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Calls to Participate

Call For Applications: The HSC Foundation's Advocates in Disability Award

<http://www.hscfoundation.org/2013ADA.php>

The HSC Foundation is seeking applicants for the 2013 Advocates in Disability Award (ADA). The Advocates in Disability Award goes to a young person with a disability between the ages of 14-26, who is dedicated to positively affecting the lives of individuals with disabilities and their families in the United States. The program also supports an innovative project developed by the award recipient that serves and empowers individuals with disabilities. The recipient will be awarded \$3,000 in recognition of past disability advocacy and will receive up to an additional \$7,000 in funding support for a proposed project.

DCDT International Conference Seeks Presentations

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

The Division on Career Development and Transition (DCDT) has announced its Call for Presentations for their 17th International Conference. The conference will be held November 14-16, 2013, in Williamsburg VA. Deadline for submissions is April 12, 2013.

Education and Health Care Transition

<http://education.ufl.edu/education-healthcare-transition>

The University of Florida's College of Education offers an online Graduate Certificate program for graduate students or professionals in education, medicine, nursing, social work, law, public health, public policy, or work in other education or health-related areas. The program teaches skills for integrating education and health care transitions and building expertise in this emerging discipline.

Mansfield Hall Program and Residence for Young Adults Attending College and Transitioning to Independence

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

Mansfield Hall is a comprehensive, individualized program and residence in Burlington, Vermont, that supports young adults attending college and transitioning to independence. They serve students who have learning disabilities, mild autism, Asperger's syndrome, nonverbal learning disabilities, ADHD, executive functioning impairments, or other students with unique characteristics that may pose challenges in the transition to college life. Their goal is to provide skills training in all areas of adaptive functioning so students can flourish academically, socially, vocationally, and emotionally.

U.S. Department of Education Seeks Input on PROMISE Competitive Grant Program

<http://www2.ed.gov/about/inits/ed/promise/index.html>

The U.S. Department of Education seeks input on a new competitive grant program, Promoting Readiness of Minors in Supplemental Security Income (PROMISE). The purpose of this program is to fund model demonstration projects in states to promote improved outcomes for children who receive Supplemental Security Income (SSI) and their families. Under this program, projects must form strong and effective partnerships among state agencies responsible for programs that play a key role in providing services to child SSI recipients and their families and provide coordinated services and supports designed to improve the education and employment outcomes of child SSI recipients and their families.

Update from the U.S. Department of Education

Civil Rights Agreement Reached with South Carolina Technical College System on Accessibility of Websites to People with Disabilities

The U.S. Department of Education's Office for Civil Rights (OCR) announced that it has entered into an agreement with the South Carolina Technical College System (SCTCS), the state's largest higher education system, that will ensure that the websites of SCTCS and its 16-member colleges are accessible to persons with disabilities.

Colleges and universities increasingly provide information to employees, applicants, students and others through their websites. As part of a proactive compliance review, OCR assessed the accessibility of websites operated by SCTCS and two of its colleges to people with visual disabilities. OCR found that the sites were not readily accessible to persons who are blind, have low vision, or have other print-related disabilities. The office determined that the sites were not in compliance with two federal laws enforced by the Department of Education -- Section 504 of the Rehabilitation Act and Title II of the Americans with Disabilities Act.

In response to this finding, SCTCS and its governing board, the State Board of Technical and Comprehensive Education (SBTCE), entered into a voluntary resolution agreement to ensure that all content on the websites will be accessible to students with visual and other print-related disabilities.

Under the terms of the agreement, SCTCS and its board will:

- Develop a resource guide that provides information about web accessibility requirements;
- Direct that the SCTCS website and the websites of all the member colleges be accessible to students with disabilities; and
- Annually review the system's and colleges' websites and monitor steps taken to correct any accessibility problems identified.

"All students with disabilities, including those who are blind, should have full access to the information on a school's websites," said Acting Assistant Secretary for Civil Rights Seth Galanter. "Schools today rely on websites to register students, distribute course materials, collect homework, and administer quizzes. Students with disabilities cannot be denied the same opportunity to access these services on the web 24/7 from anywhere. As a result of this agreement, SCTCS will now ensure that the system's website and those of the member colleges will be accessible to all students, regardless of their disability."

Galanter praised the response of SCTCS and SBTCE to OCR's findings, saying, "I appreciate the efforts by the South Carolina Technical College System and its governing board to work cooperatively with OCR to address web accessibility for persons requiring assistive technology to access the Internet."

OCR will closely monitor SCTCS's implementation of the agreement. OCR will not stop monitoring the case until OCR determines that SCTCS has fulfilled the terms of the agreement and is in compliance with the provisions of Section 504 and Title II that were at issue in this review.

A copy of the resolution letter is posted at

<http://www2.ed.gov/about/offices/list/ocr/docs/investigations/11116002-a.doc>. The agreement may be viewed at <http://www2.ed.gov/about/offices/list/ocr/docs/investigations/11116002-b.pdf>.

OCR's mission is to ensure equal access to education and promote educational excellence throughout the nation through the vigorous enforcement of civil rights. The office is responsible for enforcing federal civil rights laws that prohibit discrimination by educational institutions on the basis of disability, race, color, national origin, sex, and age, as well as the Boy Scouts of America Equal Access Act of 2001. For more information about the Office for Civil Rights, see <http://www.ed.gov/ocr>. For details on how OCR handles civil rights cases, please visit <http://www.ed.gov/ocr/complaintprocess.html>.

U.S. Department of Education Announces 10 States Will Receive Funding to Turn Around Their Lowest-Performing Schools

U.S. Secretary of Education Arne Duncan announced that 10 states will receive funding to turn around their persistently lowest-achieving schools through the Department's School Improvement Grant (SIG) program. Four of the states will receive awards to run a new competition for previously unfunded schools, and six states will receive continuation funds for the third year of implementing a SIG model. The states receiving new awards are: Indiana—\$9.2 million; Nebraska—\$2.6 million; Colorado—\$5.2 million; and Louisiana—\$9.6 million. The states receiving continuation awards are: Alaska—\$1.5 million; Iowa—\$3.0 million; North Dakota—\$1.2 million; Oklahoma—\$5.5 million; Texas—\$49.7 million; and Wyoming—\$1.1 million.

"When schools fail, our children and our neighborhoods suffer," Duncan said. "Turning around our lowest-performing schools is hard work but it's our responsibility. We owe it to our children, their families and the broader community. These School Improvement Grants are helping some of the lowest-achieving schools provide a better education for students who need it the most."

School Improvement Grants are awarded to State Educational Agencies (SEAs) that then make competitive subgrants to those local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use them to provide the resources required to substantially raise student achievement in their lowest-performing schools.

Under the Obama administration, the SIG program has invested up to \$6 million per school over three years at more than 1,300 of the country's lowest-performing schools. Early findings show positive momentum and progress in many SIG schools, and some of the greatest gains have been in small towns and rural communities.

Education Department Releases New School-Level Graduation Rate Data to Better Inform Parents, District Leaders

The U.S. Department of Education released provisional school-level graduation rates for 2010-11 – the first school year for which all states used a common, rigorous measure for reporting high school graduates. The data release furthers the Department's efforts to provide transparent information to parents and students about their schools and ensure all schools are preparing students for college and careers.

Previously, the variety of methods states used to report high school graduation rates made comparisons among states unreliable. While the new measure is not comparable to previously reported rates, it provides a more accurate snapshot of high school graduation and can inform schools' efforts to improve going forward. States, districts and schools can use the new, common metric to promote greater accountability and to develop strategies that will reduce dropout rates and increase graduation rates in schools nationwide.

"Having good information is critical to making good decisions, and these high school graduation rates are a vital tool to help parents and school leaders make useful comparisons of student growth and success," said U.S. Secretary of Education Arne Duncan. "These data will also help state, district and school leaders better gauge progress and support their work to help more students graduate on time, ready for college and careers."

The transition to a common, four-year adjusted cohort graduation rate reflects states' efforts to create greater uniformity and transparency in reporting high school graduation data, and it meets the requirements of October 2008 federal regulations. A key goal of these regulations was to develop a graduation rate that provides parents, educators and community members with better information on schools' progress while allowing for meaningful comparisons of graduation rates across states and school districts. The new graduation rate measurement also accurately accounts for students who drop out or who do not earn a regular high school diploma.

Beginning with the 2011-12 school year, graduation rates calculated using this new method will become a key element of accountability systems for states, including those that have been approved for ESEA flexibility. States report these rates to the Department, and the data set released today will be updated in the coming months as additional states report high school graduation rates and the Department works with states to finalize their data. Idaho, Kentucky, Oklahoma and Puerto Rico have timeline extensions to calculate the new rate, and three additional states – California, Delaware and South Dakota – submitted data which have not yet been validated. Those states are not included in today's release, and at this time, the Department does not have a national rate.

The release follows the Department's release of 2010-11 state-level high school graduation rates last fall, which can be found by visiting <http://www.eddataexpress.ed.gov/>.

U.S. Department of Education Announces New Executive Director of White House Initiative on Educational Excellence for African Americans

U.S. Education Secretary Arne Duncan has announced the appointment of David J. Johns as executive director of the White House Initiative on Educational Excellence for African Americans.

"David's expertise will be critical in helping to address the academic challenges that many African American students face, and I am delighted to have him on our team," Duncan said. "His wealth of knowledge and passion will help the Department move forward in its quest to ensure that all children are college and career ready."

As executive director of the White House Initiative on Educational Excellence for African Americans, Johns will work to identify evidence-based best practices to improve African American student achievement—from cradle to career. The initiative will work across federal agencies and with partners and communities nationwide to produce a more effective continuum of education programs for African American students.

Prior to joining the Department, Johns was a senior education policy advisor to the Senate Committee on Health, Education, Labor and Pensions (HELP) under the leadership of Sen. Tom Harkin, D-Iowa. Before working for the Senate HELP committee, under Chairman Harkin, Johns served under the leadership of the late Sen. Ted Kennedy, D-Mass. Johns also was a Congressional Black Caucus Foundation Fellow in the office of Congressman Charles Rangel, D-N.Y. Johns has worked on issues affecting low-income and minority students, neglected youth and early childhood education, and Historically Black Colleges and Universities (HBCUs). His research as an Andrew W. Mellon Fellow served as a catalyst to identify, disrupt and supplant negative perceptions of black males, both within academia and society. Johns is committed to volunteer services and maintains an active commitment to improve literacy among adolescent minority males.

Johns obtained a master's degree in sociology and education policy at Teachers College, Columbia University, where he graduated summa cum laude while simultaneously teaching elementary school in New York City. He graduated with honors from Columbia University in 2004 with a triple major in English, creative writing and African American studies.

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Special Education Resources

AYPF Report on Programs Serving Disconnected Youth (2012)

Report

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

The American Youth Policy Forum (AYPF) has issued “Beyond the Numbers: Data Use for Continuous Improvement of Programs Serving Disconnected Youth,” a report on its in-depth study examining how three high-achieving youth-serving programs use data as a tool for continuous program improvement and ongoing accountability. Key research questions included: how has the organization’s use of data evolved over time; how is a comprehensive data management system serving the dual purposes of program improvement and compliance with reporting obligations; and what information is most useful to drive program improvements.

Building a Grad Nation: 2013 Landmark Report on Graduation Rates (February 2013)

Report

<http://tinyurl.com/c3maehp>

The annual Building a Grad Nation report finds that for the first time the U.S. is on track to meet the national Grad Nation goal of a 90% high school graduation rate by the class of 2020. The national high school graduation rate increased 6.5 percentage points since 2001 with an average growth of 1.25 percentage points each year from 2006-2010 to 78.2. As a result of this acceleration more than 200,000 additional students received diplomas in 2010 than in 2006.

College, Career & Technology Academy Toolkit to Help Out-Of-School Youth Achieve Postsecondary Success (2013)

Toolkit

<http://ccta-psja.jff.org/>

The College, Career & Technology Academy Toolkit provides detailed instructions, tools, and other resources for preparing off-track, out-of-school youth for postsecondary success. This online guidebook is based on the experience and achievements of the College, Career & Technology Academy in Pharr-San Juan-Alamo Independent School District in Texas. Since opening in 2007, this dropout recovery school has graduated over 1,000 students, helping the district high school completion rate climb from 62 percent to 88 percent over the past four years.

Education Department Releases New School-Level Graduation Rate Data (March 2013)

Report

<http://tinyurl.com/cf9qtqz>

The U.S. Department of Education has released provisional school-level graduation rates for 2010-11, the first school year for which all states used a common, rigorous measure for reporting high school graduates. The data release furthers the Department’s efforts to provide transparent information to parents and students about their schools and ensure all schools are preparing students for college and careers. Previously, the variety of methods states used to report high school graduation rates made comparisons among states unreliable. While the new measure is not comparable to previously reported rates, it provides a more accurate snapshot of high school graduation and can inform schools’ efforts to improve going forward. States, districts and schools can use the new, common metric to promote greater accountability and to develop strategies that will reduce dropout rates and increase graduation rates in schools nationwide.

Equity and Excellence Commission Report on What It Will Take For Each and Every Child To Move Forward (February 2013)

Report

<http://tinyurl.com/a44veog>

The federally appointed Equity and Excellence Commission’s report, “For Each and Every Child,”

identifies deep disparities in educational opportunities, experiences, and outcomes for educators and students and outlines recommendations for progress.

Growing What Works: Lessons Learned Replicating Promising Practices for Latino Student Success Excelencia in Education (January 2013)

What Works Brief

<http://www.edexcelencia.org/research/what-works-publications>

Excelencia has been collecting information about “what works” for Latino students from Latino community-based organizations, educators, policymakers, and institutional leaders throughout the country. This brief provides background on the creation of the Growing What Works initiative to expand the reach of evidence-based practices focused on Latino student success, the initial impact of SEMILLAS grants, lessons learned, and challenges.

MetLife Survey of the American Teacher (2012)

Survey Report

<http://tinyurl.com/d7jhj4o>

MetLife’s “Survey of the American Teacher” shares the voices of teachers and others close to the classroom with educators, policy makers and the public. The new “MetLife Survey of the American Teacher: Challenges for School Leadership” examines the views of teachers and principals on the responsibilities and challenges facing school leaders, including the changing roles of principals and teachers, budget and resources, professional satisfaction, and implementation of the Common Core State Standards for college and career readiness.

NCWD/Youth Releases Updated Individualized Learning Plans How-to Guide (February 2013)

Guide

<http://www.ncwd-youth.info/ilp/how-to-guide>

The National Collaborative Workforce and Disability for Youth (NCWD/Youth) has released an updated version of the online how-to guide, “Promoting Quality Individualized Learning Plans: A ‘How to Guide’ Focused on the High School Years.” This guide is designed for schools, educators, and other professionals who assist youth with college and career readiness and transition planning. It was developed in response to feedback from schools indicating a need for activities, lesson plans, and school-wide individualized learning plans (ILPs) implementation strategies. A key goal of the guide is to help schools develop a bridge between college and career readiness efforts through the use of ILPs. The career development activities and resources in this guide are also useful for youth service professionals in the workforce development system.

pn2 Offers Revised eLearning Course for Job Hunters (2012)

Online Training

<http://pepnet.org/e-learning/getajob>

The newly revised pn2 Getting Job! online training, designed for students who are deaf or hard of hearing, can help individuals plan an effective job search, teach essential job-hunting skills, guide the collection of documents that potential employers want to see, and provide attitude-adjustment tips. An online folder, a Career Planning Log, lets participants record their progress, reflect on lessons learned, and store important documents such as their resume, transcripts and awards. The modular structure and flexibility make it easy for educators, Vocational Rehabilitation counselors, and school advisors to use as a component in an employment workshop, job training, or in a high school transition class.

The English Learner Dropout Dilemma: Multiple Risks and Multiple Resources (February 2013)

Report

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

“The English Learner Dropout Dilemma: Multiple Risks and Multiple Resources,” from the California Dropout Research Project at the University of California-Santa Barbara, examines consequences, causes, and solutions to high dropout rate among English language learners. The social, economic and health consequences of dropping out that threaten the general population affect EL students as well. While many

of the same factors that produce dropouts in the general population apply to EL students, others are unique: tracking as a result of EL status, access to certified teachers, and a high stakes accountability system. The report sees three reforms as especially important for EL students: academic exposure, use of the primary language, and a shift from a deficit to an additive perspective.

Update from the National Dissemination Center for Children with Disabilities



RESOURCES FROM NICHCY!

Here are three resources you may find useful on Health, this month's special theme:

Are you looking for information on a health condition? For a doctor or services? Other "health" connections? Try this resource page.

<http://nichcy.org/families-community/help/healthcare>

Mental health resources.

There are many, many organizations that deal with mental health. This page will help you find the one or ones that offer the type of assistance, intervention, or information you're seeking.

<http://nichcy.org/families-community/help/mentalhealth/>

La Salud.

And for the Spanish-speaking community, a resource page on health in Spanish.

<http://nichcy.org/espanol/temas/salud/>

Mathematics Instruction for Students with Learning Disabilities.

We've summarized the major points of a meta-analysis of research on mathematics instruction for students with learning disabilities, conducted between 1971 and 2007. This meta-analysis synthesizes 42 interventions on instructional approaches that enhance the mathematics proficiency of students with learning disabilities.

<http://nichcy.org/research/summaries/abstract84>



FROM OUR FRIENDS AT THE IDEA PARTNERSHIP

Resources for families and schools: School safety and trauma

The IDEA Partnership and partners offer these resources to support you in helping children and families cope and communities undertake the dialogue on school safety, mental health, and trauma.

http://www.ideapartnership.org/index.php?option=com_content&view=article&id=1585



IT ALL STARTS IN FAMILIES AND COMMUNITIES

National nutrition month (Kids eat right.)

March is National Nutrition Month, a nutrition education and information campaign sponsored annually by the Academy of Nutrition and Dietetics. The campaign is designed to focus attention on the importance of making informed food choices and developing sound eating and physical activity habits. Find all

sorts of materials and suggestions at:

<http://www.eatright.org/kids/>

Summer camp resources.

It's that planning time of year again!

Camps for children with special needs

<http://nichcy.org/publications/camps>

25 summer camps for individuals with special needs

<http://tinyurl.com/cgvt2lc>

19 more summer camps for individuals with special needs

<http://tinyurl.com/cakas56>

Organize your child's medical records.

This 2-page brief gives great suggestions and several step-by-step instructions for getting your child's medical records together and then organizing them.

<http://www.pacer.org/health/pdfs/HIAC-h17.pdf>

Are you at risk for diabetes? Find out March 26th.

March 26th is the American Diabetes Association's Alert Day, a one-day "wake-up call" asking the American public to take a diabetes risk test. Know the facts and get tested.

<http://www.diabetes.org/in-my-community/programs/alert-day/>

Where to turn for help with eating disorders?

Here are some resources that families may find helpful.

Parent toolkit on eating disorders.

This toolkit from the National Eating Disorders Association (NEDA) is broken into 3 sections: basics for parents, treatment information, and insurance issues.

<http://www.nationaleatingdisorders.org/sites/default/files/Toolkits/ParentToolkit.pdf>

Warning signs of an eating disorder.

It's critical to know the warning signs of eating disorders so they can be assessed and treated as early as possible.

<http://tinyurl.com/bu9k6ye>

School guidelines program for eating disorders.

The School Guidelines Program is a product of the National Association of Anorexia Nervosa & Associated Disorders (ANAD). The program is designed to assist school personnel in handling the issues of eating disorders among students. For a free copy of the program, contact ANAD, at: anadhelp@anad.org

National Eating Disorders Association

Lots of info here! Videos, too, Spanish resources, and a Parent Toolkit.

<http://www.nationaleatingdisorders.org/index.php>



THE LITTLE ONES: EARLY INTERVENTION/EARLY CHILDHOOD

Coping with a picky toddler.

Do you feel like your child survives on dry cereal and air?

Children are often more open to new foods when everyone surrounding them is relaxed about eating.

<http://www.eatright.org/Public/content.aspx?id=6442474375>

Training activity: Participation-based IFSP outcomes and IEP goals.

This training activity is designed to support participants' understanding of the criteria needed to develop and write high-quality, participation-based IFSP outcomes and IEP goals.

<http://ectacenter.org/~pdfs/pubs/rating-ifsp-iep-training.pdf>

Toddler exercise: Five tips to get moving!

Sure, your fidgety toddler can't sit still, but is she getting the exercise she needs? Keep your toddler active with these simple strategies.

<http://www.whattoexpect.com/toddler-safety/toddler-exercise.aspx>

Cognitive effects on infants & toddlers from exercise.

Many of us know the physical health benefits of exercise, but there are many mental health benefits as well. Exercise increases brain activity and is especially beneficial in infants and toddlers.

<http://tinyurl.com/c4o882y>

Toys for different developmental stages.

New parents frequently wonder why their baby doesn't show much interest in the shiny new toy that Grandma brought when in all reality, it may be that your baby's developmental age and the intended age for the toy do not match. Learn what toys are right for the different stages of development.

<http://www.earlyinterventionsupport.com/parentingtips/products/toy-choices.aspx>



SCHOOLS, K-12

Let's move: Teacher toolkit.

What can teachers do together to improve physical activity and healthy eating? The

Let's Move campaign has some great ideas!

<http://www.letsmove.gov/sites/letsmove.gov/files/TeacherToolkit.pdf>

Health and nutrition information for educators.

If you're looking for a treasure trove of resources for your classroom on food, sample menus and recipes, online tools that children (and adults) can use to create and track a personalized eating and exercising plan, and much more... this site is definitely a great place to come.

<http://tinyurl.com/cfbk34q>

Caring for children with special healthcare needs in the school setting.

Caring for children with special healthcare needs in the school setting can be challenging. This brief provides guidance on how to address the needs of students with special healthcare needs.

<http://www.aft.org/pdfs/healthcare/medicallyfragilechild0409.pdf>

Inclusive physical education.

Many teachers and coaches have questions about how best to include children with disabilities in physical education. This article aims to help teachers, student teachers, and coaches to consider student ability, activity adaptation, and identifies additional resources.

<http://www.ncpad.org/248/1627/Inclusive~Physical~Education>



STATE & SYSTEM TOOLS

Let's move!

Let's move! recognizes that every city is different, and every town will require its own distinct approach to the issue.

<http://www.letsmove.gov/mayors-local-officials>

Nutrition education study.

Nutrition Education and Promotion: The Role of FNS in Helping Low-Income Families Make Healthier Eating and Lifestyle Choices. FNS administers the nutrition assistance programs of the U.S. Department of Agriculture. This brief is a report to Congress on the impact that nutrition education is having on preventing obesity and improving the likelihood that eligible low-income people will make healthy food choices within a limited budget.

<http://www.fns.usda.gov/Ora/menu/Published/NutritionEducation/Files/NutritionEdRTC.pdf>

Physical and emotional awareness for children who are homeless (PEACH).

PEACH is an innovative curriculum that teaches young children about good nutrition, physical activity, and how to deal with the stress of being homeless. It is easy to use and fun to implement.

<http://www.familyhomelessness.org/peach.php?p=ss>

Guidance for writing your annual performance report.

The National Dropout Prevention Center for Students with Disabilities (NDPC-SD) has developed guidance to aid states in preparing their Annual Performance Report for Indicators B-1 (Graduation Rate) and B-2 (Dropout Rate).

<http://www.ndpc-sd.org/>

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Latest Employment Opportunities Posted on NASET

HEAD TEACHER, FIRST AND SECOND GRADE

Medford, Massachusetts

Job Category: Full Time

HEAD TEACHER, FIRST AND SECOND GRADE

Eliot-Pearson Children's School

This position runs 10 months per year. Please be sure to submit a cover letter, resume, and three letters of reference as one singular document when applying.

The ***Eliot-Pearson Children's School*** is a laboratory demonstration school for the Department of Child Development at Tufts University. The school enrolls approximately 85 children ages 3-8.

The Head Teacher's responsibilities include providing a dynamic, developmental, inclusive program for multi- age first/second grade children, working with families, therapists, team-teaching and supervising University undergraduate and graduate students. **Specifically, the Head Teacher:**

- Plans and executes an educational program and physical environment which are developmentally sound, multi-culturally relevant, and sensitive to the range of individual differences reflected in your student, staff, and family populations;
- Adheres to referral procedures when concerned about child/family development;
- Leads and supervises a teaching team, which usually includes:
 - a. one or two graduate teaching assistants;
 - b. a student teacher (undergraduate or graduate student);
 - c. field worker (undergraduate or graduate student);
 - d. conducts weekly team meetings and individual supervision meetings;
- Attends weekly or bi-weekly supervision meetings with the Director; attends and contributes to bi-monthly staff meetings;
- Communicates regularly with the Special Needs Coordinator and specialists through regularly scheduled meetings, and on an as-needed basis; and let them know well in advance of changes in classroom schedules (i.e., class trips, special projects, etc.);
- Conducts a brief home visit on every child prior to or shortly after school starts in the fall;
- Makes valiant effort to attend school events like picnics, fund-raisers, evening meetings, parent/teacher advisory meetings;
- Communicates regularly with families via daily verbal contact, progress reports, conferences and telephone calls;
- Plans Curriculum Open House and other all-classroom parent meetings as warranted;

- Keeps the Director and/or Special Needs Coordinator informed of any vital child/family development and information, safety issues, classroom/teacher-related issues, buildings and grounds and maintenance concerns;
- Makes classroom purchase requests to the Director for approval, and maintain classroom budget for petty cash purposes;
- Attempts to find substitute replacement when sick or out of school, and inform team, front desk, and the Director of absence;
- Completes assigned clean-up jobs as requested (i.e., kitchen duty, booth and yard clean up, as well as maintain the physical organization of your classroom;
- Maintains a safe environment and follows policy related to injuries/accidents by filing appropriate accident forms at the front desk; posts all appropriate policies and relevant classroom information in a visible place, including children's allergies, evacuation and emergency procedures, health and illness policy, attendance sheets, hand washing procedures, schedules of children in the afternoon group;
- Prepares progress reports on all children and attends all scheduled parent conferences and IEP meetings;
- Makes reasonable accommodations for visitors, approved research, student projects, and faculty requests;
- Creates documentation to support learning and the curriculum, and to encourage collective inquiry and reflection among children, teachers and parents; uses technology (digital cameras, computers) to support the documentation process;
- Participates in school wide inquiry staff meetings.

Basic Requirements:

- Master's degree in Early Childhood Education or related field
- Minimum of three (3) years of experience with children who have a wide range of individual differences, including special needs
- Skill in designing classroom environments and curriculum
- Experience supervising University students
- Must complete all appropriate background checks as required for this position

Tufts University is an AA/EO employer and actively seeks candidates from diverse backgrounds.

Apply Here: <http://www.Click2apply.net/m6s8g4r>

Human Resources

Tufts University

Medford, Massachusetts, United States, 02153

Special Education Teacher

Philadelphia, PA

Job Category: Full Time

Position Summary:

The Special Education Teacher shows an unwavering commitment to improving the knowledge, skills, and lives of students with disabilities. Special Education Teachers ensure that students meet academic success in their classrooms as measured by achievement on Individualized Education Program (IEP) goals, student grades, and the PSSA. Mastery is looking for teachers who are committed to outrageously high expectations and high support for students.

Duties and Responsibilities:

- Driving student achievement for students with disabilities
- Responding to progress monitoring results and student assessment data
- Establishing a positive, structured, achievement-focused classroom
- Providing support to students, parents, and general education staff and supporting student learning
- Mentoring and coaching students on self-regulation and organizational skills
- Developing effective IEPs that translate into measurable results for students
- Providing leadership as a member of the Special Education team

Qualifications:

- Strong knowledge of instructional strategies for students with disabilities
- Familiarity with the social-emotional needs of students
- Receptiveness to feedback and a desire to continuously improve
- A strong sense of personal accountability for student achievement
- A belief that all students should be held to high academic standard
- Ability to adjust instructional strategies in order to reach year-end goals

Education and Experience:

- Bachelor's degree required; Master's degree preferred
- Must have or be working towards certification in special education
- Experience working with special education population in an urban classroom setting
- Documented experience using data-driven instruction to achieve significant student gains

To apply for a position with **Mastery Charter Schools**, please visit the 'Careers' section of the Mastery website (www.masterycharter.org) to submit an application. Please note that only application materials which are submitted online will be reviewed.

Special Education Case Manager

Philadelphia, PA

Job Category: Full Time

Position Summary:

The Special Education Case Manager ensures that the students on their caseload achieve academic success, across all subjects, as measured by achievement on Individualized Education Plan (IEP) goals, student grades, and the PSSA.

Duties and Responsibilities:

- Driving student achievement for students with disabilities on their caseload
- Monitoring and responding to student grades, specially designed instruction and progress monitoring results.
- Providing strategic, pull out instruction for students with disabilities that increases student skill and content knowledge
- Mentoring and coaching students on self-regulation and organization skills
- Providing ongoing communication with teachers and administrators that strengthen the support systems for students with disabilities
- Developing effective IEPs that translate into measurable results for students
- Providing leadership as a member of the SAP/CSAP team

Qualifications:

- Strong knowledge of instructional strategies for students with disabilities
- Knowledge of functional behavioral assessments
- Knowledge of social emotional needs of students with disabilities
- Knowledge of PA Academic Standards
- Results-oriented individual – a flexible thinker willing to do "whatever it takes"
- Belief in the Mastery Charter School mission and instructional model
- A ferocious desire to provide our students with a world class education
- Detail-oriented and highly organized with strong analytical writing skills
- Has experienced a high level of measurable success working with urban youth

Education and Experience:

- Bachelor's degree required; Master's degree preferred
- Certification in Special Education.
- Teaching experience in special education for minimum of three (3) years preferred

To apply for a position with **Mastery Charter Schools**, please visit the 'Careers' section of the Mastery website (www.masterycharter.org) to submit an application. Please note that only application materials which are submitted online will be reviewed.

Teacher: Special Education-BD/ED K-12

Country Club Hills, Illinois

Job Category: Full Time

Teacher: Special Education-BD/ED K-12 Academic and Career-Path Classes

Special Education Services (a member of *The Menta Group*) is currently seeking a progressive state certified special education teacher for academic and career-path class's k-12 to join the clinical team at our therapeutic day school in the Country Club Hills area.

Country Club Hills Tech & Trade Center (CCH), an affiliate of *The Menta Group*® (www.thementagroup.org), is a Special Education school with a kindergarten through 12th grade therapeutic educational services program for Behavior, Emotional, and Developmentally disabled children living in the south suburbs of Chicago, Illinois. The school's curriculum and credit earning system is aligned with its partnering districts allowing for seamless transitions from and to the students' home schools. The high school program offers a variety of school-to-work options for special education students. In combination with a talented administration, and teaching and support staff, CCH is an ideal academic setting for adolescents who are preparing to become both literate and self-sufficient.

The ideal candidate will be prepared for teaching mainstream academics within a self-contained classroom, to teach special needs students with an emphasis on work skills as a basis for a career-path curriculum, and be willing to be trained to work in a clinical-educational setting with severely Behavior/Emotional Disordered students. This person is comfortable with a variety of delivery techniques for special needs instruction: including direct instruction, simulation, co-operative learning with-in community based opportunities, and integration of technology within multi-disciplinary classroom projects; including integration of literacy skills and hands-on projects as part of the educational model. The classroom staff function as collaborative building wide teams to better problem solve and find viable solutions to meet student's academic needs offering positive behavioral support, behavioral and academic interventions, progress monitoring, evaluation, and consultation as to individual program development.

Background:

Country Club Hills Tech & Trade Center is approved as a nonpublic special education program (under Section 14-7.02 of the Illinois School Code) for students in 9th through 12th grade.

The current open position will focus on candidates who have experience with students with Autism Spectrum Disorders. Successful candidates will have strong skills in school-based problem-solving, multidisciplinary collaboration, positive behavioral support, behavioral and academic interventions, progress monitoring and evaluation, and consultation with educational staff will find innovative solutions to critical problems in education working with an integrated focus on academic and social-emotional learning, and a continuum of learning and behavioral supports.

Requirements:

- Bachelor's degree in special education
- Teachers with State of Illinois special education certification (LBS1)/endorsement are encouraged to apply.
- State certification in secondary education in high school academics, and vocational skills is highly desired.
- Comprehensive training, experience, and mentoring in curriculum area Willing to work toward achieving State of Illinois emergency approval in special education with assistance from the school might be an option.
- Ability to teach a self-contained classroom within all basic instructional areas and work a regular school day with youth diagnosed having emotional, behavioral, academic, and developmental disabilities.
- Emphasis on work skills as a basis for a career path curriculum Ability to communicate well orally and in writing Flexible in which subject areas that they can work Student focused approach while presenting general areas of required subject material.
- Willingness to be trained in working with Behavioral/Emotional Disordered students

Bilingual applicants are encouraged to apply.

Employment is contingent upon a background check, employment physical and drug screen.

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

How to apply:

Apply on-line at: www.thementagroup.org/careers/apply

E-mail: shawanda.barga@menta.com

Fax: 708-798-9756

Country Club Hills

\$125,000 Salary for Master Middle School Teachers

New York, NY

Job Category: Master Middle School Teacher

\$125,000 Salary for Master Middle School Teachers - TEP Charter School

\$125,000 Salary for Master Middle School Teachers!

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>

Open positions: <http://www.tepcharter.org/open-teaching-positions.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>

Info Session @ TEP

Thinking about applying for a teaching position at TEP? Attend an in-person information session with TEP's Principal, Zeke Vanderhoek. Take a tour of the school, and learn more about the teacher application process and teaching at TEP.

When: Wednesday, April 10th, 6PM

Where: TEP Charter School

Learn how to RSVP for the event by clicking the following link:

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

We also have a Live Online Info Session too!

Click here for more information: <http://www.tepcharter.org/info-session-for-teachers.php>

Contact

jobs@tepcharter.org

Special Education Teacher

Hillside, Illinois

Job Category: Full Time

Hillside Academy West Campus (HAWC), an affiliate of The Menta Group® (www.thementagroup.org), is a Special Education school with a kindergarten through 12th grade therapeutic educational services program for Behavior, Emotional, and Developmentally disabled children living in the Chicago, Illinois Metro Area. The school's curriculum and credit earning system is aligned with its partnering districts allowing for seamless transitions from and to the students' home schools.

Hillside Academy West Campus was established to positively impact the academic and social-emotional competencies of students referred to the program. Believing that all children have a right to quality educational services, SES programs maintain a no refusal, no suspension, no expulsion policy, an integrated focus on academic and social-emotional learning, and a continuum of learning and behavioral supports. Small class size, intensive clinical services, and a competently trained staff of educators combine to make this program a positive and dynamic place to learn. The emphasis is placed on teamwork and creativity to provide this positive environment for our students to excel.

Qualifications:

- Bachelors Degree Special Education or higher
- Type LBS1/Special Education State of Illinois certified at the high school level
- Comprehensive training, experience, and mentoring in curriculum area
- Ability to teach a self-contained classroom within all basic instructional areas
- Experience working with students with Autism Spectrum Disorders
- Ability to work a regular school day and the ability to work with youth with emotional/behavioral/academic difficulties
- Willingness to be trained in working with Behavioral/Emotional Disordered students
- Bilingual applicants are encouraged to apply

Benefits:

This position offers an access to medical, dental, vision plans, 403(b), sick pay, holiday pay, and personal days. The salary range is comparable for the position and area, depending upon certification and qualifications. All of our programs post their open teaching positions on our web-site and feature an easy-to-complete application process.

Employment is contingent upon a background check, employment physical and drug screen.

How to apply:

www.thementagroup.org/careers/apply
ann.keane@menta.com

Fax: 708-449-0474

corp@menta.com

Fax: 630-907-0197

www.thementagroup.org

eo

Master Teacher

San Antonio, Texas

Job Category: Special Education Teacher - Early Childhood

Are you an innovative early childhood educator who enjoys creating the foundation for children's education? Do you love motivating students and their parents to develop the abilities, attitudes, skills, and knowledge that will prepare them for a successful life of learning? Then we have the career you are looking for! Our Master Teachers will plan and implement activities that promote the intellectual, social, emotional, and physical growth of four-year old children enrolled in the City of San Antonio's Pre-K 4 SA program. They will also act as mentors to new and emerging teachers throughout the City of San Antonio.

Named one of the "**Top Ten Metropolitan Innovations to Watch in 2013**" by the Brookings Metropolitan Policy Program and The Rockefeller Foundation, the Pre-K 4 SA Initiative is an innovative model that will provide high-quality, full-day Pre-K for 2,000 eligible four-year olds in San Antonio within four Model Education Centers and improve early childhood quality and access throughout the city.

Starting pay for master teachers is \$60,000.

In addition to master teachers, we are looking for talented candidates for other Pre-K 4 SA positions, including teacher assistants, nurses, professional and administrative staff.

Want to know more? Visit the City of San Antonio's employment website at the following link for a complete job description and to submit your application:

http://www.sanantonio.gov/hr/jobs/Pre-K4SA_Jobs.asp

We require at least three (3) years of early childhood teaching experience and a valid teaching certificate with required endorsements to teach early childhood education from any State's Educator Certification Department and the ability to obtain certification in Texas.

Assistant Professor - Special Education

Riverdale, NY

Job Category: Full Time

The College of Mount Saint Vincent (Riverdale, New York) seeks an Assistant Professor of Special Education with a strong student-centered focus, an earned doctorate and a strong record of teaching experience in collegiate and K-12 school settings to start in Fall 2013. Desired qualifications include a minimum of three to five years experience in urban settings of culturally and linguistically diverse populations of students with disabilities. Additional knowledge of the use of assistive technology and expertise in Autism Spectrum Disorder and Applied Behavioral Analysis are highly desirable. A successful candidate will demonstrate a strong commitment to scholarship, service and teaching.

The College of Mount Saint Vincent is an academically excellent, authentically inclusive, Catholic and ecumenical liberal arts college with approximately 1,300 undergraduate students and 225 graduate students located in the Riverdale section of New York City. Our beautiful 70-acre campus of rolling lawns and wooded hills overlooking the Hudson River is just 12 miles from midtown Manhattan. Send your curriculum vitae, cover letter, teaching philosophy, two letters of recommendation and three additional references who can speak to your professional qualifications to HR@mountsaintvincent.edu. Review of applications will begin immediately and continue until filled

Responsibilities include teaching undergraduate and graduate courses, program development, advisement, and supervision at nearby schools. The ability to build strong collaboration between general education and special education faculty is highly desirable. Additional responsibilities require the candidate to engage in scholarly and professional activities; perform college and department service including coordination of special education programs; assist with TEAC accreditation reviews and outcomes assessment; develop and maintain partnerships with public schools. Terms of appointment and salary are commensurate with credentials and experience.

Contact: HR@Mountsaintvincent.edu

Video Feedback Reviewers

Flexible Location

Job Category: Part Time

Video Feedback Reviewers – Tools for Teacher Excellence Flexible location

We are seeking Video Feedback Reviewers with certification in bilingual education, math, science, English, special education or social studies. Reviewers will be **TNTP** employees based out of a home office anywhere in the United States (flexible location). These positions will start training in the late spring and are expected to last through June 2014 with the possible option to extend. This role requires approximately six hours of work per week during the school year with potentially fewer hours over the summer.

Who We Want

TNTP pushes the boundaries of what's possible in public education every day, and we seek candidates who share our vision of ending educational inequality. Our employees are bright, dynamic, and dedicated to overcoming incredible challenges in order to achieve remarkable results. More than a job, working at **TNTP** is a commitment. Every job is essential, and every employee's contributions and ideas are integral to our success.

Video Feedback Reviewers play an essential role on the Great Teaching, Great Feedback team by providing timely, actionable feedback to teachers across the United States in order to support them in developing and improving their practice.

We are looking for experienced educators who have a clear understanding of effective instruction, are passionate about developing teachers' instructional impact, and can provide clear, concise and motivational feedback to teachers in order to rapidly improve instruction. This is an incredible opportunity to learn more about working at **TNTP** through a flexible position and have a profound impact on the development of teachers who will be changing lives and the futures of their students – every day

Qualifications

- Strong education background and instructional skill set with at least three years K-12 teaching experience (required), preferably in high-need schools or with high-need populations, and a track record of raising student achievement
- Minimum of 6 hours of availability per week, 8-10 hours per week preferred. Work can be completed during non-standard hours and on weekends
- Current certification and experience teaching and/or supporting teachers in one of the following areas required: Bilingual education (Spanish), Math, English, Science (General, Biology, Physics, and/or Chemistry), Special Education (primary and secondary), or Social Studies
- Previous experience observing, evaluating, or mentoring teachers (preferred)

Benefits

The salary for this position is \$25 per hour. TNTP offers a motivated team of dynamic colleagues, a collegial atmosphere that values professional development and valuable feedback, and the chance to impact the direction of a growing, mission-driven company that is committed to the success of our nation's children.

To Apply

Write a detailed cover letter that addresses the following prompts:

1. Briefly describe what you consider to be highly effective teaching. When you observe a highly effective teacher's classroom what do you expect to see?
2. Summarize your experience observing and evaluating teachers.

Please submit your resume and tailored cover letter online at
<http://ch.tbe.taleo.net/CH05/ats/careers/requisition.jsp?org=THENEWTEACHERPROJECT&cws=1&rid=1391>

Special Education Teacher

Washington, DC

Job Category: Middle and High School Teacher

The Special Education teacher is responsible for developing and providing IDEA mandated modifications and accommodations for students with special needs in order to gain free and appropriate instruction of the subject area curriculum.

Essential Job Functions

Classroom

- implement and monitor classroom behavior and academic expectations; contact parents as appropriate
- develop , distribute, and maintain IEP snapshots for all scholars with disabilities
- adhere to Chavez's Inclusion Model of Instruction
- utilize various co-teaching models of instruction to include lead and support; station, parallel, alternative and team teaching; pull out, resource, etc.
- plan curriculum and create lesson plans in conjunction with their co-teacher with the needs of all students in mind
- monitor scholars academic progress and participate in grading process for scholars in conjunction with their co-teacher.

Case Management

- provide proof of Modified Instruction in the form of accommodation, modifications, or resource room as mandated by the students' IEP
- creates work sample folder/portfolio that includes student work relevant to the IEP goals and objectives
- monitor and document student progress with correspondence to the academic and/or transition goals and objectives of the student's IEP. This should include entering parent communication into EASY IEP, which should take place a minimum of 4 times yearly at mid-quarter
- write the students IEP report card and turn in to the proper academic dean at the end of each quarter

IEP and MDT

- collect completed teacher surveys and review them at MDT meetings
- prepare Present Levels of Performance (PLOP)
- review evaluation information (Psychological, Clinical , Educational, etc) prior to MDT meetings
- construct academic goals for the content area for presentation
- enter academic goals and PLOP into EASYIEP
- create transition plans and enter into EASYIEP as required
- attend the IEP meeting and presenting data and observations relevant to the content area

Professional Development

- keep current on legislation, trends, etc related to Special Education field
- attend relevant workshops/in-service training on topics related to Special education, including the required DCPS EASYIEP database training

Core Job Requirements

- firm commitment to excellence
- Bachelor's degree or higher from an accredited institution
- 2+ years of experience as a Special Education teacher in an urban public school
- Working knowledge of compliance requirements related to Special Education

Competitive salaries and a comprehensive benefits package.

For more information and to apply, please go to www.chavezschools.org

Only applications submitted through our website will be considered.

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NASET Sponsor - Arkansas State University



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

Upcoming Conferences, Workshops and Events

2013

April

Identifying Effective Strategies in Urban School Systems

Web-based Event

April 3, 2013

2:00 PM - 3:30 PM (Eastern)

<http://media.all4ed.org/registration-apr-3-2013>

The Alliance for Excellent Education will host a webinar on “Identifying Effective Strategies in Urban School Systems.” Panelists will discuss high-priority problems of practice, the need to develop and sustain a high-quality teaching force and improve the educational outcomes for low-performing and diverse students, as well as practice-based studies on these issues that offer potential solutions and policy options to meet these common challenges.

Planning for Progress in Digital Learning: Introduction to Data and Assessment

Web-based Event

April 11, 2013

2:00 PM - 3:00 PM (Eastern)

<http://media.all4ed.org/registration-apr-11-2013>

The Alliance for Excellent Education will host a webinar on “Planning for Progress in Digital Learning: Introduction to Data and Assessment,” the fourth in its series of webinars for Project 24. Assessment, data, and data analytics are critical aspects of digital learning. The Project 24 planning framework examines the extent to which a personalized, learner-centered environment uses technology to collect, analyze, and organize data to improve the effectiveness and efficiency of learning. Data is the building block of diagnostic, formative, and summative assessments, all of which are key elements in a system where learning is personalized, individualized, and differentiated to ensure learner success. The panelists will provide insight into using data and assessment for digital learning from the perspectives of a superintendent, chief technology officer, principal, and educator.

Family Perspectives

Web-based Event

April 17, 2013

2:00 PM - 3:30 PM (Eastern)

<http://tinyurl.com/c7vc55v>

“Family Perspectives,” the fifth in a series of six “Think College!” webinars, will provide a guide to and through college, through the experiences of several parents who have been there. Outcomes and pitfalls for students, the changing role of families and ways to navigate the process will be shared.

Planning for Progress in Digital Learning: Introduction to Academic Supports

Teleconference Call

April 25, 2013

2:00 PM - 3:00 PM (Eastern)

<http://media.all4ed.org/registration-apr-25-2013>

The Alliance for Excellent Education will host a webinar on “Planning for Progress in Digital Learning: Introduction to Introduction to Academic Supports,” the fifth in its series of webinars for Project 24. The Project 24 planning framework examines the extent to which academic supports include the context, culture, and learning environments that are provided with the intent of advancing and deepening student learning. These supports include both the formal structures within the school day, and the informal structures that may extend learning beyond the typical school day on school grounds or beyond into the home and community. Digital communications, online communities, and digital learning environments often serve as connectors across these structures. The panelists will provide insight into how they approach the role of academic support in digital learning from the perspectives of a superintendent, chief information technology officer, principal, and educator, and discuss: including expectations for learner-centered environments; community engagement and outreach; the digital learning environment; parental communication and engagement; and the role of collaboration and teamwork.

June

Global Youth Justice Training Institute

Institute

June 11, 2013 - June 13, 2013

Provincetown, MA

http://www.globalyouthjustice.org/Training_and_Events.html

Participants will learn strategies to enhance juvenile diversion programs based on a local peer, student, youth, or teen court at the Global Youth Justice Seventh Global Youth Justice Training Institute. The agenda includes more than 20 peer-to-peer training sessions on such topics as recruiting/training volunteers, grants and funding, increasing juvenile referrals, community partnerships, wrap-around services, and substance abuse screening and treatment. A half-day grant writing session will also be offered. Eligibility is limited to adult staff and volunteers.

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Funding Forecast and Award Opportunities

Forecast of Funding Opportunities under the Department of Education Discretionary Grant Programs for Fiscal Year 2013

<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 2014 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 2013 Discretionary Grant Application Packages

<http://www.ed.gov/fund/grant/apply/grantapps/index.html>

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

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Do Something Awards

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

The Do Something Awards (formerly the BR!CK Awards) identifies exceptional young social entrepreneurs, activists, and community leaders who have a significant social impact. The nominees and winners are pivotal "do-ers" in their fields and causes. For 2013, up to five finalists will be selected and rewarded with a \$10,000 community grant, participation in the third Do Something Awards TV show on VH1, media coverage, and continued support from DoSomething.org. One of the five finalists will be selected to win the Grand Prize, a \$100,000 grant, which will be announced during the broadcast. Deadline: April 15, 2013.

ING Unsung Heroes Program Invites K-12 Educators to Apply for 2013 Class Project Awards

<http://ing.us/about-ing/citizenship/childrens-education/ing-unsung-heroes>

The ING Unsung Heroes awards program annually recognizes K-12 educators in the United States for innovative teaching methods, creative educational projects, and ability to positively influence the children they teach. Educators are invited to submit grant applications describing class projects they have initiated or would like to pursue. Each year, one hundred educators are selected to receive awards of \$2,000 each to help fund innovative class projects. At least one award is granted in each of the fifty United States, provided one or more qualified applications are received from each state. Three of the one hundred finalists will be selected for additional financial awards. First place: \$25,000; second place: \$10,000; and third-place: \$5,000. All awards must be used to further the projects within the school or school system. All K-12 education professionals are eligible to apply. Applicants must be employed by an accredited K-12 public or private school located in the U.S. and be a full-time educator, teacher, principal, paraprofessional, or classified staff member working on a project with demonstrated effectiveness in improving student learning. Previous recipients of ING Unsung Heroes awards are not eligible to apply for another award. Deadline: April 30, 2013.

Office of Juvenile Justice and Delinquency Prevention (OJJDP) Announces Fiscal Year 2013 Mentoring Funding Opportunities

<http://www.ojjdp.gov/funding/FundingList.asp>

The Office of Juvenile Justice and Delinquency Prevention (OJJDP) has announced two fiscal year 2013 mentoring funding opportunities: The National Mentoring Programs support the implementation, delivery, and enhancement of mentoring services to improve outcomes for at-risk, high-risk, or underserved youth. Deadline for applications: April 29, 2013. The Multi-State Mentoring Initiative will support qualified, established mentoring programs as they expand services for underserved at-risk and high-risk youth and enhance services to implement additional research- and evidence-based mentoring practices. Deadline for applications: April 30, 2013.

Target Accepting Applications for 2013 K-12 Arts Education Programs

<https://corporate.target.com/corporate-responsibility/grants/arts-culture-design-in-schools-grants>

Arts, Culture & Design in Schools, a charitable initiative of national retailer Target, is accepting applications from schools and nonprofit organizations for programs that bring arts and cultural experiences directly to K-12 students. The company awards grants of \$2,000 for programs that enhance the classroom curricula with in-school performances, artist-in-residency programs, workshops, and so on. Programs must take place between September 2013 and August 2014. Grants are restricted to K-12 educational institutions and organizations with tax-exempt status under Section 501(c)(3) of the Internal Revenue Code. Deadline for applications: April 30, 2013 (grant awards announced in September).

Earthwatch Institute: Fellowships

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

The Earthwatch Institute offers educators 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: two weeks after educator-interest application is submitted; ultimate deadline May 1, 2013. [To top](#)

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NASET Sponsor - University of Florida



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

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**.
