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Update from the U.S. Department of Education

U.S. Departments of Education and Justice Release School Discipline Guidance Package to Enhance School Climate and Improve School Discipline Policies/Practices

The U.S. Department of Education (ED), in collaboration with the U.S. Department of Justice (DOJ), today released a school discipline guidance package that will assist states, districts and schools in developing practices and strategies to enhance school climate, and ensure those policies and practices comply with federal law. Even though incidents of school violence have decreased overall, too many schools are still struggling to create positive, safe environments. Schools can improve safety by making sure that climates are welcoming and that responses to misbehavior are fair, non-discriminatory and effective. Each year, significant numbers of students miss class due to suspensions and expulsions—even for minor infractions of school rules—and students of color and with disabilities are disproportionately impacted. The guidance package provides resources for creating safe and positive school climates, which are essential for boosting student academic success and closing achievement gaps.

"Effective teaching and learning cannot take place unless students feel safe at school," U.S. Secretary of Education Arne Duncan said. "Positive discipline policies can help create safer learning environments without relying heavily on suspensions and expulsions. Schools also must understand their civil rights obligations and avoid unfair disciplinary practices. We need to keep students in class where they can learn. These resources are a step in the right direction."

The resource package consists of four components:

- The **Dear Colleague** guidance letter on civil rights and discipline, prepared in conjunction with DOJ, describes how schools can meet their legal obligations under federal law to administer student discipline without discriminating against students on the basis of race, color or national origin;
- The **Guiding Principles** document draws from emerging research and best practices to describe three key principles and related action steps that can help guide state and local efforts to improve school climate and school discipline;
- The **Directory of Federal School Climate and Discipline Resources** indexes the extensive federal technical assistance and other resources related to school discipline and climate available to schools and districts; and
- The **Compendium of School Discipline Laws and Regulations**, an online catalogue of the laws and regulations related to school discipline in each of the 50 states, the District of Columbia and Puerto Rico, compares laws across states and jurisdictions.

"A routine school disciplinary infraction should land a student in the principal's office, not in a police precinct," Attorney General Eric Holder said. "This guidance will promote fair and effective disciplinary practices that will make schools safe, supportive and inclusive for all students. By ensuring federal civil rights protections, offering alternatives to exclusionary discipline and providing useful information to school resource officers, we can keep America's young people safe and on the right path."

The guidance package is a resource resulting from a collaborative project—the Supportive School Discipline Initiative (SSDI)—between ED and DOJ. The SSDI, launched in 2011, addresses the school-to-prison pipeline and the disciplinary policies and practices that can push students out of school and into the justice system. The initiative aims to support instead school discipline practices that foster safe, inclusive and positive learning environments while keeping students in school. The Department of Justice enforces Title IV of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race or national origin in public schools, and Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color or national origin by schools, law enforcement agencies, and other recipients of federal financial assistance.

The guidance package also results from President Obama's *Now is the Time* proposal to reduce gun violence. It called on ED to collect and disseminate best practices on school discipline policies and to help school districts develop and equitably implement their policies. To both continue ED/DOJ efforts in connection with SSDI and fulfill the administration's commitment to "[Now is the Time](#)," the guidance package was developed with additional input from civil rights advocates, major education organizations and philanthropic partners.

To view the resource documents, visit www.ed.gov/school-discipline.

U.S. Department of Education and Cleveland Metropolitan School District Reach Agreement to Provide Equal Access to STEM Programs for Limited English Proficient (LEP) and Latino Students

The U.S. Department of Education's Office for Civil Rights (OCR) successfully resolved today its compliance review of the Cleveland Metropolitan School District, entering into an agreement to ensure the District will provide Limited English Proficient (LEP) and Latino students with equal access to science, technology, engineering, and mathematics (STEM) programs offered at the high school level.

During the 2012-13 school year, only 130 of the district's 5,586 Hispanic students enrolled in the district's four STEM high schools. Although the district has designated nearly half (2,764) of its Latino students as English Language Learners (ELL), the district has neither regularly made STEM program information available in languages other than English nor made significant outreach efforts to the ELL student community regarding district STEM offerings. Geographic siting compounds the issue: only two of the district's seven STEM-themed high schools or high school programs are located on the west side of Cleveland, where Cleveland's Latino population is heavily concentrated. The district's innovative, challenging STEM programs have had to turn away interested students at some locations and have been under enrolled at other locations, underscoring the benefits to be gained from promoting STEM education more equally among district students.

"The pipeline to educational opportunities in STEM fields must be open to all students," said Catherine E. Lhamon, assistant secretary for the Office for Civil Rights. "We appreciate the district's commitment to working with OCR to identify steps to promote and ensure equal access to STEM educational opportunities for all students, regardless of race or national origin. Increasing student interest and expertise in the fields of science, technology, engineering and mathematics is critically important to developing more scientists, engineers, and innovators who will help our nation maintain its position as a global leader."

Today's agreement ends the unequal access to STEM offerings for Limited English Proficient and Latino students in the district. The district, which cooperated fully with OCR throughout the investigation, agrees to form a committee, including district and community members, to identify and assess barriers to Latino participation in STEM program; to develop and provide OCR, by the end of the current school year, with a plan to be implemented beginning in the 2014-15 school year to ensure equal STEM access district-wide; to promote STEM programs specifically to Latino students and their families; to make sure that information communicated to Limited English Proficient families about STEM programs is either translated or interpreted into their home language and specifically to provide written notice that ELL services are available for students who enroll in STEM programs; to annually monitor student enrollment in STEM programs and make changes as necessary to improve access for Latino and ELL students; and to improve academic counseling services and retrain district staff as necessary to improve equitable access to STEM programs in the district.

According to data obtained by OCR during its investigation to date, the district enrolled over 38,500 students during the 2012-2013 school year, including 5,586 (14.4 percent) Latino students. Spanish is the most frequent language other than English used by students and parents; 2,764 (7.1 percent) students enrolled in the district were enrolled in the district's English Language Learners (ELL) program.

The district's high school students enroll either in their home schools or the neighborhood school near their residence, or request to enroll in "city-wide draw" schools of their choice. Four of the district's high schools are STEM schools: the Cleveland School of Science and Medicine, Metropolitan Cleveland Consortium STEM High School (MC2STEM), Design Lab- Early College at @ Health Careers, and Garrett Morgan School of Science. The district also incorporates STEM-themed training into the curriculum and academic programs at three other high schools.

OCR will closely monitor implementation of the agreement. A copy of the resolution letter can be found here: <http://www2.ed.gov/documents/press-releases/cleveland-metropolitan-agreement.doc>. A copy of the agreement can be found here: <http://www2.ed.gov/documents/press-releases/cleveland-metropolitan-agreement.doc>.

The OCR's mission is to ensure equal access to education and promote educational excellence throughout the nation through the vigorous enforcement of civil rights. OCR is responsible for enforcing federal civil rights laws that prohibit discrimination by educational institutions on the basis of race, color, national

origin, disability, sex, and age, as well as the Boy Scouts of America Equal Access Act of 2001. Additional information about OCR is available at <http://www.ed.gov/about/offices/list/ocr/index.html>.

Fact Sheet: Education Datapalooza to Promote Innovation in Improving College Access, Affordability, and Completion

In August, President Obama outlined an [ambitious new agenda](#) to combat rising college costs and make college affordable for American families. As a part of this plan, the President called on the U.S. Department of Education to enlist entrepreneurs and technology leaders to catalyze new private-sector tools, services, and apps to help students evaluate and select colleges.

Today, in response to the President's call, the White House, the U.S. Departments of Education and Treasury, and the General Services Administration are hosting an Education "Datapalooza", highlighting innovators from the private, nonprofit, and academic sectors who have used freely available government data to build products, services, and apps that advance postsecondary education, empower students with information, and help colleges innovate in creative and powerful ways.

The program focuses on two areas directly responsive to the President's call: empowering students and families with the information, apps, websites, and other tools to help them make informed decisions about going to and paying for college; and leveraging technology to increase the quality of online teaching and learning, which can lead to breakthroughs on college cost and quality.

Technologies like those being showcased at the Datapalooza can play important roles in support of President Obama's plan to make college more affordable and accessible. That plan calls for measuring college performance through a new ratings system so that students and families have the information they need to select schools that provide the best value for them; enhancing competition and innovation to provide higher value at lower costs; and supporting new ideas in higher education through a limited number of experimental sites. The plan also proposes to cap Federal student loan payments at 10 percent of income for all borrowers, and directs the Department of Education to ramp up efforts to make sure borrowers are aware of, and can take advantage of, all available repayment options.

Key Administration Steps to Build Momentum for Innovation

As part of today's Datapalooza, the U.S. Department of Education announced a series of next steps aimed at opening up resources that higher-education leaders, private-sector and philanthropic leaders, technology developers, and entrepreneurs can use to enhance affordability, access, and outcomes in higher education. These actions include:

Exploring the Use of APIs to Improve Access to Education Resources: The U.S. Department of Education will explore the use of Application Program Interfaces (APIs) as a way to help students and families access key education processes, programs, and data. The Department will issue a Request for Information (RFI) to gather ideas and feedback on potential development of APIs with key education data, programs, and frequently used forms—including the Free Application for Federal Student Aid (FAFSA). These efforts will build on steps the Department is already taking to make data available to the public in API format from the National Center for Education Statistics' Common Core of Data and Integrated Postsecondary Education Data Systems (viewable at www.ed.gov/developers).

Opening Targeted FAFSA Completion Data to High Schools and Guidance Counselors. The U.S. Department of Education is committed to responsibly sharing data with schools and guidance counselors about whether their students have applied for the FAFSA, as a tool to increase financial aid application rates. This effort can help spur the development of new resources for parents, school leadership, and guidance counselors to assist students applying for Federal student aid.

Pursuing Data-Driven, Targeted Strategies for Communicating with Student Loan Borrowers: Last fall, the U.S. Department of Education conducted a targeted outreach campaign to 3.7 million borrowers to inform them of their options to manage their Federal student loan debt. Building on these targeted outreach efforts, the Department's Office of Federal Student Aid will continue to develop data-driven strategies for communicating with student-loan borrowers, tailoring communications to borrowers to maximize awareness of repayment options for Federal student loans.

By analyzing available student aid data, the Department will continue to develop more sophisticated approaches to communicating with students, such as targeting easy-to-understand information about Income-Driven Repayment plans to those borrowers who may benefit from such plans.

Considering the Integration of Third Party Apps into the Department's Financial Aid

Toolkit: Last month, the U.S. Department of Education launched the Financial Aid Toolkit at financialaidtoolkit.ed.gov as an online "one-stop shop" for financial aid resources, aimed at guidance counselors, community-based organizations, and others who help students select and finance their higher education. The Financial Aid Toolkit consolidates into one searchable online database a full range of financial aid resources covering the entire financial aid lifecycle—from applying for financial aid to repaying student loans. Going forward, the Department will study the potential benefits of integrating third-party apps, tools, and other services into the Toolkit, potentially making this resource even more accessible and user-friendly.

Continuing Engagement around Higher Education Innovation and Open Data: In the coming weeks, building on the innovations highlighted at the Datapalooza, the U.S. Department of Education will continue to engage with leaders in higher education, business, and philanthropy across the Nation to explore ways to further empower students with tools to make more informed decisions about college and to develop ways to improve teaching and learning. Additionally, the Department will continue to receive feedback and ideas from stakeholders on ways that it can make Department data sources, tools, or forms for students more open and accessible. Feedback can continue to be directed to datapalooza@ed.gov.

Calling for Ideas for Experimental Sites: The President has called for the U.S. Department of Education to support new ideas in higher education through a limited number of experimental sites. The Experimental Sites authority under Title IV of the Higher Education Act (HEA) allows the Secretary of Education to waive specific Title IV, HEA requirements of the Federal student financial assistance programs to test responsible innovations coupled with evaluations of their effectiveness. Experiments could include enabling colleges to offer Pell grants to high-school students taking college-level courses, allowing Federal financial aid to assist students seeking academic credit for prior learning, and combining traditional calendar-based and competency based courses into a single program of study. The Department is asking the public, the higher education community, and others to send their ideas for experimental sites that would support a better-educated workforce and citizenry. Ideas should be submitted by Jan. 31 to experimentalsites@ed.gov. For more information, please see the Department's Dear Colleague Letter and Federal Register notice.

Streamlining Application Paperwork: The U.S. Department of the Treasury will explore opportunities to help consumers access their own Government-held financial records online. Federal student-loan borrowers need access to Government-held personal records, such as tax returns, to help apply for aid and scholarships, as well as to enroll in programs to help them repay their loans, such as Income-Driven Repayment programs. As a part of this overall effort, the IRS is launching Get Transcript, which will give taxpayers the ability to view, print, and download their tax transcripts—making it easier for student borrowers to access their own tax records needed for loan and grant applications.

Seeking New "Pull Mechanisms" to Support Development of New Learning

Technologies: The White House Office of Science and Technology Policy (OSTP) is seeking input on how incentive prizes and other "pull mechanisms" might be used to accelerate the development, rigorous evaluation, and widespread adoption of high impact learning technologies. Some of the advantages of pull mechanisms are that a funder can: (a) pay only for success; (b) set a goal without having to choose in advance which team or approach is most likely to be successful; and (c) increase the number and intellectual diversity of the teams that are working to solve a particular problem. Already, Federal agencies have offered almost 300 incentive prizes on Challenge.gov, providing opportunities for citizen solvers to offer novel solutions to a wide array of tough problems. OSTP intends to build on this pull-mechanism momentum with a specific focus on learning technologies, and has released a Request for Information (RFI) asking stakeholders (e.g., Federal agencies, philanthropists, employers, researchers, nonprofits, and state and local education agencies) what roles they would be willing to play in the design, funding, and implementation of pull mechanisms for learning technology. The full Request for Information can be found [here](#) and supplemental information on pull mechanisms can be found [here](#). Comments are due by March 7, 2014, and can be sent to learning@ostp.gov.

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Calls to Participate and New Projects

Online Survey for Special Education Teachers

https://byu.qualtrics.com/SE/?SID=SV_3BEIz4DEMALIPvf

A researcher in the Special Education Department at Brigham Young University seeks participants in a short survey of special education teachers/practitioners for a research study about their preferences for professional development and the professional development they have received.

Online Survey of Parents/Guardians of Children Ages 12 or Older

https://msuco.qualtrics.com/SE/?SID=SV_9XED9l2U9uwxZ2d

A researcher in the Special Education Department at Michigan State University seeks participants in a short survey of parents/guardians of children ages 12 or older for a research study about the social behavior of adolescents and adults with and without intellectual or developmental disabilities. The purpose of the study is to better understand the social behavior of people with and without disabilities, as perceived and reported by their parents/guardians.

Rim International Conference on Disability and Diversity Call for Proposals

<http://www.pacrim.hawaii.edu/about>

The Center on Disability Studies at the University of Hawai'i seeks proposals for presentations for the 30th Annual Pacific Rim International Conference on Disability and Diversity, "Learn from Yesterday, Live for Today, Envision Tomorrow" which will be held May 19-20, 2014, in Waikiki, Hawai'i. Deadline for proposals: January 31, 2014.

I Care By Campaign Seeks Participants

<http://tinyurl.com/kja27bv>

Over two million young people in the United States have an emotional or behavioral disability. Stakeholders in the educational process (families, educators, administrators, and policymakers) struggle to find effective methods to help these students succeed. The new I Care By Campaign, inspired by the film "Who Cares About Kelsey?," provides specific, regularly updated actions that anyone can take to make a difference in the lives of youth who are struggling with emotional or behavioral challenges.

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Special Education Resources

Alliance for Excellent Education Archived Webinar: Assessing Deeper Learning: The Ohio Performance Assessment Pilot Project (January)

Archived Webinar

<http://all4ed.org/webinar/jan-16-2014/>

The Alliance for Excellent Education, after hosting “Assessing Deeper Learning: The Ohio Performance Assessment Pilot Project,” a January 16 webinar on using curriculum-embedded performance measures to learn and demonstrate deeper learning competencies students need for college and a career, archives the event. The webinar focused on the Ohio Performance Assessment Pilot Project (OPAPP), which includes a system of learning and assessment tasks aligned with the Common Core State Standards. OPAPP includes sustained, collaborative professional learning through all components of the program, including formative assessment to support student learning, technical training, and writing and scoring of assessment tasks. It explores the use of performance tasks to elicit and assess complex thinking and communication skills and what this means for designing curricula and varied structures for professional learning to provide teachers with the knowledge and skills to help all students attain high-level cognitive and intrapersonal skills.

Community Works Institute’s Educators’ Network Web Site

<http://cwainstitute.ning.com/>

Community Works Institute (CWI) has launched an online Educators’ Network, a way for educators and administrators to connect with one another and share and collaborate in making place-based education, service learning, and sustainability a core part of their students’ learning experience. The site includes collegial support and dialogue, teaching and administrative resources, innovative curriculum ideas, and information on collaborations and partnerships.

Lessons of Reciprocity and Relationships (January 2014)

Essay

<http://tinyurl.com/n8jtncpd>

“Community Works Journal,” an on-line magazine for educators, has posted “Lessons of Reciprocity and Relationships” as a featured essay on service learning and making sure that both the volunteers and the population they are working with feel the real benefits of their relationship, and that the activity is purposeful and empowers all those involved.

The Soul of a Teacher (January 2014)

Essay

<http://tinyurl.com/kdwt455>

“Community Works Journal,” an on-line magazine for educators, has posted “The Soul of a Teacher” as a featured essay on the importance of keeping in touch with the unique experience of each teacher’s interactions with the students and with other educators. Each learning opportunity, each conversation, each perception, is worth taking the time to listen for it, and to allow and encourage it to be expressed, and not letting it be lost under the weight of standards, testing, scales, and standardized curricula.

Vera Institute Launches Status Offense Reform Center Web Site (December 2013)

Toolkit & Resources

<http://www.vera.org/project/status-offense-reform-center>

The Center on Youth Justice at the Vera Institute of Justice has launched the online Status Offense Reform Center. This Website, supported by funding from the MacArthur Foundation’s Models for Change Resource Center partnership, is a one-stop shop of resources for policymakers and practitioners interested in diverting youth engaged in noncriminal offenses – such as truancy or running away – from entering the juvenile justice system. This interactive site provides a toolkit for planning, implementing, and sustaining status offense system reforms; profiles of reform efforts nationwide; research briefs; Webinars; podcasts; a blog; and a help desk.

Career Readiness Assessments Across States: A Summary of Survey Findings Center on Education Policy (October 2013)

Report

<http://www.cep-dc.org/displayDocument.cfm?DocumentID=427>

The Center on Education Policy (CEP) has published “Career Readiness Assessments Across States: A Summary of Survey Findings Center on Education Policy,” on how states are defining career readiness and which assessments states and districts are using to measure this attribute. The report is based on a survey administered in the summer of 2013 to state directors of career and technical education or their designees about career readiness assessments. A total of 46 states completed the survey, counting the District of Columbia. Also available on this site are four related papers containing additional details on the main topics covered in the summary report, including the responses of specific states and profiles of major career and technical assessments.

Closing the Expectations Gap (November 2013)

Report

<http://www.achieve.org/ClosingtheExpectationsGap2013>

The eighth annual “Closing the Expectations Gap” report by Achieve shows how all states are aligning those standards with policies and practice to better ensure that all students are academically prepared for life after high school. The report details states’ policy progress on the CCR agenda, and efforts to implement those policies. All 50 states and the District of Columbia have adopted standards aligned to the expectations of college and careers.

Discussion Guide for the Campaign for Disability Employment’s Public Service Announcement “Because” (2013)

Guide

<http://promotions.usa.gov/odep.html>

The Campaign for Disability Employment (CDE) has issued a free discussion guide to accompany its “Because” public service announcement (PSA). The “Because” PSA’s message is that youth with disabilities, like all youth, should grow up expecting to work and succeed, and parents, educators and other adults of influence in their lives should reinforce this expectation at every turn. The discussion guide (which comes with a DVD containing the PSA) can be used to facilitate a conversation about this topic among adults or youth in many settings. It is available in both English and Spanish. The CDE is funded by the U.S. Department of Labor’s Office of Disability Employment Policy (ODEP).

Federal Partners in Transition National Online Dialogue: Participation Metrics (September 2013)

Report

<http://tinyurl.com/mgpoaky>

The Federal Partners in Transition National Online Dialogue, held May 13-27, 2013 and hosted by the U.S. Departments of Labor, Education, Health and Human Services and the Social Security Administration, invited people to share their ideas and comments about federal legislative and regulatory barriers and other opportunities to improve transition outcomes for youth with disabilities. A report, “Federal Partners in Transition National Online Dialogue: Participation Metrics” has been released summarizing the dialogue’s results. The input received will be used by the Federal Partners in Transition to better align policies, programs and practices to promote successful transition outcomes. Available in pdf (600 KB, 22 pp).

Healthy Transitions: A Pathway to Employment for Youth with Chronic Health Conditions and Other Disabilities (2013)

Policy Brief

<http://www.dol.gov/odep/pdf/2013ODEPHealthyReport.pdf>

In 2012, the Department of Labor’s Office of Disability Employment Policy (ODEP) commissioned a study on health care transition and the study’s key findings are now available in a policy brief, “Healthy Transitions: A Pathway to Employment for Youth with Chronic Health Conditions and Other Disabilities.” The purpose of the study was to better understand the relationship between disability (including chronic

health conditions); health and wellness; and transition and employment outcomes for youth with disabilities; as well as the role health care providers play in establishing employment expectations. Available in pdf (582 KB, 13 pp).

National Center on Universal Design for Learning: New Resources Released (October 2013)
Resources

http://www.udlcenter.org/implementation/udl_ccss

The National Center on Universal Design for Learning has added new resources on the intersection of UDL and the Common Core State Standards (CCSS) to its website. These tools and links show how the CCSS identify what educators need to address in their instruction and how UDL guides design of their instruction. Key resources include a crosswalk on UDL and the Literacy by Design Collaborative (LDC) framework and video examples showing lessons illustrating classroom instruction addressing both the UDL guidelines and CCSS.

NCWD/Youth InfoBrief on Use of Social Security Work Incentives to Promote Work-Based Learning in Youth Employment and Training Programs (September 2013)
InfoBrief

<http://www.ncwd-youth.info/social-security-and-work-based-learning>

The National Collaborative on Work and Disability/Youth's (NCWD/Youth) report, "Use of Social Security Work Incentives to Promote Work-Based Learning in Youth Employment and Training Programs," examines AmeriCorps as a model that includes an income exemption that allows youth with disabilities who are Social Security beneficiaries to participate in work-based learning experiences and receive a living allowance or stipend without it impacting their benefits. It provides an overview of the importance of work-based learning experiences, including service learning, particularly for youth with disabilities, and the current state of policy and practice regarding the use of the AmeriCorps income exclusion and includes recommendations for increasing the scope and use of the existing AmeriCorps exemption and for expanding similar incentives to other youth employment and training programs serving transition-age youth with disabilities, such as those funded under the Workforce Investment Act.

NCWD/Youth Practice Brief on Youth Development and Leadership: Opportunities to Develop Connecting Competencies (September 2013)
Practice Brief

<http://tinyurl.com/mdhyvvy>

The National Collaborative on Work and Disability/Youth's (NCWD/Youth's) Innovative Strategies Practice Brief, "Youth Development and Leadership: Opportunities to Develop Connecting Competencies," provides practical examples from promising and exemplary youth programs for implementing youth development and leadership opportunities that help youth develop connecting competencies. Some of the youth programs featured in this brief have been recognized by NCWD/Youth as Innovative Strategies. NCWD/Youth Innovative Strategies feature programs and organizations that serve youth with disabilities either as a target population or as part of other youth populations.

New Financial Aid Toolkit Part of Department's Efforts to Improve College Access and Affordability (December)
Toolkit

Toolkit

<http://tinyurl.com/m9djld>

The U.S. Department of Education's "Ed.gov" has launched an online "one-stop shop" Financial Aid Toolkit aimed at guidance counselors and other advisers, such as staff or volunteers at community-based organizations, who assist students through the process of selecting and financing their higher education.

OJJDP's Functional Impairment in Delinquent Youth (December 2013)
Bulletin

<http://www.ojjdp.gov/?width=80&height=80>

The Office of Juvenile Justice and Delinquency Prevention (OJJDP) has released "Functional Impairment in Delinquent Youth," part of OJJDP's "Beyond Detention" series, which examines the results of the Northwestern Juvenile Project – a large-scale longitudinal study of youth detained at the Cook County Juvenile Temporary Detention Center in Chicago, IL. This bulletin presents findings on juvenile functional impairment in the school, work, home, and community settings; and in terms of behavior toward others, mood and psychiatric concerns, self-harm, substance use, and rational thought assessed three years after release from detention. The authors also assess youth functioning by gender, race/ethnicity, and age and discuss future implications.

Peer Advocacy Guide (2012)

Guide

<http://www.pacer.org/bullying/resources/students-with-disabilities/peer-advocacy.asp>

The “Peer Advocacy Guide” developed by PACER Center offers a variety of intervention strategies that can be tailored for specific bullying situations. It explores how to address bullying of students with disabilities by engaging, educating, and empowering their peers with advocacy skills. Peer advocacy is an effective approach that enables students to speak out on behalf of others, and protect those targeted by bullying.

Performance of U.S. 15-Year-Old Students in Mathematics, Science, and Reading Literacy in an International Context-First Look at PISA 2012 (December 2013)

Report

<http://nces.ed.gov/surveys/pisa/?newsflash=true>

The U.S. Department of Education’s Institute of Education Sciences’ National Center for Education Statistics (NCES) has released “Performance of U.S. 15-Year-Old Students in Mathematics, Science, and Reading Literacy in an International Context-First Look at PISA 2012.” The goal of PISA is to assess students’ preparation for the challenges of life as young adults. The assessment measures mathematics, science, and reading literacy of 15-year-old students around the world. In 2012, 65 education systems, including the 34 member countries of the Organization for Economic Cooperation and Development (OECD), participated in PISA. In addition, three U.S. states, Connecticut, Florida, and Massachusetts, participated in PISA 2012.

Think College Learn Module on Universal Design for Learning and Conference

Archive (November 2013)

Module & Archive

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

Think College has released a new LEARN module, on “Universal Design for Learning” (UDL). The module includes videos, information about UDL strategies, and downloadable tools to help implement UDL in classrooms. Think College has also archived materials from its conference on “Inclusive Higher Education: Moving from Good Ideas to Great Outcomes,” held November 16-17, 2013. Copies of presentations, session handouts and transcripts from the morning and afternoon plenary sessions are archived on their website.

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Latest Employment Opportunities Posted on NASET

Special Needs Category Buyer

Monterey, CA

Job Category: Special Needs Educator - Career change

SUMMARY

Responsible for managing the assortment, selection, vendor negotiation, catalog page layout and pagination of the Achievement Products catalog, the DSS catalogs Special Needs categories, and related web sites. Specific category responsibility includes margin improvement, sales growth/business trend analysis, new product development, and product training to grow the Special Needs knowledge base of company personnel. Position requires excellent ability to work independently, to meet deadlines and manage multiple details at once.

- Accelerate category growth and results by sourcing and developing new product opportunities.
- Analyze the competitive environment to identify trends and pricing strategies,
- Paginate and lay out the Achievement Products catalog and the Special Needs sections of our catalogs using data to optimize placement on product page sizes.
- Manage vendor negotiations including pricing, payment and freight terms, discounts and minimum order quantities.

Education and Experience

4-year college degree required plus at least 2-3 years in merchandising that includes specific product selection/buying responsibilities. Knowledge of Special Needs issues and catalog merchandising preferred. However, someone with excellent knowledge of Special Needs education will be seriously considered. Must be able to demonstrate success at acting on business trend results and developing new products. Up to 25% travel is required for trade shows and conferences.

Exciting opportunity to help grow a business and still contribute to your passion to help those with special needs.

Salary, medical, dental, vision, life, 401K and a great working environment in a park like setting in beautiful Monterey, CA.

Contact

Julie Fraser

jfraser@excelligence.com

<http://www.achievement-products.com>

Principal Executive/Manager H

Salem, OR

Job Category: Program Director

The Oregon Department of Human Services is recruiting for a Principal Executive/Manager H (Developmental Disabilities Program Director) position located in Salem, OR. position provides an exciting and challenging opportunity to impact the development, implementation and provision of services to people with disabilities across Oregon. Benefits include a competitive salary, leave accrual, family health plan and retirement. Please consider joining a team committed to providing exceptional services!). This position closes February 9th, 2014. DHS is an AA/EOE. Application instructions and a detailed job announcement are available at www.oregonjobs.org (refer to job code # **DHS14-0046**)

Special Education Senior Leader

Well established education management company seeks senior leader with a strong background and experience in special education programming, law, and fiscal oversight. The immediate task is to lead a Midwest-based, urban special education initiative receiving national attention. Excellent compensation package provided commensurate with experience. Doctoral-level degree preferred. If interested, please send cover letter and resume to: specialeducationleader@gmail.com

STEM Teacher

Washington, DC

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 in the areas of science, math, engineering, and technology.

In DCPS, 4,000 teachers serve the needs of 46,000 students across 110 schools, including 6 Catalyst elementary schools with a specific focus on STEM instruction. 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 STEM curricula to meet academic standards
- Thoughtfully plan daily lessons and implement specific strategies to meet the needs of all students, providing extra support, enrichment, or variation of work when necessary
- 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 the respective subject area (for more information on DC Teacher Licensure, please visit the website of the Office of the State Superintendent of Education at osse.dc.gov/service/teacher-licensure)
- 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
- Strong science, math, or engineering background or experience
- Knowledge of technology and how to incorporate into instructional practice
- 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.joindcpublicschools.com, and complete our online application.

Questions

If you have any questions, please email us at dcpsc Careers@dc.gov, or call us at (202) 299-2145.

Stay Informed!

Follow us on Twitter at [@DCPSJobs](https://twitter.com/DCPSJobs), or become a fan of [DCPS Jobs](https://www.facebook.com/DCPSJobs) 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

Bentsen Learning Center Director

New London, CT

Job Category: Providing strategic leadership and direction

Description

Mitchell College is currently seeking a Director for our Bentsen Learning Center, who will report to the Vice President of Academic Affairs, and, consistent with the College's Strategic Plan and Academic Vision, will provide strategic leadership and direction for the Center. This position is responsible for the design, implementation, supervision, and evaluation of all aspects related to the fee based comprehensive academic support program for students with documented learning disabilities and ADHD. The Director is also responsible for the supervision of BLC recruitment and enrollment policies, procedures, and participation in Admissions events promoting the College and BLC Program.

Required Education and Experience

- Master's Degree in Special Education or related field required with a Doctorate degree in Special Education or related field highly preferred.
- 3-5 years experience working with students with disabilities in a post-secondary educational setting
- 3-5 years management experience

Preferred Experience

- Ability to conduct psycho educational evaluations
- Evidence of contributions to the field, e.g., papers, presentations at conferences, etc.

Benefits

This is an FLSA exempt (37.5 hr week) position and is paid bi-weekly, as a 100% full-time appointment, with regular College benefits. The salary is commensurate with experience and the start date will be on or before July 1, 2014 (negotiable).

Contact

For full consideration, please send a cover letter, your CV/resume and 3 references (contact information or letters) by January 24, 2014 to jobs@mitchell.edu. For further information regarding our application procedures, you may visit

<http://community.mitchell.edu/Employment>.

Mitchell College is an Equal Opportunity Employer and does not discriminate in employment on the basis of race, color, religion, sex, national origin, political affiliation, sexual orientation, gender identity, marital status, disability and genetic information, age, membership in an employee organization, or other non-merit factors.

Master Middle School Teachers - \$125,000 Salary

New York, NY

Job Category: 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>

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.

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

Autism Intervention Program Supervisor

Los Angeles to start then Riyadh , Saudi Arabia

Job Category: Permanent full-time, Contractual.

Description:

A position is available for a special educator or a speech-language pathologist , to provide oversight of a private multidisciplinary intervention program for an 18-year-old male with moderate autism in Riyadh, Saudi Arabia. The first month or two to be spent in Los Angeles .Contract duration is negotiable (either 6 months or annual renewable). This professional will liaise between the Senior Intervention Consultants in the USA and the professionals who are implementing the intervention program. Instruction will be provided within a homeschool environment, as well as in community settings.

Duties may include, but are not limited, to:

- Ensure that the intervention designed by the Consultant team is being implemented as intended.
- Observe the intervention team in their implementation of the intervention within the home-school setting, community settings, and in activities of daily living.
- Assist the intervention staff in troubleshooting and making fine-tuned adjustments to the intervention plan and lessons (as needed) to achieve optimal levels of client motivation and learning.
- Assist the intervention team in creating weekly lesson plans.
- Assist the personal care staff in implementing the intervention goals related to activities of daily living.

- Take data during intervention sessions and in activities of daily living, and summarize these data to monitor progress on all intervention goals.
- Report, in a timely fashion, progress monitoring data to the Consultant team.
- Meet at least bi-weekly with the consulting team via Skype or other tele-health systems.
- Meet weekly with other members of the educational and therapeutic team.
- Submit weekly lesson plans and progress results to Educational Supervisor.
- Be available for meeting with the family as requested.
- Be prepared to substitute for an intervention team member in the direct delivery of instruction if one of the intervention team members should be on leave or absent.

Requirements:

- Master's degree in special education or speech-language pathology.
- At least 2 years of experience teaching teens with autism.
- Familiar with implementation of intervention using principles of applied behavior analysis.
- Able to flexibly adapt curriculum to meet the individualized learning needs of students.
- Extremely organized.
- Flexible.
- Good communication skills.
- Team player.
- Willing to travel with the family.

Benefits:

- Tax free salary \$8000/month.
- Full health coverage.
- Fully furnished accommodation plus utilities.
- Transportation.
- Relocation expenses. 35 days paid annual leave with return tickets.
- Service award at contract completion.

Contact:

Dr. M. Adnan Mughrabi

+(966)509250629 or in USA (310)994-4309.

mmughrabi@yahoo.com

Special Education Teacher (moderate-severe)

Santa Clara CA

Job Category: Special Education Teacher (moderate-severe)

PACE's Special Education Teacher is responsible for maintaining a learning environment for students with Autism and related developmental disabilities.

Essential Functions

- Plan instruction and design learning experiences.
- Organize lesson plans.
- Create and maintain effective learning environments.
- Supervise classroom aides daily activities
- Work with an interdisciplinary team including occupational and speech therapists.

Requirements

- Bachelors degree with a certified L1 teaching credential in moderate-severe special education is a minimum. Masters in special education with an L2 credential in moderate-severe special education is preferred.)
- California credential preferred
- A minimum of 5 years experience in special education teaching is highly preferred.
- Dept. of Justice and FBI fingerprints will be required after job offer has been accepted.

Benefits

- Medical, Dental, Vision insurance
- Paid time off during school breaks and holidays
- 403(b)plan
- Interdisciplinary team environment
- Dedicated staff
- San Francisco Bay Area location

Contact

Barbara Johnson

hr@pacificaautism.org

www.pacificaautism.org

Pacific Autism Center for Education (PACE) provides high quality programs for individuals with Autism and associated developmental disabilities in the San Francisco Bay Area.

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Upcoming Conferences, Workshops and Events

2014

February

National Conference on Education: Evolve Your Perspective

Conference

February 13, 2014 - February 15, 2014

Nashville, TN

<http://tinyurl.com/mcteoql>

The theme of AASA's 2014 National Conference on Education is "Evolve Your Perspective." The conference features influential education researchers and education superintendents who have case studies to share addressing critical topics facing public school educators, as well as displays from over 200 companies committed to improving the K-12 space.

Annual At-Risk Youth National FORUM: Providing Hope and Support In and Beyond the Classroom

Forum

February 16, 2014 - February 19, 2014

Myrtle Beach, SC

<http://www.dropoutprevention.org/conferences/26th-annual-risk-youth-national-forum>

The 26th Annual At-Risk Youth National FORUM: "Providing Hope and Support In and Beyond the Classroom," will be held February 16-19, 2014, in Myrtle Beach, South Carolina. This year's FORUM is designed to enhance the leadership skills of all adults seeking to strengthen interventions among school, community, and families, especially to assist those in at-risk situations. Presentations will share information about programs and research in the areas of science, technology, engineering, arts, and math; juvenile justice and law enforcement; educational alternatives; connections and engagement; interacting with specific populations; leadership, policy, and governance; and future teachers in action.

Learning Disabilities Association of America's 51st Annual International Conference

Conference

February 19, 2014 - February 22, 2014

Anaheim, CA

<http://www.ldaamerica.org/conference/>

The mission of the Learning Disabilities Association (LDA) is to create opportunities for success for all individuals affected by learning disabilities and to reduce the incidence of learning disabilities in future generations. LDA believes everyone can succeed at school, at work, in relationships, and in the community – given the right opportunities and supports as needed. The LDA Conference features presentations, workshops, and exhibits with the latest in LD research, effective teaching techniques and strategies, and critical policy issues.

March

Family Law Institute for Judges and Lawyers

Conference

March 2, 2014 - March 5, 2014

Monterey, CA

http://my.ncjfcj.org/NCJFCJ/Events/Event_Details.aspx?EventKey=CJIF1403CA

The National Council of Juvenile and Family Court Judges' conference on Family Law Institute for Judges and Lawyers, will be held March 2-5, 2014, in Monterey, CA. The institute will provide information and tools to improve case processing and outcomes for youth, families, victims, and communities.

Topics will include e- discovery and ethics, effects of psychotropic medications, child toxic stress, child sexual and physical abuse and neglect, custody issues, cyber-stalking, interviewing children, and 21st-century parenting. Sessions will also highlight marriage and divorce in a post-Defense of Marriage Act world, trauma-informed courts, virtual contact visitation, and judicial health and wellness. Early bird registration ends February 6, 2014.

ASCD 69th Annual Conference

Conference

March 15, 2014 - March 17, 2014

Los Angeles, CA

<http://ac14.ascd.org/attendee/welcome/registration-information.aspx>

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

April

Ready by 21 National Meeting

Conference

April 22, 2014 - April 24, 2014

Covington, KY

<http://tinyurl.com/lhu4hgh>

The 2014 Ready by 21 National Meeting is an opportunity to network with colleagues and experts from around the nation about what's been, what's been learned, and what's on the horizon, with information about research, experiences, and strategies for creating change and measuring impact in programs, communities and states. Topics will include: Building and strengthening your partnerships; expanding learning outcomes and opportunities; aligning policies and resources; reaching opportunity youth; evaluating coalitions; certifying programs, leadership structures and backbone organization; and creating child and youth master plans.

2014 National Forum on Dropout Prevention for Native and Tribal Communities: Building Engaging Educational Communities for Native Students

Forum

April 27, 2014 - April 30, 2014

Prior Lake, MN

<http://tinyurl.com/nt8rfyd>

The 2014 National Forum on Dropout Prevention for Native and Tribal Communities: Building Engaging Educational Communities for Native Students will be held April 27-30, 2014, in Prior Lake, Minnesota. The Forum is a professional development activity sponsored by the National Dropout Prevention Center/Network, the National Indian Education Association, the Alaska Staff Development Network, Minnesota Department of Education, the South Dakota Department of Education, the Wisconsin Department of Education, the Foundation for the Advancement of Culture and Education, Leech Lake Tribal College, and Augsburg College. It will feature presentations on strategies that work with native students who are at risk of dropping out of high school. The conference strands are: addressing the opportunity gap, instructional strategies to increase learning, emotional supports, school climate safety and student wellness, service learning and restorative justice, digital communication and engagement, re-engagement and recovery strategies, and culture and language.

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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.

Forecast of Funding Opportunities under the Department of Education Discretionary Grant Programs for Fiscal Year 2013-2014

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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 2013-2014 Discretionary Grant Application Packages

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

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

Lowe's Charitable and Education Foundation Announces 2014 Toolbox for Education Grant Program

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

Lowe's Charitable and Education Foundation has announced the opening of its Spring 2014 Toolbox for Education grant cycle. The program supports projects that encourage parental involvement in local schools and build stronger community spirit. Toolbox for Education grants of up to \$5,000 will be awarded in support of projects that have a permanent impact on a school community. Lowe's will consider only grants for projects that can be completed within a year of receipt of the grant. A Toolbox grant can be used as part of a large-scale project like a playground as long as the grant is used to complete a phase of the project that can be completed within twelve months of the award. To be eligible for a grant, applicants must be a public K-12 school or nonprofit parent group associated with such a school. Parent groups that are applying (PTO, PTA, etc.) must have an independent EIN and official 501(c)(3) tax-exempt status. The application process will be closed after fifteen hundred applications have been received. Deadline: February 14, 2014.

American Electric Power Applications for 2014-2015 PreK-12 Classroom Projects

<http://www.aep.com/community/TeachersAndStudents/TeacherVisionGrants.aspx>

American Electric Power (AEP) is accepting applications from preK-12 teachers for minigrants to support funding for classroom projects during the 2014-15 school year. Through the Teacher Vision grant program, AEP supports projects with an academic focus and a goal of improving student achievement. Priority will be given to projects that promote science, mathematics, technology, electrical safety, the balanced study of energy and the environment, and energy efficiency. Special consideration will be given to projects that incorporate matching funds, community resources, and interdisciplinary or team-teaching projects. Funds may not be used for stipends or meals. Grant awards range from \$100-\$500. Applicants must be pre-K-12 teachers in communities in the AEP service area or in communities with major AEP facilities. Deadline for submissions: February 28, 2014.

Substance Abuse and Mental Health Services Administration Planning Grants

<http://beta.samhsa.gov/grants/grant-announcements/sm-14-001>

The Substance Abuse and Mental Health Services Administration (SAMHSA) has announced the availability of System of Care Expansion planning grants to support state, community, and tribal efforts to develop, expand, and sustain a system of care that will provide mental health services for children and youth with serious emotional disturbances and their families and/or caregivers. Deadline: March 19, 2014.

Substance Abuse and Mental Health Services Administration Implementation Cooperative Agreements

<http://beta.samhsa.gov/grants/grant-announcements/sm-14-002>

The Substance Abuse and Mental Health Services Administration (SAMHSA) has announced the availability of System of Care Expansion implementation cooperative agreements to support state, community, and tribal efforts to develop, expand, and sustain a system of care that will provide mental health services for children and youth with serious emotional disturbances and their families and/or caregivers. Deadline: March 21, 2014.

ING Unsung Heroes Program Invites K-12 Educators to Apply for 2014 Class Project Awards

<https://unsungheroes.scholarshipamerica.org/>

Each year, the ING Unsung Heroes program selects 100 educators to receive \$2,000 to help fund their innovative class projects. Three of them are chosen to receive the top awards of an additional \$5,000, \$10,000 and \$25,000. ING Unsung Heroes Awards Program is administered by Scholarship Management Services, a division of Scholarship America. Scholarship Management Services designs and manages scholarship and tuition reimbursement programs for corporations, foundations, associations and individuals. Deadline: April 30, 2014.

Earthwatch Institute: Fellowships

<http://earthwatch.org/education/teacher-fellowships/edfelfund/>

The Earthwatch Institute offers educators fully funded fellowships for hands-on learning with leading scientists doing field research and conservation on 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, 2014.

Arthur Vining Davis Foundations Seeks Proposals to Strengthen Secondary Education

<http://www.avdf.org/FoundationsPrograms/SecondaryEducation.aspx>

The Arthur Vining Davis Foundations offers \$100,000-\$200,000 grants to support a wide range of innovative professional development programs that strengthen teachers in grades 9-12 and their teaching. For example, projects might be designed to improve professional development for in-service and pre-service teachers, strengthen teaching skills, support practical research in teacher and high school education, or encourage innovative use of technology and new techniques for presentation of classroom materials in high schools. Projects should aim to develop solutions with potential for wide application or replication by others. Requests to support well-established programs should be for initiatives with the potential to improve the program significantly. Special consideration will be given to projects in their early stages that address the concerns and problems of secondary education on a national level. In considering proposals to support high school teaching, sustained partnerships between the faculties of colleges (e.g., arts and sciences and education) and school districts, or collaborative efforts involving reform organizations, colleges/universities, and high schools are encouraged. Eligible institutions include but are not limited to public and private colleges and universities, graduate schools of education, and freestanding educational institutes. Ongoing deadlines.

Discover: Pathway to Financial Success Grant

<http://www.pathwaytofinancialsuccess.org/get-a-grant>

Discover is investing up to \$10 million in financial education, and any high school can apply for a grant toward a financial education curriculum. Applying schools must have implemented or be looking to implement a financial education curriculum; have a measurement tool planned or in place to assess participation in and comprehension of the financial education curriculum; and agree to share overall results of the measurement tool's pre- and post-curriculum testing with Discover upon the program's

completion to assess what worked and what didn't. Maximum award: varies. Eligibility: high schools in the United States. Deadline: none.

Dollar General: Beyond Words Library Disaster Relief

<http://www.ala.org/awardsgrants/awards/166/apply>

Dollar General, in collaboration with the American Library Association (ALA), the American Association of School Librarians (AASL) and the National Education Association (NEA), is sponsoring a school library disaster relief fund for public school libraries in the states served by Dollar General. The fund will provide grants to public schools whose school library program has been affected by a disaster. Grants are to replace or supplement books, media and/or library equipment in the school library setting. Maximum award: up to \$15,000 to replace or supplement books, media and/or library equipment. Eligibility: public school libraries Pre K-12 located within 20 miles of a Dollar General store, distribution center or corporate office that have lost their building or incurred substantial damage or hardship due to a natural disaster (tornado, earthquake, hurricane, flood, avalanche, mudslide), fire or an act recognized by the federal government as terrorism; or have absorbed a significant number (more than 10% enrollment) of displaced/evacuee students. Deadline: none.

Fender Music Foundation: Grants

<http://www.fendermusicfoundation.org/grants/?sec=info>

Fender Music Foundation grants of instruments and equipment are awarded to music academies, schools, local music programs and national music programs across America, particularly in-school music classes, in which the students make music; after-school music programs that are not run by the school; and music therapy programs, in which the participants make the music. Maximum award: up to 8 instruments. Eligibility: established, ongoing and sustainable music programs in the United States, which provide music instruction for people of any age who would not otherwise have the opportunity to make music. Deadline: rolling.

AASA: National Superintendent of the Year

<http://www.aasa.org/content.aspx?id=3404>

The American Association of School Administrators (AASA) National Superintendent of the Year Program pays tribute to the talent and vision of the men and women who lead the nation's public schools. Maximum award: recognition; a \$10,000 scholarship to a student in the high school from which the National Superintendent of the Year graduated. Eligibility: Any superintendent, chancellor, or top leader of a school system in the United States, Canada, or international school who plans to continue in the profession. Deadline: varies by state.

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

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