topics in relation to special education students: (a) definition and incidence of dropouts, (b) economic and social consequences of dropping out, (c) causes of dropping out, and (d) possible solutions to the dropout dilemma. The report highlights both the national dropout picture and California's, and concludes that current trends toward modest improvements in graduation rates among special education students are insufficient. Increased attention and societal investments in interventions, strategies, and programs that emphasize student engagement and retention, especially for special education students, are critically needed.

The Time Is Now: Embracing Employment First

Report

http://www.nacdd.org/documents/EmploymentFirstFINALNov132011_PRINT.pdf

The National Association of Councils on Developmental Disabilities has issued "The Time Is Now: Embracing Employment First" a report examining Employment First, a service delivery strategy that presumes that all citizens with significant disabilities can and should have opportunities to work in the community. Employment First supports competitive, integrated employment as the preferred outcome and requires that systems align their reimbursement practices, policies and guidance to encourage and fund services and supports that lead to this outcome. Available in pdf (676 KB, 28 pp).

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Update from the National Dissemination Center for Children with Disabilities

FROM OUR FRIENDS AT THE IDEA PARTNERSHIP

Looking for professional development materials?

Visit The Learning Port! It's been compiled for all of us by the IDEA Partnership, and it's loaded with incredible resources that educators, principals, early childhood specialists, and state agency personnel can use "as is" or customize to meet their professional development needs.

<http://www.learningport.us/>

IT ALL STARTS IN FAMILIES AND COMMUNITIES

Help! I have NO time, but I need support.

The *Friendship Circle's Among Friends* blog gives some time-saving tips on where parents of special needs children can find support that will fit into an already hectic life.

<http://tinyurl.com/6q2gpyw>

Streamline your morning routine.

Here are 8 ways to get out the door on time and unstressed.

<http://specialchildren.about.com/od/familyissues/tp/morningroutine.htm?nl=1>

Do you have a disability? Your insight is needed!

If you have a disability, please take a few moments to participate in the Project Empowerment Consumer Research Use survey. Project Empowerment is funded by the federal government to find out where and how people with disabilities find and use disability research. They are also interested in understanding your experiences when you seek services from rehabilitation and disability professionals. Your name will not be connected to your survey responses. Find out more (and connect with the survey) at:

<https://www.research.net/s/pe-c>

Homework, helping and not hurting.

Assisting children with their homework should be a positive and uplifting experience for both parent and child. You may find these resources helpful at homework time.

Being an efficient homework helper: Turning a chore into a challenge

This is the theme of LDonline's January 2012 newsletter.

<http://www.ldonline.org/article/5606>

Helping children with executive functioning problems turn in their homework

<http://www.ldonline.org/article/29043/>

Homework and study skills

The National Center for Learning Disabilities has ample homework help resources.

<http://www.ncld.org/in-the-home/supporting-learning-at-home/homework-and-study-skills>

Homework help for kids with special needs: Maximize learning, minimize frustration

<http://specialchildren.about.com/od/learningissues/a/homework.htm>

11 math & reading websites to help your child keep up in school

<http://tinyurl.com/7d3adbj>

Assistive technology solutions fact sheet.

The Family Center on Technology and Disability has a new AT fact sheet that provides visual examples of a range of AT products to help parents begin their search for assistive technology. The fact sheet includes basic questions to consider when trying to identify AT devices that will best suit your child and illustrates examples of some of the AT options available. Each AT example has an icon indicating whether it is high-tech, mid-tech, or low-tech.

http://www.fctd.info/assets/assets/19/AT_solutions-2011-FCTD.pdf?1322842743

THE LITTLE ONES: EARLY INTERVENTION/EARLY CHILDHOOD

Always watching, especially when you talk.

The little ones are watching our mouths to determine how to shape their own to make particular sounds. If you believe nothing gets past the little ones, you may be right. A new study suggests that even how we speak is highly observed.

<http://tinyurl.com/76pqr98>

Tips and tools for responding to challenging behaviors.

Toddlers and challenging behavior: Why do they do it, and how to respond? Zero to Three offers multiple tipsheets on how to respond to challenging or aggressive behavior in little children.

<http://www.zerotothree.org/child-development/challenging-behavior/tips-tools-challenging-behaviors.html>

Tipsheets for early childhood practice.

The Center for Early Literacy Learning (CELL) has released two new CELLpops for practitioners of preschoolers. CELLpops are interactive web versions of CELL mini-posters that include ideas for practitioners to promote children's early literacy learning. *In the Blocks Center* and *In the Kitchen Center* can be used by practitioners working with preschoolers to incorporate early literacy learning activities into their individual classroom centers. Both are available at:

http://www.earlyliteracylearning.org/ta_cell_pop1.php

Video | Early childhood program effectiveness belongs to us all.

This video outlines basic concepts from four decades of program evaluation research that help explain how society can ensure that children have a solid foundation for a productive future by creating and implementing effective early childhood programs and policies.

http://developingchild.harvard.edu/topics/understanding_intervention/

More videos! | Treatment interventions and autism spectrum disorders.

Autism Speaks has launched the *Treatment* section of its ASD Video Glossary. The treatments presented include some of the more commonly used interventions for children on the autism spectrum: behavioral interventions, developmental interventions, structured teaching and supports, clinical therapies, and toddler treatment models. There's a login, but the info is free and plentiful.

<http://www.autismspeaks.org/what-autism/video-glossary>

SCHOOLS, K-12

Walk through changes in education in America: 1981 through 2011.

This interactive timeline uncovers *Education Week* archives to tell an evolutionary story of American education policies, theories, and perspectives that have held influence since the 1981 birth of the publication. <http://www.edweek.org/ew/collections/30-years/timeline.html>

All children can read, given the right tools.

Take a look at this website of the National Consortium on Deaf-Blindness, which provides strategies, examples, and resources designed to expand literacy learning opportunities for children with combined vision and hearing loss, multiple disabilities, and other complex learning challenges. <http://literacy.nationaldb.org/>

Technology. Technology. Now Apple does textbooks, too.

In conjunction with three of the major textbook manufactures, Apple has developed interactive K-12 textbooks. With the drastic increase in technology use in education, interactive textbooks enhance usability of tools already being used in schools. <http://www.edweek.org/ew/articles/2012/01/20/18apple.html?tkn=ZWZFUrSIWnYQS15GgJAHfz9J93ZMaGfDSk3P&cmp=ENL-EU-NEWS2>

Fast facts: Teaching self-determination.

Students with higher levels of self-determination achieve better post-school outcomes in the areas of education and employment. Want to know what actions teachers, schools, and families can take to promote student self-determination? This *Fast Facts* brief will tell you *and* connect you with multiple resources designed to help you teach self-determination skills.

<http://tinyurl.com/6wt25hh>

Helping students with disabilities transition to postsecondary education.

Transition of Students with Disabilities to Postsecondary Education: A Guide for High School Educators comes from the Office for Civil Rights. The guide highlights the significant differences between the rights and responsibilities of students with disabilities in high school and in a postsecondary education setting. Following a set of FAQs, practical suggestions are provided that high school educators can share with students to help them successfully transition to postsecondary education.

<http://www2.ed.gov/about/offices/list/ocr/transitionguide.html>

STATE & SYSTEM TOOLS

30th annual report to Congress!

The *30th Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act, Parts B and C* is available on the Department of Education's website. <http://www2.ed.gov/about/reports/annual/osep/2008/parts-b-c/index.html>

Americans with Disabilities Act amendments.

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

<http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201109.html>

Need to learn about early care and education policy changes in your state?

The National Association for the Education of Young Children (NAEYC) has published its annual brief of state policy developments related to early care and education. *State Early Care Education Policy Developments: Fiscal Year 2012* highlights selected enacted legislation; new initiatives approved by the state executive branch; major funding increases, decreases, or level-funding; and additional significant fiscal or policy changes that impact early childhood education.

http://issuu.com/naeyc/docs/12_state_early_care_issuu/1

Make data work for you when making state policy.

CLASP has developed a new tool to help state policy makers better understand the context and conditions of young children, birth to six, in their state. *A Tool Using Data to Inform a State Early Childhood Agenda* (2012) includes a series of questions on how young children are faring on key indicators and provides links to online data sources that can be used to answer those questions. Once compiled, these data can be used to help develop a state early childhood agenda.

<http://www.clasp.org/babiesinchildcare/publications?id=0010>

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Latest Employment Opportunities Posted on NASET

Private Teacher Bradenton, FL

Job Category: Private Teacher

Posted on Sunday 26. of February 2012

Description

My son has several diagnoses... SPD, ASD and Aspergers. Who knows which is most accurate. Not sure it matters. I need someone that understands he is moving so he can pay attention not because he is being disobedient. He also makes vocal sounds on a regular basis. You will have to be tolerant. His need for moving is like the need for oxygen. We have a playground and trampoline, plenty of area to run and climb or swim. It doesn't matter in which fashion he learns (while swimming, running, etc) as long as he is having fun.

As you can imagine he has had difficulty in typical private schools, so that is why we have chosen to home school. Learning can be fun... hands-on... I just need to find that person capable of doing that.

He is an 8 year old boy that is ALL boy. He is our angel.. and we love him beyond belief.

I would like someone to push him beyond grade level in Math. That's the good thing about homeschool, you can be on different grade levels in different subjects.

He is in several therapies which could take place after school, or before.

I am thinking that perhaps 4 hours may be all that is needed to teach curriculum.

He has advanced remarkably in FastForward. I have tons of equipment and supplies for the new teacher.

Times are flexible but I do prefer early mornings to early afternoons. (perhaps 8-11 or 12) Please email questions and salary requirement.

Requirements

The person we seek will be a Christian, have a huge amount of patience, and someone that will make learning a fun adventure.

Benefits

Flexible hours. Nice home to work in.

Contact

Email is best:

Lee@Santilli.us

Special Education Teacher **Brooklyn, NY**

Job Category: Special Education teacher for pre-school 2.6-5 yrs

Description

A not-for-profit pre school for special needs children ages 2.6-5 looking for a special needs classroom teacher.

Requirements

NY State Certificate

Benefits

Medical, Dental, Long Term Care, Vacation, Paid Sick Leave.

Contact

Janet Williams - Director

Phone: 718-854-3710

Fax: 718-854-3740

Email: jwilliams@childstudycenterofnewyork.org

Website: www.childstudycenterofnewyork.org

Director of Education **Geneva, Illinois**

Job Category: Full Time

Description

Play a key leadership role in the success of the *Marklund Day School!*

With emphasis on a highly sensory-driven, multi needs program, that includes serving those on the autism spectrum, the professional we seek will be responsible for all day-to-day administrative operations, assuring quality of program curriculum, budget development and maintaining the school's financial viability.

Primary duties will include

- Partnering with school districts
- Expanding school services to allow for additional students
- Touring parents and new district representatives
- Coordinating the development of the School Improvement Plan.

- Conducting all staff In-service and Teacher meetings
- Assisting in overall smooth function of the facility by working together with the Leadership
- Team (Therapy Supervisor, Registered Nurse, and Administrative Assistant) Establishing and maintaining compliance with all governmental regulations concerning education
- Acting as liaison between Day school and appropriate state officials
- Keeping abreast of special education issues
- Developing budgets and educating staff on monitoring budgets
- Attending all IEPs and 3-year re-evals
- Type 75 Administrative Certificate
- Must possess a minimum of 5 years' experience as a principal or administrator, in a non-public school preferred

About the Marklund Organization...

Our Mission: Marklund enriches the lives of those with special healthcare needs by honoring the unique purpose of each individual. Those we serve are able to enjoy a full and meaningful life supported by a compassionate, nurturing environment; a strong partnership with the community; and an unmatched dedication to personal growth.

The **Marklund Day School** is a non-public state-certified school located in Bloomingdale, IL that provides a highly specialized education experience for individuals ages 3-22 with medical, developmental, physical disabilities and those on the autism spectrum. Our program is appropriately designed to foster growth in all essential areas.

Response Information

We offer a competitive salary and benefits, and a caring and compassionate team environment. To begin your rewarding career with Marklund, send your resume to:

Marklund

1S450 Wyatt Drive

Geneva, IL 60134

Fax: 630-397-5095

Email: jnelson@marklund.org

Or apply online at: www.marklund.org

No phone calls, please.

Marklund

Rising Above Limitations

EOE

Elementary Special Education Teacher Coach **Chicago, IL**

Job Category: Elementary Special Education Teacher Coach

Description

AUSL is a nonprofit school management organization partnering with **Chicago Public Schools**, and currently manages a network of 19 schools. At **AUSL**, it is our mission to improve student achievement in Chicago's high-poverty, chronically failing schools through our disciplined transformation process. For more information about **AUSL**, go to <http://www.ausl-chicago.org>.

The **Elementary Special Education Teacher Coach** will provide outstanding, individualized coaching and professional development to the dedicated special education teachers and case managers in **AUSL** elementary turnaround schools. Coaches work closely with teachers to deepen the teachers' repertoire of classroom strategies, understanding and implementation of special education laws and practices, and using student data to drive differentiated instruction to bring relentless focus to accelerating student learning, especially in the areas of literacy and critical thinking. The Coach will also collaborate with other **AUSL** coaches to develop and deliver professional development to teachers across **AUSL's** network, and to participate in recruitment and other network-wide initiatives. All candidates must possess a commitment to deep levels of educational change and reform, resilience of spirit, and an earnest respect and fondness for the children of our schools.

Responsibilities

- Provide real-time classroom coaching and outstanding, individualized professional development to special education teachers.
- Use a repertoire of strategies for adult learners including real-time, side-by-side classroom coaching, co-planning and co-teaching of lessons, modeling of best practice strategies, analysis of student work, IEP consultation, and classroom observation & feedback.
- Implement the **AUSL** coaching model.
- Collaborate with administrators and teachers to establish teacher performance goals and coach teachers as necessary to meet those goals.
- Complete projects related to the implementation of high-quality curricular initiatives at individual schools or across the **AUSL** elementary school network.
- Demonstrate commitment to increasing student achievement with data-driven instruction by managing and supporting school-based teachers and administrators.
- Collaborate in the design and delivery of Summer Turnaround Training teacher workshops.
- Monitor student assessment data and create reports.
- Collaborate and support case managers in first year turnarounds with IEP writing, scheduling, and other case management duties as needed.
- Master's degree in an education-related field, preferably special education; current IL teaching certificate.

- Experience as a successful and innovative special education teacher and teacher coach. Minimum five years of successful K-8 special education classroom teaching experience, including the development and implementation of IEPs and FA/BIPs.
- Extensive experience in urban educational settings.
- Skills and prior experience coaching or mentoring adult learners.
- Excellent time-management, organization, and interpersonal skills.
- Strong collaborative, interpersonal, and teamwork skills in working with a diverse group of school and network-based stakeholders.
- Strong written and oral communication skills.

Requirements

This is a full-time (40 hours/week), year-round position as an employee of **AUSL**; it is not a CPS position.

To Apply

Go to: <http://www.applitrack.com/ausl/onlineapp/> and click "**View Open Positions**" -> "**AUSL Staff Positions**" to select this position, complete a brief online application, and upload your resume and cover letter.

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

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Upcoming Conferences, Workshops and Events

2012

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.

Autism Works National Conference 2012

Conference

Date: March 6, 2012 - March 7, 2012

Location: St. Louis, MO

Website: <http://www.facebook.com/pages/Autism-Works/136057253090452>

Sponsor: Sponsored by the University of Missouri Health System, the Autism Works National Conference will be held in St. Louis, MO.

Using Data to Drive Innovation and Improve Services: Workforce Development in Chicago

Web-based Event

Date: March 8, 2012 - 9:00 AM - 10:30 AM (Central)

Website: <http://tinyurl.com/7tc2g3n>

Abstract: During the recent recession, cities and towns across the United States experienced high levels of unemployment. Now they are striving to ensure their workforce development system is meeting the needs of struggling individuals seeking employment. Policymakers and practitioners need reliable data and information about how to improve workforce programs and services, as well as to understand which workforce development programs are successful, helping better direct resources within the system. This forum will focus on exemplary workforce programs in Chicago that use data to pursue innovative efforts to provide training and place people into employment, and will also examine the current workforce development landscape, describing some of the national and local workforce policies aimed at providing services to job seekers and recent research on the factors that influence success among community-based workforce programs.

National ADA Symposium

Symposium

Date: March 12, 2012 - March 14, 2012

Location: Orlando, FL

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

Sponsor: Sponsored by the ADA National Network, the first of two 2012 ADA Symposia will be held in Orlando, FL.

Building a Grad Nation Summit

Summit

Date: March 18, 2012 - March 21, 2012

Location: Washington, DC

Website: <http://www.americaspromise.org/Our-Work/Grad-Nation/Summit.aspx>

Abstract: The Building a Grad Nation Summit is free and open to the public. The Grad Nation campaign has two specific goals: to increase the national graduation rate to 90% by 2020 with no school graduating less than 80%, and to regain America's standing as first in the world in college completion. The summit brings together community organizations, educators, local and state leaders, national nonprofit organizations, businesses, youth and others to share progress and catalyze additional action. America's Promise Alliance hosts the Summit in partnership with the Alliance for Excellent Education, Civic Enterprises and the Everyone Graduates Center at Johns Hopkins University. Premier Sponsors for the Summit are Grad Nation Presenting Sponsor State Farm, AT&T, Bill & Melinda Gates Foundation and Target. Signature Sponsors are Casey Family Programs, Corporation for Public Broadcasting, Ford Foundation, Ford Motor Company, Lumina Foundation and Pearson Foundation.

ASCD 67th Annual Conference

Conference

Date: March 24, 2012 - March 26, 2012

Location: Philadelphia, PA

Website: <http://www.ascd.org/conferences/annual-conference/2012.aspx>

Abstract: The ASCD Annual Conference and Exhibit Show is a professional development event for education, where attendees can explore new ideas in education, examine developments in content areas or grade levels, stretch their professional development learning into new areas, and focus on issues of concern to examine in depth.

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

Disability Policy Seminar

Conference

Date: April 23, 2012 - April 25, 2012

Location: Washington, DC

Website: <http://www.thearc.org/Page.aspx?pid=2173>

Abstract: Hosted by the Arc of the United States and held in Washington, DC, this annual conference agenda of those in the movement for people with intellectual and developmental disabilities. It is a forum for the exchange of information about issues and preparing for face-to-face meetings with elected officials on Capitol Hill. From self-advocates to family members, caregivers, and organizations serving individuals with I/DD, this is a large bloc of advocates who have the potential to change how the government views and interacts with people with disabilities.

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.

MAY

Breakthrough Strategies to Teach and Counsel Troubled Youth

Workshop

Date: May 3, 2012 - May 4, 2012

Location: Seattle, WA

Website: <http://www.youthchg.com/live.html>

Abstract: The "Breakthrough Strategies to Teach and Counsel Troubled Youth" workshop will look at 200 answers to turnaround problems like delinquency, violence, apathy, truancy, defiance, ADD, school failure, bad attitudes, and poor motivation, with a special focus on children with challenges and disabilities. The workshop is sponsored by Youth Change Workshops and is intended for teachers, youth workers, counselors, psychologists, court workers, social workers, justice workers, foster parents, and school administrators. (The workshop will also be presented October 11-12, 2012, in Portland, OR.)

2012 National Transition Conference: College and Careers for Youth with Disabilities

Conference

Date: May 30, 2012 - June 1, 2012

Location: Washington, DC

Website: <http://www.transition2012.org/>

Abstract: The National Transition Conference: College and Careers for Youth with Disabilities will provide a forum for developing an action agenda, bring together partners in the transition community to exchange ideas and approaches, share knowledge gained from policy implementation, discuss transition practices and research findings, and promote the development of networks and relationships. It will bring together youth and young adults, family members/advocates/caregivers, educators, vocational rehabilitation professionals, employment and training professionals, researchers, state and federal officials, leaders in the transition community, disability service staff, student development personnel, and behavioral health professionals.

JULY

PEPNet 2.0 Training Institute

Training Institute

Date: July 9, 2012 - July 14, 2012

Location: New Orleans, LA

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

Abstract: The PEPNet 2.0 Training Institute (PTI) will be held in conjunction with the Association of Higher Education and Disabilities (AHEAD) 2012 Conference in New Orleans, LA, July 9-14, 2012 and focus on issues related to enrolling, retaining, and instructing students who are deaf or hard of hearing and their varying communication needs and methods used, such as oral transliteration services, cued language transliteration services, sign language transliteration and interpreting services, and transcription.

Improving Children's Mental Health Care in an Era of Change, Challenge, and Innovation

Training Institute

Date: July 25, 2012 - July 29, 2012

Location: Orlando, FL

Website: <http://gucchd.georgetown.edu/training/88504.html>

Abstract: The National Technical Assistance Center for Children's Mental Health at the Georgetown University Center for Child and Human Development is offering Training Institutes on improving mental health services for children and adolescents with or at risk for mental health challenges and their families. The biennial Training Institutes are organized in partnership with the Child, Adolescent and Family Branch of the federal Center for Mental Health Services, Substance Abuse and Mental Health Services Administration and The Annie E. Casey Foundation. The 2012 Training Institutes will focus on innovative approaches, and how lessons learned from systems of care can guide efforts to improve children's mental health service delivery.

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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.

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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.

FY 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.

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

Caring Institute: 2012 Caring Awards

<http://www.caring-institute.org/caringawards.html>

The Caring Institute is accepting nominations for its annual Caring Awards. Nominees should exemplify caring and serve as worthy role models for others. Award criteria include length of service, scope and impact of work, challenges overcome, and imagination and innovation. Maximum award: All winners are honored at a special ceremony, and young adult winners receive funds for college. Eligibility: individuals 9-99 years old. Deadline: March 1, 2012.

Association for Career and Technical Education (ACTE): Cliff Weiss Essay Award

<http://www.acteonline.org/essaycontest.aspx>

The Association for Career and Technical Education (ACTE) is sponsoring an essay contest in memory of former ACTE Senior Director of Communications, Cliff Weiss (1951-2004). This year, students will be asked to respond to the question, "How do you feel CTE prepares individuals, including yourself, for a future career?" Concrete examples of the student's classroom, CTSO participation, and job training (if applicable) experiences as they relate to the student's career exploration and preparation should be included. The essay should be a maximum of 1,200 words. Maximum award: \$150 and publication in ACTE's Techniques Magazine. Eligibility: secondary or postsecondary students enrolled in at least one career and technical education course. Deadline: March 9, 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.

George Washington University's Youth Transition, Career, and Vocational Services: A Distance Education Master of Arts Program Financial Aid

http://gwired.gwu.edu/finaid-g/index.gw/Site_ID/44/Page_ID/30453/

George Washington University seeks applicants for the summer semester of its on-line Youth Transition, Career, and Vocational Services Master's degree program. The first course in the program's sequence, SPED

236: Introduction to Vocational, Career, and Transition Services, will be offered summer 2011, along with SPED 235: Employment Models for Individuals with Disabilities. Students are expected to register for at least 2 courses (6 credits) per semester. This will enable them to be eligible for a range of financial aid programs. For more information about the degree program, email Bridget Green at greenb@gwu.edu or Dr. Michael Ward at mjward@gwu.edu. Application deadline: April 15, 2012.

Gloria Barron Prize for Young Heroes

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

The Gloria Barron Prize for Young Heroes honors young leaders who have focused on helping their communities and fellow beings and/or on protecting the health and sustainability of the environment. Maximum award: \$2,500. Eligibility: youth 8-18. Deadline: April 30, 2012.

Humane Society of the United States: Education Mini-Grant

http://www.humanesociety.org/parents_educators/award/humane_education_mini_grant.html

The Humane Society of the United States is accepting applications for the 2012 Humane Education Mini-Grant, to fund innovative humane education opportunities in K-12 classrooms. Maximum award: \$1,000. Eligibility: all certified K-12 teachers in the U.S. Deadline: November 30, 2012.

Kohl's Corporation: Kohl's Cares Scholarship Program

<http://www.kohlscorporation.com/CommunityRelations/scholarship/index.asp>

Kohl's annually rewards young volunteers across the country for contributions to their communities. Maximum award: \$10,000. Eligibility: legal U.S. residents of a state in which a Kohl's store is located, between the ages of 6 and 18 and not yet a high school graduate as of March 15, 2012. Deadline: March 15, 2012.

McCarthy Dressman Education Foundation Announces 2012-13 Academic Year Grants and Scholarships

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

The McCarthy Dressman Education Foundation, to cultivate the skills and creativity of K-12 educators and pioneering approaches to teaching, has announced a call for applications for its 2012-13 Academic Enrichment grants, Teacher Development grants, and Student Teaching scholarships. Deadline: April 15, 2012

Next Generation Learning Challenges Announces Wave III Funding Opportunities to Improve College Readiness and Completion

<http://nextgenlearning.org/the-grants>

Next Generation Learning Challenges is a collaborative, multi-year grant program aimed at increasing college readiness and completion through applied technology, particularly for low-income young adults. Wave III of NGLC funding was launched in October 2011, and focuses on the development of new blended learning models. The selection process involves two steps: An initial application and a longer, more detailed, full proposal from selected applicants. Initial applications will be accepted on a rolling basis until June 8, 2012.

What can YOU do?" Campaign for Disability Employment Announces Nationwide Video Contest

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

The Campaign for Disability Employment (CDE) is launching a "What can YOU do?" Video Contest to promote

the talent and skills that people with disabilities bring to America's workforce and economy. CDE is looking for creative, fun, compelling videos of all genres that reflect the diversity of skills that people with disabilities offer, challenge misconceptions about disability and employment, and/or highlight employers' inclusive employment programs and practices. CDE will recognize winners in up to three categories (General Public, Youth and employer), and the public will be encouraged to select a People's Choice winner. CDE is funded by the U.S. Department of Labor's Office of Disability Employment Policy and managed in collaboration with seven leading disability and business organization. Deadline for entry: March 30, 2012.

Youth Service America Invites Young Change-Makers to Apply for Disney Friends for change Grants

<http://www.ysa.org/grants/disney-friends-change-grants>

A program of Youth Service America and Disney, the Disney Friends for Change Grants program offers young change-makers in the United States funding to help make a lasting, positive change in their communities and the world. The program seeks to support volunteer projects serving a wide range of needs that highlight the creativity and commitment of young people working to meet the needs of others and that demonstrate how "even small actions can add up to big changes." Youth between the ages of 5-18 in all fifty states and the District of Columbia are eligible to lead a project and apply for a \$1,000 grant to fund it. (Applicants younger than 13 years of age must have an older person submit the application on their behalf.) Deadline: April 29, 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.

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