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Update from the U.S. Department of Education

Applications Now Available to Improve Education and Employment Outcomes for Low-Income Children with Disabilities

This past month, the U.S. Department of Education published a Notice in the Federal Register inviting applications for a new competitive grant program, *Promoting Readiness of Minors in Supplemental Security Income (PROMISE)*. PROMISE was proposed by the Obama Administration to improve the education and career outcomes of low income children with disabilities receiving Supplemental Security Income (SSI). The program is designed to serve children with disabilities, ages 14-16, who are receiving SSI and their families.

For too long, the current system has not been effective in supporting child SSI recipients. Child SSI recipients who become adult SSI recipients continue to face many challenges, such as low educational attainment and employment rates.

"Poor educational outcomes and low employment rates are not acceptable outcomes for any individual with a disability," said Michael Yudin, Acting Assistant Secretary for Special Education and Rehabilitative Services at the Department of Education. "With PROMISE, we hope to provide strong and effective partnerships with agencies to build capacity to achieve better results and outcomes for child SSI recipients and their families."

The PROMISE program is an interagency collaboration of the U.S. Departments of Education, Health and Human Services, Labor and the Social Security Administration. Under this new competitive grant program, state agencies will partner to develop and implement a model demonstration project that provides coordinated services and supports designed to improve the education and career outcomes of children with disabilities receiving SSI, including services and supports to their families. PROMISE is a great opportunity for states to be innovative in designing programs that meet the needs of families and that will improve the life outcomes of individuals with disabilities.

PROMISE is open to all 50 States and the District of Columbia, and states may apply together as a consortium. The Department intends to fund three to six projects between \$4.5 million to \$10 million a year for 5 years.

The [PROMISE Application Package](#) is available beginning, May 21, 2013 and the deadline for submitting completed applications is August 19, 2013. In order to assist with the application process, the Department will host webinars for applicants to review the application and ask questions on the following dates:

Thursday, May 30, 2013

Tuesday, June 4, 2013

U.S. Department of Education Announces Arizona Will Receive \$10.4 Million to Continue Efforts to Turn Around Its Lowest-Performing Schools

U.S. Secretary of Education Arne Duncan announced that Arizona will receive \$10.4 million to continue efforts to turn around its persistently lowest-achieving schools through the Department's School Improvement Grants (SIG) program. Arizona is among the 25 states that have received continuation awards for the third year of implementing a SIG model. In addition to Arizona, other states are: Alaska—\$1.5 million; Arkansas—\$5.3 million; Connecticut—\$3.6 million; Delaware—\$1.4 million; Florida—\$26.8 million; Iowa—\$3 million; Kentucky—\$7.7 million; Maryland—\$6.8 million; Minnesota—\$5.5 million; Mississippi—\$6.1 million; Montana—\$1.5 million; New Jersey—\$10.4 million; New Mexico—\$4.1 million; North Dakota—\$1.2 million; Ohio—\$20.2 million; Oklahoma—\$5.5 million; Oregon—\$5.4 million; South Carolina—\$7.4 million; South Dakota—\$1.5 million; Texas—\$49.7 million; Utah—\$3.4 million; Washington—\$7.8 million; West Virginia—\$3.3 million; and Wyoming—\$1.1 million. In addition to continuation awards, the Department awarded SIG grants to 10 states to run new competitions for previously unfunded schools.

"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."

Grants are awarded to State Educational Agencies (SEAs) that then make competitive subgrants to local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use them to provide adequate resources, in order to substantially raise student achievement in their lowest-performing schools. Under the Obama Administration, the SIG program has invested up to \$2 million per school at more than 1,300 of the country's lowest-performing schools. Early findings show positive momentum and progress in many SIG schools. Findings also show that many schools receiving SIG grants are improving, and some of the greatest gains have been in small towns and rural communities.

Alejandra Ceja Appointed Director of White House Initiative on Educational Excellence for Hispanics

U.S. Education Secretary Arne Duncan announced the appointment of Alejandra Ceja as the new director of the White House Initiative on Educational Excellence for Hispanics. The Initiative is tasked with expanding academic excellence and improving educational opportunities for Hispanics by making recommendations to President Obama and Secretary Duncan.

"Alejandra is a trusted advisor and leader in the Hispanic community," Duncan said. "As director of this important initiative, Alejandra will continue her exceptional work of pursuing academic excellence and opportunities for Hispanics across the country."

To prepare America's next generation, President Obama has set a goal to have the highest proportion of college graduates in the world by 2020. Improving education opportunities for Hispanics will be central to achieving that goal. From increasing the graduation rates of Hispanic students to encouraging community engagement across the country, Ceja will work to address the critical issues surrounding the educational achievements of Hispanic citizens.

"I look forward to advancing the mission and goals of the Initiative and to helping prepare Hispanics achieve their potential academically, professionally, civically, and globally," Ceja said. "We've got a lot of work to do because ensuring that everyone has an opportunity to seek an academic degree is vital to our country's success."

Ceja previously was Chief of Staff for Under Secretary of Education Martha Kanter. She also served as Senior Budget/Appropriations Advisor on the House Education and Labor Committee. Prior to her time on Capitol Hill, Ceja was Program Examiner for the White House Office of Management and Budget (OMB), where she helped comprise the federal budget for the Department of Labor and the Corporation for National and Community Service.

Ceja is a member of the Congressional Hispanic Caucus Alumnae Association, the National Urban Fellows, the National Hispana Leadership Institute, and a graduate of the Presidential Management Fellowship (PMF) program.

Though Ceja is a native of Huntington Park, Calif., her family's roots trace back to Michoacan, Mexico.

Ceja received her MPA in Public Administration at Baruch College, City University of New York and her BA in Political Science at Mount St. Mary's College in California.

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CEJA NOMBRADA DIRECTORA DE LA INICIATIVA DE LA CASA BLANCA SOBRE LA EXCELENCIA EDUCATIVA DE LOS HISPANOS

El Secretario de Educación de EE.UU. Arne Duncan dio a conocer hoy la designación de Alejandra Ceja como nueva Directora de la

Iniciativa de la Casa Blanca sobre la Excelencia Educativa de los Hispanos. La Iniciativa tiene por objeto ampliar la excelencia académica y mejorar las oportunidades educativas para los hispanos mediante la formulación de recomendaciones al Presidente Obama y al Secretario Duncan.

"Alejandra es una asesora de confianza y lideresa en la comunidad hispana", afirma Duncan. "Como directora de esta importante iniciativa, Alejandra continuará su destacada labor de luchar por la excelencia y las oportunidades académicas para los hispanos de todo el país".

A fin de preparar a la próxima generación de los Estados Unidos, el Presidente Obama ha establecido la meta de contar con la mayor proporción de graduados universitarios del mundo para el año 2020. Mejorar las oportunidades educativas para los hispanos será un eje central en la consecución de esa meta. Desde aumentar la tasa de graduación de los estudiantes hispanos hasta promover la participación comunitaria a lo largo y ancho del país, Ceja trabajará para abordar las cuestiones cruciales en torno a los logros educativos de los ciudadanos hispanos.

"Espero con gran interés avanzar la misión y los objetivos de la Iniciativa y ayudar a preparar a los hispanos a desarrollar académica, profesional, cívica y globalmente su potencial", dijo Ceja. "Tenemos mucho trabajo que hacer porque garantizar que todos tienen una oportunidad de tratar de obtener un título académico es vital para el éxito de nuestro país".

Anteriormente, Ceja fue Jefe de Gabinete para la Subsecretaria de Educación Martha Kanter. Asimismo, se desempeñó como Asesora Principal sobre Presupuesto y Asignación de Fondos en la Comisión de la Cámara de Representantes sobre Educación y Trabajo. Antes de trabajar en el poder legislativo federal, Ceja fue Examinadora de Programas para la Oficina de Gestión y Presupuesto de la Casa Blanca (OMB), cargo en que ayudaba a formular el presupuesto federal para el Departamento de Trabajo y la Corporación para el Servicio Nacional y Comunitario.

Ceja es miembro de la Congressional Hispanic Caucus Alumnae Association, los National Urban Fellows, el Instituto Nacional de Liderazgo Hispano, y es graduada del programa Presidential Management Fellowship (PMF).

Ceja nació en Huntington Park, California, y su familia es de Michoacán, México. Ceja recibió su M.P.A. en Administración Pública en Baruch College, City University de Nueva York y su B.A. en Ciencias Políticas en Mount St. Mary's College en California.

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Calls to Participate

Learning Disabilities Association of America Seeks Submissions for 2014 Conference
<http://www.lidaamerica.org/conference/index.asp>

The Learning Disabilities Association (LDA) of America seeks submissions for the 2014 Conference in Anaheim, CA, February 19-22, 2013, for papers or other formal presentations, workshops, or informational sessions. LDA values sessions on current and best practices, including basic information about the nature of learning disabilities as well as innovative approaches to advocacy, assessment, intervention, and instruction; new ways to ensure successful transition, use of assistive technology, access to the general curriculum, providing a continuum of services and fostering productive adulthood; and hands-on practical techniques for Table Talk and reports of research for Poster Sessions. For 2014, a special focus will be placed on research best practices and skill building of both children and adults in culturally diverse populations. A new strand in the program will be “Correctional Education and Justice System.”

National Dialogue: Join the Conversation for Change

<http://fptepolicyworks.ideascale.com/>

The “Join the Conversation for Change” online national dialogue is a two-week discussion hosted by the U.S. Departments of Labor, Education, Health and Human Services and Social Security Administration, May 13-27, 2013. Participants are sharing their input on federal legislative and regulatory barriers and opportunities to improve transition outcomes for youth with disabilities. This input is important to the Departments, which encourage participation in the discussion and look forward to an active exchange of ideas.

Youth Service America Seeks Applications for Youth Ambassador Program

<http://www.ysa.org/grants/NCAM>

Youth Service America, in partnership with the Festival of Children Foundation, is accepting applications for the National Child Awareness Month Youth Ambassador program, an initiative to help young people ages 16-22 address critical issues facing youth in the United States. Each Ambassador will receive support, advocacy training in the nation’s capital, and planning-guidance for their respective service projects. Fifty-one youth ambassadors will be selected, one per state and the District of Columbia, to join a national network of young people who will use their collective voice in service to other youth. Each Ambassador will receive a \$1,000 grant and be flown to Washington, DC, for a training program. Ambassadors will receive ongoing networking opportunities with other youth ambassadors across the country, as well as ongoing training and mobilization resources to help advance participants’ service initiatives. Applicants must be between 16-22 years old, reside in the US, be able to attend a training in Washington, DC, in September and participate in Global Youth Service Day (April 11-13, 2014), and collaborate with a sponsoring organization or school. Deadline for applications: June 16, 2013.

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.

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.

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Special Education Resources

Building a Grad Nation: Progress and Challenge in Ending the High School Dropout Epidemic (April 2013)

Archived Webinar

<http://media.all4ed.org/webinar-apr-30-2013>

The “Building a Grad Nation: Progress and Challenge in Ending the High School Dropout Epidemic” webinar shared details from the 2013 report update of “Building a Grad Nation: Progress and Challenge in Ending the High School Dropout Epidemic,” including information on states and student demographics making the largest gains in high school graduation rates. The report shows that the nation is slowly but surely making progress.

Count Us In! (September 2012)

Toolkit

<http://tinyurl.com/bwb8jc2>

The Count Us In! toolkit from Attendance Works, America’s Promise Alliance, Civic Enterprises, and Points of Light, offers talking points on the importance of good attendance, templates of proclamations and news releases, ideas for engaging students and parents, and advice for tracking data to identify and intervene with chronically absent kids.

Helping Students with Disabilities Transition to College and Careers (March 2013)

Archived Webinar

<http://tinyurl.com/cqk97lx>

The American Youth Policy Forum has archived its webinar, “Helping Students with Disabilities Transition to College and Careers.” High quality transition services are important in preparing students with disabilities for college, careers, and other positive post-school outcomes. The webinar highlighted research, policies, and programs that have helped students with disabilities transition successfully.

How Career and Technical Education Can Help Students Be College and Career Ready: A Primer (April)

Policy Brief

<http://tinyurl.com/ct5z93j>

“How Career and Technical Education Can Help Students Be College and Career Ready: A Primer” is a Policy Brief issued by the College and Career Readiness and Success Center at the American Institutes for Research that provides an overview of the evolution of career and technical education (CTE) in the U.S. and highlights issues CTE faces in the field that must be overcome for it to become a major, wide-reaching strategy for preparing students for postsecondary success. The national commitment to graduate more students from high school prepared to face postsecondary challenges needs schools to improve CTE, to ensure that students have access to high-quality pathways to success.

IDEA Partnership Collections (2013)

Web page

<http://ideapartnership.org/using-tools/learning-together/collections.html>

The IDEA Partnership collections include a glossary, powerpoint presentations, presenter’s guides, dialogue guides, etc., for people looking for resources on Autism Spectrum Disorders, the Common Core Standards, Response to Intervention (RtI), Secondary Transition, or related important topics.

Improving College and Career Readiness for Students with Disabilities (May 2013)

Issue Brief

<http://tinyurl.com/kqnu52m>

The “Improving College and Career Readiness for Students with Disabilities” issue brief prepared by American Youth Policy Forum (AYPF) for the College and Career Readiness and Success Center at the American Institutes for Research aims to help state policymakers plan strategies to prepare students with disabilities and special needs for college and career. The brief provides context and background on the numbers of students with disabilities who are college and career ready; examines issues related to preparation and readiness for postsecondary education and careers; and includes examples of current programs and policies that help students with disabilities to successfully transition to college and careers.

Improving the Measurement of Socioeconomic Status for the National Assessment of Educational Progress: A Theoretical Foundation (November 2012)

Report

http://nces.ed.gov/nationsreportcard/researchcenter/socioeconomic_factors.aspx

The U.S. Department of Education’s Institute of Education Sciences’ National Center for Education Statistics (NCES) has released “Improving the Measurement of Socioeconomic Status for the National Assessment of Educational Progress (NAEP): A Theoretical Foundation,” a new paper available from The Nation’s Report Card. To improve the measurement and reporting of socioeconomic status (SES) and its relationship to academic achievement in the context of NAEP, NCES convened a panel of experts to provide recommendations concerning SES as a construct, with the understanding that their recommendations might ultimately lead to a new measure of SES that could be used for NAEP.

NCWD/Youth State Perspectives on Using the Guideposts for Success – Maryland (2013)

Case Study

<http://www.ncwd-youth.info/innovative-strategies/state-perspectives/maryland>

The National Collaborative on Workforce and Disability for Youth (NCWD/Youth) has released the Maryland “Youth State Perspectives on Using the Guideposts for Success,” one of two publications illustrating how state agencies can use the Guideposts for Success as a strategic organizational framework to increase coordination across agencies, departments, and service providers responsible for youth transition outcomes. In Maryland, the Department of Education’s Division of Rehabilitation Services has used the Guideposts to develop and pilot a transition services model called the Maryland Seamless Transition Collaborative (MSTC).

NCWD/Youth State Perspectives on Using the Guideposts for Success – South Carolina (2013)

Case Study

<http://www.ncwd-youth.info/innovative-strategies/state-perspectives/south-carolina>

The National Collaborative Workforce and Disability for Youth (NCWD/Youth) has released the South Carolina “Youth State Perspectives on Using the Guideposts for Success,” one of two publications illustrating how state agencies can use the Guideposts for Success as a strategic organizational framework to increase coordination across agencies, departments, and service providers responsible for youth transition outcomes. The South Carolina Vocational Rehabilitation Department (SCVRD) uses the Guideposts as a framework for defining, developing, and tracking its youth transition services and programs throughout the state.

Student Interventions: One Size Does Not Fit All (2013)

Article

<http://tinyurl.com/crdlv25>

In student interventions it is important to consider the categories of students who need intervention. This step is often missed in improving a school-wide academic intervention system. For example, having a mandatory lunchtime homework catch-up assumes that all students identified for the intervention are unmotivated (and have a place at home to do homework), but can actually do the work. Some students may be high-needs academically even though motivated, or both high-needs and unmotivated. Some may not have a home environment conducive to studying and completing homework. An individual teacher may need help from a team of teachers and/or from the principal to intervene effectively. The intervention designed should reflect these different needs.

Technology Gives Students with Disabilities Access to College Courses (May 2013)

Blog Article

<http://www.ed.gov/blog/2013/05/technology-gives-students-with-disabilities-access-to-college-courses/>

“Technology Gives Students with Disabilities Access to College Courses” reports on a group of high school students with learning disabilities who attend a dual-enrollment high school/college program that emphasizes the use of technology, including the Bookshare accessible library, to help students earn college credit while still in high school. The program offers a student-centered learning environment allowing seniors to complete required high school courses while accumulating college credits. Each student focuses on individual educational choices and academic and vocational studies relevant to future goals. The idea is to provide learning choices and empowerment for students. The program is inclusive of all students, with or without a disability. Programs like this, which use assistive technologies and digital accessible books, promote high academic standards for all, enabling more students to be college and career ready.

The New Transition Handbook: Strategies High School Teachers Use That Work! (2012)

Handbook

<http://tinyurl.com/lvcmtmn>

This updated edition of “The Transition Handbook” includes more than 500 research-based, teacher-tested transition support strategies to help students with disabilities achieve self-determination, access the general curriculum, increase their social acceptance and participation, set and reach individual goals, strengthen positive behavior, prepare for postsecondary education, develop employment skills, access community resources, and learn critical functional skills.

The Role of Work-Based Learning in Preparing Students for College and a Career (April 2013)

Archived Webinar

<http://media.all4ed.org/webinar-apr-23-2013>

The archived discussion of “The Role of Work-Based Learning in Preparing Students for College and a Career” webinar shared examples of work-based learning opportunities that help students become aware of the different career options available in a 21st century economy; explore career options of interest to students; apply academic, technical, and workplace skills in real-world situations; and train for specific occupations or postsecondary learning experiences.

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Update from the National Dissemination Center for Children with Disabilities



FROM OUR FRIENDS AT THE IDEA PARTNERSHIP

RESOURCES FROM OUR FRIENDS

We can't say for sure what the "hotspots" are for the IDEA Partnership website, but our favorite page on their site is the Collections page. Each of the 8 collections includes a glossary, several powerpoint presentations, presenter's guides, dialogue guides, and more. If you're looking for resources on Autism Spectrum Disorders, the Common Core Standards, RtI, Secondary Transition, or other important topics, bookmark this page!

<http://ideapartnership.org/using-tools/learning-together/collections.html>

The Center on Online Learning and Students with Disabilities (COLSD) offers information and data about students who receive education in a fully online setting or in supplemental courses, including disability, race, gender, type of school attended, language status, and persistence in online schooling.

<http://centerononlinelearning.org/>



IT ALL STARTS IN FAMILIES AND COMMUNITIES IT ALL STARTS IN FAMILIES AND COMMUNITIES

All about the systems of help available to you.

Learn about the help available to address the needs of children and youth with disabilities and their families at the national, regional, state, and local levels.

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

Disability & special education acronyms.

This is a useful list of special education and disability related acronyms used to abbreviate names or phrases.

<http://nichcy.org/families-community/acronyms>

Disability awareness.

This page offers links to selected materials available from different organizations to educate you, your family, friends, community, and school about raising awareness of disabilities and disability etiquette.

<http://nichcy.org/families-community/awareness>

Top 3 Resources from NICHCY's Related Information

Special education FAQ.

Great Schools offers some recurring questions and answers about the protections offered under Individuals with Disabilities Education Act (IDEA).

<http://nichcy.org/special-education-faq>

Making the IEP process more parent-friendly.

This issue of the Wrightslaw newsletter gives parents simple but effective tools for asking questions and making suggestions at team meetings, including using a Parent Agenda before the meeting.

<http://nichcy.org/making-the-iep-process-more-parent-friendly>

Disability etiquette: Engaging people with disabilities.

This brochure provides guidance on common courtesies, how to interact with a person who uses a wheelchair or who has a service animal, and etiquette for engaging with people who have disabilities.

<http://nichcy.org/disability-etiquette-engaging-people-with-disabilities>



THE LITTLE ONES: EARLY INTERVENTION/EARLY CHILDHOOD

Overview of early intervention.

This page covers **what** it is, **who** is eligible, **how** to access services in your state, **who pays** for the services, and more.

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

Effective practices in early intervention.

NICHCY connects you into the knowledge base of effective practices in early intervention, wherever services are being provided -- an agency setting, the home, and across the child's natural environment.

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

Transition to preschool.

Early intervention services end at age three. These resources will help you to plan ahead if the child will need continued support in preschool so that the transition is smooth.

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

Guided IFSP for young children with TBI.

This shell of an individualized family service plan (IFSP) will help early interventionists and families develop an effective IFSP for a child younger than 5 years old who's had a traumatic brain injury (TBI).

<http://nichcy.org/guided-ifsp-for-young-children-with-tbi>

Early intervention for children with complex communication needs.

This website provides guidelines for early intervention to maximize the language and communication development of young children with autism spectrum disorders, cerebral palsy, down syndrome, and multiple disabilities.

<http://nichcy.org/early-intervention-for-children-with-complex-communication-needs>

Preventing & dealing with autism behavior problems.

This help guide article provides valuable insights into how the behavior of a child with autism can be analyzed for its underlying messages about things that are important to the child.

<http://nichcy.org/preventing-dealing-with-autism-behavior-problems>



SCHOOLS, K-12

All about the IEP.

The resources we've collected will help you learn what the law requires, what information a typical IEP contains, how IEPs are developed, and more.

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

Supports, modifications, and accommodations for students.

This page is intended to help teachers find information that can guide them in making appropriate changes in the classroom based on what their students need.

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

Placement issues.

Find out more about **who** decides placement, how they decide it, **what** LRE is, and **how** placement can be affected if a child with a disability violates certain codes of student content.

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

Sample IEPs: IEP templates and suggested accommodations.

It can be useful to see how IEPs vary from place to place and diagnosis to diagnosis as you sit down to plan your child's IEP.

<http://nichcy.org/sample-ieps-iep-templates-and-suggested-accommodations>

Outcomes and insights from researchers on inclusive education.

This 7-page document describes seminal policy statements, research articles, and reports that demonstrate the positive outcomes of inclusive education.

<http://nichcy.org/outcomes-and-insights-from-researchers-on-inclusive-education>

5 critical mistakes schools make with ipads and how to correct them.

K-12 schools and districts across the country have been investing heavily in iPads for classroom use. EdTechTeacher shares common challenges with you, so your school doesn't have to make them.

<http://nichcy.org/5-critical-mistakes-schools-make-with-ipads-and-how-to-correct-them>



STATE & SYSTEM TOOLS

Response to Intervention.

This page synthesizes what we know about RTI, provides access to RTI-related information, and discusses RTI from the perspective of people directly involved in the RTI process.

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

The common core state standards.

This resource page will help you find answers to questions such as "What are the Common Core State Standards (CCSS) all about?" and "How do they apply to students, especially those with disabilities?".

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

What it means to be highly qualified.

This webpage focuses on what it takes to be a "highly qualified teacher" as NCLB and IDEA define the term.

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

The use of Rtl to identify students with LD: review of the research.

Drs. Doug Dexter and Charles Hughes present the regularly stated criticisms of the current LD identification methods and review the latest research on the impact of RTI as a method for LD identification.

<http://nichcy.org/the-use-of-rti-to-identify-students-with-ld-review-of-the-research>

Achieve the Core website.

The site provides free, high-quality resources to educators now doing the hard work of implementing the Common Core State Standards.

<http://nichcy.org/achieve-the-core-website>

How great principals build and lead great teams of teachers.

This study by New Leaders examines 200 successful schools and identifies specific actions the strongest principals take to ensure great teaching and academic success.

<http://nichcy.org/how-great-principals-build-and-lead-great-teams-of-teachers> [To top](#)

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Latest Employment Opportunities Posted on NASET

Learning Specialist

KIPP Houston Public Schools- Houston, TX

Job Category: Special Education

Provide Special Education students with learning activities and experiences designed to help them fulfill their potential for intellectual, emotional, physical, and social growth. Develop or modify curricula and prepare lessons and other instructional materials to student levels. Work in instructional settings as assigned.

MAJOR RESPONSIBILITIES AND DUTIES:

THE LEARNING SPECIALIST WILL:

- 1. Prepare for and lead the Admission, Review, and Dismissal (ARD) committee meeting
- 2. Assist students in the implementation of IEPs
- 3. Evaluate students' progress on Individualized Education Plans
- 4. Planning and Data Collection 5. Professional Development and Departmental Growth

EDUCATION AND KNOWLEDGE:

- Bachelor's degree from an accredited institution, with a focus on Education, plus a minimum of 1-5 years of teaching experience
- Texas Teaching certificate in Special Education
- Highly Qualified teacher in accordance with NCLB and the State of Texas' qualifications
- Knowledge of federal and state Special Education law

Please apply online at <http://teachatkippp.org>

Assistant or Associate Professor

Richmond, Kentucky, 40475

Job Category: Full Time

Eastern Kentucky University

Department of Special Education—Assistant or Associate Professor

The Department of Special Education at Eastern Kentucky University is accepting applications for a 9-month, tenure-track position in the area of Early Childhood Special Education at the Assistant or Associate level. The successful candidate will teach a variety of undergraduate and graduate courses in the Early Childhood Special Education program area as well as core special education coursework, supervise practicum and student teaching experiences, and will advise students at the undergraduate and graduate level. The candidate will be expected to engage in scholarly activity and provide service to the department, college, university, community and profession. January 2014 start date is preferred but will consider August 2014 start date. Some teaching at off-campus, regional extension sites and/or by distance education methods may be required. The successful candidate will have experience working with young children with disabilities and their families in early intervention settings, Early Start, Head Start or at-risk preschool settings and/or kindergarten teaching as well as teaching at the university level. Additional expertise and experience in the areas of moderate and severe disabilities or special education administration is desired. An earned doctorate from a regionally accredited or internationally recognized institution in Early Childhood Special Education or a related field with emphasis in the area of Early Childhood Special Education is required by the time of appointment. All interested applicants must apply at jobs.eku.edu (search requisition #0613282). All offers of employment are contingent on completion of a satisfactory background check. Eastern Kentucky University is an EEO/AA institution that values diversity in its faculty, staff, and student body. In keeping with this commitment, the University welcomes applications from diverse candidates and candidates who support diversity.

Apply Here: <https://jobs.eku.edu/> (search requisition #0613282)

Master Middle School Teachers - \$125,000 Salary

New York, NY

Job Category: Master Middle School Teacher

\$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>

- Social Studies Teacher
- English Language Arts Teacher
- Special Education Teacher
- Mathematics Teacher
- Science Teacher
- Physical Education Teacher
- Music Teacher

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>

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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

Washington, DC

Job Category: 2013-14 School Year

Our students need your expertise, passion and leadership.

We are looking for highly motivated and skilled talent to join our team at the District of Columbia Public Schools (DCPS). We seek individuals who are passionate about transforming and improving educational outcomes for our students.

DCPS has a significant special education population across over more than 100 schools, and we aim to be recognized as a leader in urban special education. We are determined to do whatever it takes to ensure that students with disabilities become successful adults.

As part of a comprehensive reform effort to become the best urban school system in America, DCPS intends to have the highest-performing, best paid, most satisfied, and most honored educator force in the nation whose work drives significant achievement gains for DCPS students.

Responsibilities

- Develop and implement curricula to meet academic standards for students with special needs
- Develop, review, and revise Individual Education Programs (IEPs) for students with special needs when necessary
- Meet with IEP Teams at least once a year to discuss student progress and IEP revisions
- Thoughtfully plan daily lessons and implement specific strategies to meet the needs of all students
- Work across a grade-team or content area with general education teachers to meet the needs of all students
- Be accountable for students' academic growth and increase each individual student's achievement
- Design and implement assessments that measure progress towards academic standards and diagnose areas of student misunderstanding
- Use assessment data to refine curriculum and inform instructional practices
- Create a positive, achievement-oriented learning environment
- Reflect on successes and areas of growth as a teacher, seek to improve performance, and respond to feedback
- Participate in collaborative curriculum development, grade-level activities, and school-wide functions

- Invest parents and families in their children's academic success through regular communication
- Perform other related duties as assigned

Qualifications

- Bachelor's degree
- Possesses or is eligible for a valid District of Columbia Teaching License in Special Education (for more information on DC Teacher Licensure, please visit the website of the Office of the State Superintendent of Education at <http://osse.dc.gov/service/teacher-licensure>)
- Experience working with students with learning and emotional disabilities
- Successful completion of Praxis I and II exams (unless holding a standard teaching license)
- Meets Highly Qualified status as defined by the NCLB mandates
- Strong instructional skills and classroom management
- Ability to self-reflect on teaching practices and be responsive to feedback

Personal Qualities of Top Candidates

- Commitment to Equity: Passionate about closing the achievement gap and ensuring that every child, regardless of background or circumstance, receives an excellent education.
- Leadership: Coaches, mentors, and challenges others to excel despite obstacles and challenging situations.
- Focus on Data-Driven Results: Relentlessly pursues the mastery of instruction based on student performance, and is driven by a desire to produce quantifiable student achievement gains.
- Innovative Problem-Solving: Approaches work with a sense of possibility and sees challenges as opportunities for creative problem solving; takes initiative to explore issues and find potential innovative solutions.
- Adaptability: Excels in constantly changing environments and adapts flexibly in shifting projects or priorities to meet the needs of a dynamic transformation effort; comfortable with ambiguity and non-routine situations.
- Teamwork: Increases the effectiveness of surrounding teams through collaboration, constant learning and supporting others; sensitive to diversity in all its forms; respects and is committed to learning from others.

How to apply

To apply, visit our website at www.joinnccpublicschools.com, and complete our online application.

Questions

If you have any questions, please email us at dcpscscareers@dc.gov, or call us at (202) 299-2145. View or Download a brochure about this position - [Click here](#)

Stay Informed!

Follow us on Twitter at @DCPSJobs, or become a fan of DCPS Jobs on Facebook.

Criminal Background Check

In accordance with the Criminal Background Checks for the Protection of Children Act of 2004, this position has been designated and identified as one which requires a criminal background check and/or traffic record check. If you are tentatively selected for the position, a criminal background check will be conducted. A final offer of employment is contingent upon the receipt of a satisfactory criminal background check.

Notice of Non-Discrimination

In accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, Title II of the Americans with Disabilities Act of 1990 and the D.C. Human Rights Act of 1977, as amended, District of Columbia Official Code Section 2-1401.01 et seq. (Act), the District of Columbia Public Schools (DCPS) does not discriminate (including employment therein and admission thereto) on the basis of actual or perceived race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, family status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an interfamily offense, or place of residence or business. Sexual harassment is a form of sex discrimination, which is prohibited by the Act. In addition, harassment based on any of the above-protected categories is prohibited. Discrimination in violation of the aforementioned laws will not be tolerated. Violators will be subject to disciplinary action. Inquiries regarding the non-discrimination policies of DCPS will be handled as follows:

Employees with inquiries regarding non-discrimination policies related to employment and employees should contact:

Equal Employment Opportunity Specialist
Office of Labor Management & Employee Relations
District of Columbia Public Schools
1200 First St, NE, 10th Floor, Washington, DC 20002
(202) 442-5424

Vocational Trainer

Southern New Jersey/Philadelphia

Job Category: Vocational Trainer of young adults with developmental and intellectual disabilities

Description:

Ken's Krew, Inc. is a nonprofit agency that places and trains young adults with developmental and intellectual disabilities (DD/ID) in competitive employment. We currently operate from Long Island, NY to Baltimore, MD. Through our partnership with a variety of companies, including the largest home improvement retailer in the U.S. and the largest retail drugstore chain in the U.S., Ken's Krew has been able to support the employment and independence goals of over 280 individuals with ID/DD in the 15 years since its inception.

We are seeking a motivated, energetic professional, former special ed teacher or similar, to join us as a part-time vocational trainer. This person must be comfortable working independently, although with the support and collaboration of everyone in the organization.

The position is for coverage of the Southern New Jersey to Philadelphia area.

Responsibilities include working with the managers at the stores in which we already operate to obtain more positions; networking with state agencies, school programs, parent groups and community affairs to find appropriate candidates; assessing applicants' suitability for available positions, including assessing all information in our Application Package for new applicants, interviewing the applicants and their parents/legal guardians, obtaining IEPs (Individualized Education Program) and completing an in store assessment, communicating with store managers and associates to ensure that there is a successful match between the needs of the store and needs of the individuals we serve; working side by side at the job site to train the successful candidates to work independently. Our training is generally 4 hours per session 3 days per week over a 6 week period; providing ongoing support to individuals currently in the program by regular spot checks at their jobs; documenting services provided; conducting our ongoing social/education program for those in the program. The Krew meetings are held in local areas 7 times per year for approximately 2 hours per session; cultivating relationships with store managers and Human Resources staff of our partner corporations to open more stores to our participants.

The position will be for approx. 15 - 20 hours per week initially. We estimate that there is the potential for either full-time work or, once established, another part-time staff member would be hired to be under your supervision.

The organization was founded and is still run by parents of children with special needs. The staff is very dedicated to the population we serve and provide advice and support to each other whenever needed. This dedication to our population is a fundamental requirement for anyone coming into the organization.

Requirements:

Dedication to special needs population is a must.

Applicant must have own car.

Benefits:

Compensation is extremely competitive.

Travel expenses are reimbursed.

No benefits are provided to part-time staff.

Contact:

Karen LaPera

klapera@kenskrew.org

Website: www.kenskrew.org

Middle School Teacher

New York, NY

Job Category: \$125,000 Salary for Master Middle School Teachers

\$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

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Contact: jobs@tepcharter.org

Special Education Teacher

Milwaukee, WI

Job Category: Teacher

Description

Milwaukee Public School district is currently seeking teachers for the fall 2013 school year. Special Education and Bilingual are in high demand but Math and Science are welcome as well. If you're looking for a competitive salary, attractive benefits and to be a part of a rapidly growing district, these positions are for you.

Requirements

- Bilingual Special Education(licenses 801, 810, 811 or 830 AND bilingual certification #023)
- Bilingual Education (any subject area, preferably elementary education and bilingual certification)
- Special Education (licenses 801, 810, 811 or 830)
- Math, Science, Montessori (licenses 400, 610, 625 or Montessori training)

Benefits

- \$41k-79k/year
- Health, Dental, Vision, Life benefits
- Excellent Pension
- Wellness program, Incentive packages, and other benefits offered!

Please apply here: <http://www.employmentstore.com/jobApplication.aspx?jbId=709>

Feel free to call (585-698-1025) or write (cester@employmentstore.com) with any questions.

Assistant Professor, Childhood Education

Bronx, New York

Job Category: Full Time

The **College of Mount Saint Vincent** (Riverdale, New York) seeks an Assistant Professor of Teacher Education with a strong student-centered focus and an earned doctorate to start in Fall 2013. A strong record of teaching experience in diverse collegiate and elementary school settings is preferred. Responsibilities include teaching undergraduate and graduate foundation and curriculum courses, advisement and supervision of students at nearby schools. Knowledge and skill in mathematics, social studies, science and technology are needed.

Terms of appointment and salary are commensurate with credentials and experience. requirements: Experience working with students with disabilities and/or with second language learners is highly desirable. Additional responsibilities require the candidate to engage in scholarly and professional activities; perform college and department service including program development; assist with TEAC accreditation reviews and outcomes assessment; develop and maintain partnerships with public schools.

AA/EOE

College of Mount Saint Vincent is committed to provide equal opportunity, employment, and advancement opportunities to all individuals. The College of Mount Saint Vincent does not discriminate in employment opportunities or practices on the basis of race, color, religion, gender, sexual orientation, national origin, age, disability, marital status, amnesty, or any other characteristic protected by Federal, State, or Local Laws.

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.

Assistant Professor, Special Education

Bronx, New York

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.

Please send your resume and cover letter to HR@Mountsaintvincent.edu

Special Education Teacher

Alexandria and Fredericksburg, VA

Job Category: 12 month, Full-time Contract

Description

Employee's duties include, but are not limited to:

- Develop and implement Individualized Education Plan (IEP) based on results of psycho-educational and other assessments, including implementing strategies developed by speech, occupational, physical therapists, or other IEP mandated service providers
- Develop lesson plans on a weekly and monthly basis for each student based on their IEP goals/objectives and in keeping with state requirements (i.e., Standards of Learning/Alternate Assessment)
- Included with the plans will be a list of materials (i.e., books, manipulative, puzzles, etc.) needed for each lesson
- Turn in monthly lesson/program plans to the Educational Supervisor on the first of the month. The lesson plans should also demonstrate how each student's IEP objectives are linked to the activity and Standards of Learning and/or Aligned SOLs.
- Ensure that all materials are available at time of lesson in accordance with lesson plans and plans are disseminated to appropriate staff
- Carry out behavioral strategies, including crisis intervention in keeping with APTS policies and procedures and regulations governing private special education day schools
- Process with staff daily to ensure awareness of schedule and instructional activities
- Administer Standards of Learning and other diagnostic testing as appropriate for level of training and student need
- Conduct alternate assessments for students requiring them
- Coordinate and attend IEP and IDT meetings, parent/teacher conferences, and meetings with other professionals, as appropriate and/or required
- Write quarterly progress reports which include graphs for each student's progress
- Collect data based on each student's functional assessment and IEP
- Provide input in the development of each student's Behavior Intervention Plan

Requirements

- Bachelor's Degree required, Master's Degree preferred or 30 credits accrued towards Master's degree in education or a related field from an accredited university
- Collegiate level or Post-Graduate level preferred. Provisional required.

- Must Possess a Virginia teaching certificate with a Special Education endorsement. In lieu of a complete endorsement, a conditional license may be granted if the teacher is actively working towards completing the endorsement.

Physical Requirements

While performing the duties of this job, the employee is regularly required to walk; stand; sit; run; use hand-to-finger, handle or feel objects, tool and student supplies; reach with hands and arms; climb or balance; stoop, kneel, crouch, or crawl; see, talk, and hear. The employee must be able to provide physical crisis management and will occasionally lift and/or move 50 pounds or more with or without assistance.

Salary/Benefits

APTS offers a competitive salary. APTS offers medical/dental health benefits, as well as additional incentives for our employees.

We are proud to be an EEO employer M/F/D/V. We maintain a safe and drug-free workplace and require a pre-employment background screening.

Ask about our free or discounted gym membership as well!!!

Contact

Chelsea Alves

Human Resources

703.766.8708 x112

703.504.2893 fax

calves@aptsprograms.org

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Upcoming Conferences, Workshops and Events

2013

June

The Use of Individualized Learning Plans to Help Students to be College and Career Ready

Web-based Event

No Location Specified

<https://www1.gotomeeting.com/register/286091760>

Preparing for college and careers requires more than mastering academic content. College and career exploration and planning play a critical role in engaging students through creating personalized learning opportunities and preparing them for life beyond school. Individualized Learning Plans (ILP) are one tool that middle school and high school students can use to define their personal interests, goals, and course choices through postsecondary education and careers. Many states have adopted or are exploring policies that require the use of ILPs. The American Youth Policy Forum, the College and Career Readiness and Success Center at the American Institutes for Research, and the Center for Workforce Development at the Institute for Educational Leadership are co-hosting this webinar on the use of ILPs across the country.

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.

Supporting Students with Disabilities in Making the Transition from School to Adult Life

Audio Conference

June 12, 2013

1:00 PM - 2:30 PM (Eastern)

http://www.lorman.com/390244?discount_code=X2824617&p=15999

“Supporting Students with Disabilities in Making the Transition from School to Adult Life” is an audio conference that will highlight research, policies, and practices that have been used to help students with disabilities prepare for and make a successful transition to adult life. Federal legislation plays a major role in supporting the participation of youth with disabilities in secondary and postsecondary education programs, employment, and other aspects of community living, but postschool follow-up studies have shown young adults with disabilities continue to experience difficulties in achieving postschool goals, and more can be done.

Breaking Intergenerational Cycles of Trauma: Building on Vulnerable Parents' Strengths

June 24-25, 2013

Hotel Shattuck Plaza, Berkeley, CA

<http://aia.berkeley.edu/trauma>

This workshop, presented by **Sharon Melnick, PhD**, delves into the development of intergenerational cycles of trauma and recommends methods to help parents with histories of addiction, abuse, and/or HIV break the pattern. Bridging cutting-edge research and clinical wisdom, attendees will walk away with an understanding of how parents' own psychological dynamics are brought into the next generation. For more information and to register, visit

<http://aia.berkeley.edu/trauma>

August

Check & Connect Mentor Training

Mentor Training

August 14, 2013 - August 15, 2013

Renton, WA

http://checkandconnect.umn.edu/training_consultation/mentors_WA.html

Check & Connect Mentor Training is a 2-day competency-based training designed to provide participants with information, competencies, and skills needed to be effective Check & Connect mentors at their local sites. This training is designed for those assigned the role of Check & Connect mentor, whether a new or current mentor, as well as those interested in Check & Connect mentoring principles and practices. Site coordinators and administrators are encouraged to attend as well. Deadline for registration: July 11, 2013 (early bird deadline: June 27, 2013).

November

2013 "Active Learning Conference" Intervention Strategies For Children With Multiple Special Needs

November 5 & 6, 2013

Holiday Inn – Southgate, Southgate, Michigan

www.penrickton.com

Given the opportunity, any child can learn! Active Learning, an innovative approach developed by Dr. Lilli Nielsen, focuses on establishing motivating learning environments for children with multiple special needs. Join Ms. Patricia Obrzut, M.S., O.T.R/L., as she provides you with this fresh and pioneering approach. Learn how to increase functional independence and developmental skills while reducing stereotypical, self-injurious or aggressive behaviors. This exciting conference will feature lecture, video and demonstrations. Active Learning equipment and materials will be on display throughout this conference.

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

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.

FY 2013 Discretionary Grant Application Packages

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Best Buy Children's Foundation Seeks Applications for Youth Technology Grants

<http://pr.bby.com/community-grants/>

The Best Buy Children's Foundation is accepting applications from local and regional nonprofit organizations working to provide teens with places and opportunities to develop 21st century technology skills to assist their future education and career choices. Community grants of up to \$10,000 (average amount \$5,000) will be awarded for program activities such as computer programming, digital imaging, music production, robotics, and gaming and mobile app development. Grants are intended to support local efforts and are reviewed for consideration by Best Buy teams across the United States. Organizations must be tax exempt under Section 501(c)(3) of the Internal Revenue Code, and must provide direct services that build technology skills in teens ages 13-18, and must be located within fifty miles of a Best Buy store, Best Buy Mobile location, Best Buy Distribution Center, Best Buy Service Center, or Best Buy corporate campus. Before submitting a full application, applicants must complete an eligibility quiz. Deadline for quiz completion: July 1, 2013.

Foundation for Technology and Engineering Educators Invites Applications

<http://www.iteea.org/Awards/granthearlihy.htm>

The Foundation for Technology and Engineering Educators, in partnership with Pitsco/Hearlihy

& Company, is accepting applications for technology and engineering education programs at any grade level. Through its Excellence in Teaching Technology and Engineering grant program, the foundation will award grants of \$2,000 each to K-12 technology and engineering teachers to encourage the integration of a quality technology and engineering education program within their school's curriculum. Applicants must be teachers (elementary or secondary) who are successfully integrating technology and engineering education within their school's curriculum. In addition, teachers must be ITEEA members and be registered for the ITEEA annual conference. Membership materials may be enclosed with the scholarship application. Deadline for applications: December 1, 2013.

Humanities, Arts, Sciences, and Technology Advanced Collaboration (HASTAC) Invites Applications for Project: Connect-Youth Summer Programs Competition

<http://dmlcompetition.net/>

The Humanities, Arts, Sciences, and Technology Advanced Collaboration (HASTAC) is accepting applications for projects that provide hands-on summer learning opportunities for youth focused on making the Web more civil, safe, and empowering for all. Through the Project: Connect-Youth Summer Programs Competition, HASTAC will award grants of up to \$10,000 each to libraries, museums, and other nonprofit organizations to support a series of local hands-on events in July, August, or September where young people can collaborate and compete in activities such as hackathons, maker spaces, digital journalism and communications labs, and mentoring workshops. Programs must be based on the understanding that learning happens anywhere, anytime, and should be equitable, social, and participatory, and should reflect kids' interests. To be eligible, nonprofit learning development and civic engagement institutions and organizations, including learning development organizations such as museums, libraries, afterschool and summer programs, must be tax exempt under Section 501(c)(3) of the Internal Revenue Code. Deadline: June 10, 2013.

Kennedy Center: VSA Playwright Discovery Competition

http://www.kennedy-center.org/education/vsa/programs/playwright_discovery.cfm

The Kennedy Center VSA Playwright Discovery Competition invites middle and high school students to take a closer look at the world around them, examine how disability affects their lives and the lives of others, and express their views through the art of script writing. Writers may write from their own experience and observations or create fictional characters and settings. Scripts can be comedies, dramas, or even musicals. Maximum award: Division 1 (Grades 6-8, or equivalent): \$375 for his/her school; publication in the 2013 VSA Playwright Discovery Program booklet. Division 2 (Grades 9-12, or equivalent): \$750 scholarship, \$375 for his/her school; publication in the 2013 VSA Playwright Discovery Program booklet. Deadline: June 1, 2013.

Mitsubishi Electric America Foundation: Grants for Youth with Disabilities

http://www.meaf.org/how_to_apply/

The Mitsubishi Electric America Foundation Grants program is dedicated to helping young Americans with disabilities maximize their potential and fully participate in society. The foundation supports organizations and projects within its mission that have broad scope and impact and demonstrate potential for replication at other sites. A major program emphasis is inclusion: enabling young people with disabilities to have full access to educational, vocational, and recreational opportunities, and to participate alongside their non-disabled peers. Maximum award: \$90,000. Eligibility: 501(c)3 organizations. Deadline: June 1, 2013.

Mr. Holland's Opus Foundation Invites Applications for Music Donation Program

<http://www.mhopus.org/Apply>

Through its Keeping Music Alive program, the foundation will donate musical instruments to music programs that serve low-income communities and have little or no budget for musical instruments. Priority is given to programs serving the most students within a school population. Public, private, and charter schools are invited to apply; however, schools must be eligible for funds under Title 1 and/or serve a population where at least 50% of the students qualify for the National Lunch Program. Schools also must have an established instrumental music program (concert band, marching band, jazz band, and/or orchestra) that takes place during the regular school day and is at least three years old. Schools that offer Orff/classroom music only are not eligible to apply. Deadline for Pre-Qualification: August 1, 2013.

William T. Grant Foundation Invites Applications for Youth Social Setting Research Projects

http://www.wtgrantfoundation.org/funding_opportunities/research_grants/social-settings

The William T. Grant Foundation is accepting applications from organizations for research projects related to understanding how youth settings work, how they affect youth development, and how they can be improved. Grants of \$100,000-\$600,000 will be awarded for projects that address theory, policy, and/or practice affecting the settings of youth ages 8-25 in the United States. Social settings are defined as the social environments in which youth experience daily life. These include environments with clear boundaries such as classrooms, schools, and youth-serving organizations, and those with less prescribed boundaries such as neighborhoods or other settings in which youth interact with peers, family members, and other adults. To be eligible, organizations must be tax exempt under Section 501(c)(3) of the Internal Revenue Code. Deadline: August 2, 2013.

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Acknowledgements

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

- Committee on Education and the Workforce
- FirstGov.gov-The Official U.S. Government Web Portal
- 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

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