

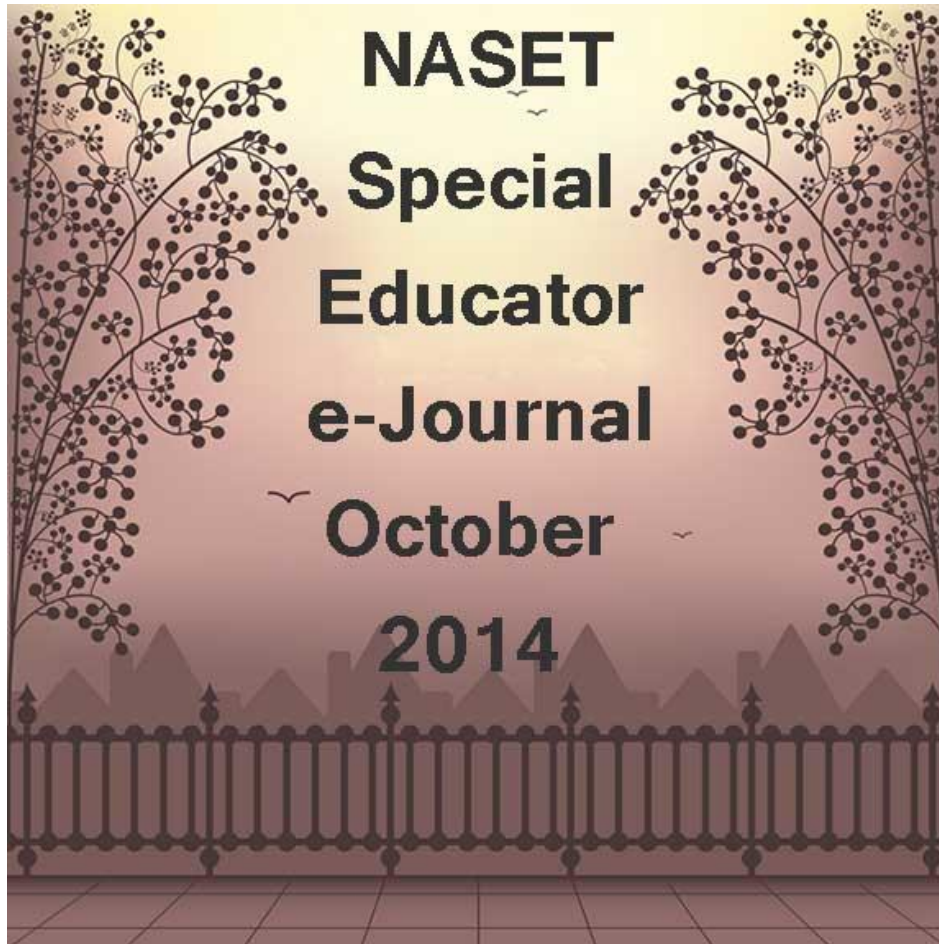


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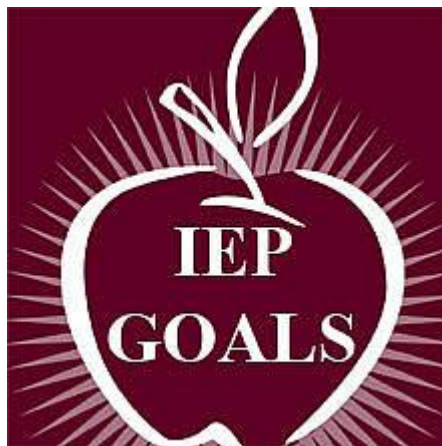
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Update from the U.S. Department of Education

Know It 2 Own It: Teaching and Learning About Disability Rights

In a recent blog post, we introduced you to “Know It 2 Own It,” a campaign to encourage Americans to learn more about the disability rights movement and history that led to the passage of the Americans with Disabilities Act (ADA) in July of 1990.

This month, as students across the country settle into their daily academic routines, now is the perfect time to think about teaching and learning about disability rights.

American history is also the history of people with disabilities. Though her life spanned the 19th and 20th centuries, many 21st century students still find inspiration in the remarkable career of Helen Keller – the American author, lecturer and activist and the first deaf and blind person to earn a college degree. The story of her early years is the subject of the powerful play, “The Miracle Worker.” President Franklin Delano Roosevelt, considered by many as one of the nation’s greatest elected leaders, helped guide the country and the world through some the 20th century’s greatest crises while using a wheelchair. One of the most beloved singers alive today, singer-songwriter Stevie Wonder, was born blind. These are just some of examples of the contributions that people with disabilities have made to the richness and diversity of our shared American life through the years.

The disability rights movement is a part of American history, and understanding that history is valuable to all of us. The struggle for disability rights is part of the broader cause of civil rights and human rights.

This month’s guest video blogger, Rebecca Cokley, is Executive Director for the National Council on Disability (NCD). In the video, she describes how she got involved in the disability rights movement as a child, what she thinks are the most important messages for young people with disabilities, and why she is committed to mentoring others. Her motto is: “Lift as you Climb.”

The Office of Special Education and Rehabilitative Services (OSERS) wants to hear from you. Have you found mentors in your local community that could teach students more about disability rights? Does a member of your school community have a family member with a disability who might be willing to share their experience? Does someone have a family member who works in a disability-related non-profit, business, or government agency?

Please let us know how you are working to bring about positive change in your community by sharing your story on social media with the hashtag #know2own.

U.S. Department of Education Awards More Than \$14.7 Million in Elementary and Secondary School Counseling Grants

The U.S. Department of Education awarded more than \$14.7 million to 40 school districts in 20 states across the country to establish or expand counseling programs. Grantees will use funds to support counseling programs in elementary and secondary schools. Specifically, the new awards will aid schools in hiring qualified mental-health professionals with the goal of expanding the range, availability, quantity and quality of counseling services. Parents of participating students will have input in the design and implementation of counseling services supported by these grants.

"School-based counseling programs are a wonderful resource for students whose families may not be able to take advantage of outside services or programs," U.S. Secretary of Education Arne Duncan said. "These grants will allow school districts to hire more professionals and provide additional services to those students who are struggling with mental-health and emotional issues, and their families."

Grantees also will use funds to help increase the number of available and qualified counselors based on a school's student population. Research shows that having adequate counseling services can help reduce the number of disciplinary referrals in schools, improve student attendance and academic performance and enhance development of social skills. Funds also may be used to support parental involvement, counselor and teacher professional development, and collaboration with community-based organizations that provide mental health and other services to students.

For more information on the Elementary and Secondary School Counseling grants program, including project abstracts, visit: <http://www2.ed.gov/programs/elseccounseling/index.html>.

Ed Games Week Highlights the Emergence of Video Games in Education

Games and play are a central part of childhood and can stimulate creativity and learning. As technology grows as a tool for teachers, one question has been: what role might educational video games play in the classroom?

Today, increasing numbers of teachers are incorporating games to supplement and enrich classroom instruction. In addition, students of all ages are developing their own games, as showcased in competitions and hackathons in communities across the country.

Ed Games Week brought the discussion on educational games to Washington, D.C. The Office of Science and Technology Policy (OSTP) and the U.S. Department of Education (ED) collaboratively planned a series of events including the *Ed Games Expo*, the *Ed Games Workshop*, and the *White House Education Game Jam*.

The Ed Games Expo

The *Ed Games Expo* showcased 25 newly developed learning games developed with funding from the Small Business Innovation Research (SBIR) programs at ED's Institute of Education Sciences (ED/IES SBIR) and other federal programs. More than 150 attendees met face-to-face with the developers and played games that covered a range of topics – from STEM, history, and foreign languages – and used a wide variety of genres for gameplay.

The Ed Games Workshop brought together the Expo game developers and a team of federal experts. Workshop collaborators strategized exciting possibilities to create regional, national, or even international STEM game competitions featuring games that motivate as well as teach, such as through an X-Prize model. For more, see this article on the Clinton Foundation blog.

The White House Education Game Jam

Ed Games Week wrapped up with a 48-hour *Education Game Jam* that brought together over one hundred veteran and independent game developers, teachers, and students with the goal of creating educational games that make challenging K-12 topics easier for students to learn and for teachers to teach. Organized by the White House and Department of Education, developers were challenged to develop playable prototypes during the event. On Monday, Sept. 8, Game Jam participants presented videos of their games and demonstrated the prototypes at the White House.

ED is committed to tracking the emergence of technology-based games in education as a way to enrich in-and-out of classroom learning opportunities for students. Follow [@OfficeofEdTech](#) and [@IESResearch](#) on Twitter for the latest!

Colorado Teachers Helping Build State's Educator Effectiveness System

Lisa Rossi is a fifth grade teacher at Bethke Elementary in the Poudre School District in Fort Collins, Colorado. She has taught elementary school in the same district for 25 years and, for 20 of those years, has served as a mentor for her colleagues, helping them hone their craft.

Three years ago, as a member of Bethke's School Improvement Team, she took on a larger challenge: leading an effort to help her school district develop a new system for evaluating and supporting teachers. Her work has focused on implementing a framework for teaching and learning that provides a shared definition of what it means to be an effective teacher as well as the tools to measure this. The framework, which was developed by the Center for Educational Leadership at the University of Washington, is being used to help all teachers in the district analyze and improve their practices. Among the framework's elements are student engagement, classroom culture and assessing student learning. "We all have areas we're really strong in and areas we need to grow in," Rossi said. "Now, we can be much more specific about what our growth areas are."

Hundreds of teachers like Rossi across Colorado have been similarly engaged, working with their local districts on the details of new evaluation and support systems designed to give teachers better feedback on how to help prepare their students for success in college and careers. Thousands more have participated in surveys, feedback sessions and focus groups, or served on a statewide advisory council. By listening closely to feedback and proactively enlisting key stakeholders in the design process, Colorado has created an evaluation system by educators for educators.

A 2010 State law, Senate Bill 10-191, required districts to develop new systems for strengthening the connection between teachers' performance and student learning. Like other States, Colorado used part of its Federal Race to the Top grant to develop and implement its new system and conduct extensive stakeholder outreach.

Engaging Teachers Increases Support

Colorado teachers were invaluable partners in leading the development of the new model for evaluating and supporting teachers, and, because of that, they are now becoming invaluable partners in implementing the system they designed. Katy Anthes, executive director of educator effectiveness at the Colorado Department of Education, said collaborating with educators, districts and statewide education organizations is a top priority for the State and the system will be more effective and transparent because teachers were involved. "Because we worked so closely with our educators and partners to build the system, and they see us taking their feedback seriously and making changes based on their suggestions, it goes a long way toward creating understanding and engagement," Anthes said.

The new evaluation model was used throughout the State for the first time during school year 2013–2014. The Colorado Education Association (CEA), a union that represents 40,000 educators, also worked with the State to ensure teachers had opportunities to shape the system.

"I tell the teachers, 'This system isn't about you, it's about your practice,'" Linda Barker, director of teaching and learning for the CEA, said. "In the past, evaluations were almost like a personal judgment, not about professional practice and how to improve. The new system has really changed the culture of how we look at professional practice."

A Culture Focused on Continuous Improvement

Carrie Harper, a second grade teacher at Sunnyside Elementary School in Durango, helped pilot the new model at her school beginning in school year 2012–2013. She said she is excited by the focus on continuous improvement and higher expectations for great teaching and learning.

"[It has] really raised the bar," she said. "It's not just about a teacher lecturing in front of the room. It's about student engagement and getting kids to take ownership of their learning."

Harper is pushing herself to create a learning environment that encourages her students to be more active thinkers and group problem-solvers. During a recent lesson on root words, for example, she introduced the concept and asked groups of students to research the words' meaning. Students could decide whether to use dictionaries, other print materials, or online resources to find the information they needed. The goal is to have students take more ownership of their learning.

Teachers Take Ownership of Professional Learning

Just as students are being encouraged to take greater ownership of their learning, teachers are taking more ownership when it comes to their professional growth.

"We're really encouraging teachers to be strong advocates of their professional practice," Barker said. This means reflecting honestly on their strengths and weaknesses, setting goals for professional growth and asking for support. This has led to a more collaborative relationship between teachers and principals. "There's a real mental shift that's happening," Paul Jebe, former principal of La Junta Junior/Senior High School who now works for the state on implementation of the evaluation model, said. "Teachers used to just teach and then get an evaluation at the end of the year. Now, my teachers are much more proactively engaged in their own professional growth." He says his teachers now ask him to come into their classrooms to observe and provide feedback on a particular practice or skill they are trying to develop, such as daily learning targets. Feedback is much more specific and targeted as a result, says Jebe.

Teacher leadership in the design and implementation of the new evaluation system has been crucial for creating that culture, said Lisa Rossi. “Teachers feel empowered when they can have a voice,” she said. “I think this can help teachers be the best that they can be.”

Collaborative Discussions of Teaching

Curtis Garcia, a principal in the Centennial School District, a small district near the New Mexico border, said the new approach to evaluation and support is leading to rich, productive professional interactions. “We now have a process that’s based on continuous growth, ongoing collection of evidence and lots of points for conversations around what’s being observed in teacher practice and what areas teachers can improve upon,” he said.

Garcia recently had a discussion with a fourth grade teacher who was struggling to integrate reading and writing into science, social studies and other subjects. “By us conversing about her challenges, we were able to generate some really good ideas,” he said. “Integrating multiple disciplines then became the basis for her professional growth plan.” These types of interactions are happening all over the state as a result of the new evaluation system, says Linda Barker. “We’ve seen incredible, deep conversations between teachers and principals around how to bring their practice to a higher level. These conversations have been really powerful.”

Teachers say they appreciate the emphasis on greater collaboration and open dialogue. “I support this, I think it’s a great idea,” Andrew Burns, who teaches eighth grade U.S. history and civics at West Middle School in the Cherry Creek School District, said. “These conversations are the key to this process—making it a meaningful conversation and giving it enough time so it can happen several times in a school year.”

But scheduling the time for observations and feedback has been difficult to do, he said. He’d like more. “That’s where I’ve done some of my best professional growth.”

Challenges Ahead

Principals acknowledge time is a significant challenge. “To get into classrooms and observe teachers multiple times, and then to capture my thinking and give teachers feedback—it’s a huge time commitment,” Jebe said. “But it’s definitely the right thing to do.” State officials are well aware that time is a challenge, and are developing a number of resources to support evaluators. “We’re putting together a variety of toolkits and systems, such as a rubric guide for principals, an online professional development platform, and an online performance management system to help with data collection and performance reports,” said Katy Anthes.

Determining measures of student learning to be used in combination with State assessments has also been a challenge. “We’re trying to start from ‘What are you already doing in your classroom to measure student learning, and what is it you need to do to get your students to mastery?’” Barker said. “When districts let teachers and principals build a common understanding of what assessments they already use, teachers are much more relaxed. This is much more helpful than starting from a big overview of data and metrics.”

Takeaways

- **Invest in Stakeholder Engagement:** Create multiple channels for gathering input from teachers and other key stakeholders.
- **Engage Educators in Building the System:** Create ongoing opportunities for teachers to be actively involved in the design and implementation process.
- **Focus on Continuous Improvement:** Clearly communicate that the evaluation process is about improving professional practice, not about judgment.
- **Take Time to Build Relationships:** Building teacher trust requires ongoing communication and meaningful feedback. Strong relationships between teachers and principals are critical.

Q & A with Linda Barker, Director of Teaching and Learning, Colorado Education Association

Q: What has worked well in the design and implementation of the new evaluation model?

A: We’ve really been strategic about working with our members across the State. We’ve run trainings where teachers, principals and school board members come together around the professional practice side of the evaluation. Now we’re focusing on learning measures.

We've seen incredible, deep conversations between teachers and principals around how to bring their practices to higher levels. Those conversations have been really powerful.

Q: Where are you experiencing the biggest challenges?

A: In some cases, the feedback conversations are not happening. If there isn't time for those feedback conversations, it quickly becomes a checklist rubric, and that isn't helpful at all. Also, the student learning measures side is harder to grasp because there's less clarity around what these should be. We need to be thoughtful and take small incremental steps to figure out how to measure student learning. When a district builds common knowledge of what it's currently doing to measure student learning, teachers are much more relaxed. This is much more helpful than starting from a big overview of data and metrics.

Q: What advice do you have for other States about educator evaluation and support?

A: I have several pieces of advice:

- Go slow, and focus on the professional practice side first.
- Build a collaborative relationship with the State. I meet with the Colorado Department of Education staff frequently to make sure we're on the same page. I attend their trainings, and they attend ours. I think that's helped a lot.
- Make sure teachers have a common understanding that it's about continuous improvement. I truly believe that if you focus on practice, the measures of student learning will match the professional practice side.
- Engage teachers early and often.

Q&A with Lisa Rossi, Bethke Elementary, Poudre School District, who has taught for 25 years and served as a mentor to her colleagues for 20.

Q: What is the biggest difference you see in the new evaluation system?

A: Now, we can be much more specific about what our growth areas are.

For example, I know what it will take to be considered highly effective in engaging students. I know when my principal is evaluating me, it's very targeted and objective. To hit bulls-eye, I know this is where I have to be. It takes the questioning and guessing out of it.

Q: Are you seeing any changes in teacher practice as a result of the new model?

A: Yes. I'm seeing that teachers are much more intentional about the kind of learning environment they're creating because they know this is a dimension on which they're being evaluated. I notice them asking themselves questions like 'how are my desks arranged?' 'Are kids afraid to speak up in class, or do they feel safe and respected?'

Q: Building a positive classroom environment can very challenging. Are teachers receiving any support in this area?

A: Yes. This is a topic we're talking a lot about in our teacher in-service days. Our Professional Development coordinator is also offering a class on all of the sub-dimensions of classroom environment and culture this year. And, as a mentor, I work with my teachers on climate and culture issues too. All of the little routines have to be taught at the beginning. Some teachers who struggle in classroom environment often haven't had the support at the outset to develop these routines.

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Legislative Announcements, Calls to Participate and New Projects

Disability Visibility Project

<http://www.disabilityscoop.com/2014/06/16/storycorps-disability/19443/>

“DisabilityScoop” reported June 16, 2014, in an article, “StoryCorps Looks To Record Disability Experience,” that a new project, the Disability Visibility Project, has been launched as a community partnership with StoryCorps, a national nonprofit that allows everyday people to record casual, one-on-one conversations in an effort to preserve history. As the 25th anniversary of the Americans with Disabilities Act approaches next year, this project will encourage people within the disability community to share their stories. StoryCorps’ recording booth in San Francisco is making sessions available between July 10 and Dec. 13 specifically for members of the disability community to record their stories. Additional times are expected to be added leading up to the ADA’s 25th anniversary in July 2015.

Workforce Innovation and Opportunity Act

<http://www.disabilityscoop.com/2014/07/10/congress-sheltered-eligibility/19500/>

“DisabilityScoop” reported July 10, 2014, in an article, “Congress Passes Bill Limiting Sheltered Workshop Eligibility,” that a bill that would significantly limit young people with disabilities from entering sheltered workshop programs is headed to President Barack Obama’s desk. The U.S. House of Representatives voted to approve the “Workforce Innovation and Opportunity Act.” Included in the bill are changes to the path from school to work for those with disabilities. The measure would prohibit individuals age 24 and younger from working jobs that pay less than the federal minimum of \$7.25 per hour unless they first try vocational rehabilitation services, among other requirements. It would also require state vocational rehabilitation agencies to work with schools to provide “pre-employment transition services” to all students with disabilities and require such agencies to allocate a minimum of 15% of their federal funding to help individuals with disabilities in transition under the measure.

U.S. Department of Education’s Guidance Letter on Charter Schools’ Legal Obligations to Individuals With Disabilities

<http://www.disabilityscoop.com/2014/05/15/feds-warn-charters-special/19368/>

The U.S. Department of Education issued a guidance letter in May 2014 outlining charter schools’ legal obligations to individuals with disabilities, regardless of whether the schools receive federal funding. Included in the letter are reminders that students with disabilities cannot be discriminated against in admissions and disciplinary actions; and that parents with disabilities must be accommodated, e.g., with sign-language interpreters or Braille materials, when communicating with the school.

Disability.gov PSAs Challenge Assumptions about People with Disabilities

<https://www.disability.gov/newsroom/psa-download-center/>

Disability.gov recently released public service announcements (PSAs) in support of the message that people are not defined by their disabilities. Each of the eight PSAs features one of Disability.gov’s “No Boundaries” participants. Each PSAs participant chose several words to describe him or herself to paint a broader picture of who they are. The PSAs are downloadable from the Disability.gov site.

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Special Education Resources Special Topic:

IEP and Transition Planning

Building a Grad Nation: Progress and Challenge in Ending the High School Dropout Epidemic

America's Promise Alliance's "Building a Grad Nation: Progress and Challenge in Ending the High School Dropout Epidemic" reports signs that America is reducing the number of high school dropouts. "Dropout factory" high schools (where 40% or more students fail to graduate) fell by 13%, from 2,007 in 2002 to 1,746 in 2008. Common elements to success included strong leadership with clear graduation-rate goals, multi-sector collaboration guided by data, commitment to innovation and continuous improvement, technical assistance for evidence-based solutions, raising expectations, improving policies, and increasing student supports.

<http://www.americaspromise.org/Our-Work/Grad-Nation/Building-a-Grad-Nation.aspx>

Diploma Options, Graduation Requirements, and Exit Exams for Youth with Disabilities: 2011 National Study

This is the fifth in a series of similar studies on state graduation policies and diploma options conducted by the National Center on Educational Outcomes (NCEO) at the University of Minnesota (Thurlow, Ysseldyke, & Anderson, 1995; Guy, Shin, Lee, & Thurlow, 1999; Johnson & Thurlow, 2003; Johnson, Thurlow, & Stout, 2007). The present study was undertaken to update the status of graduation policies across the nation. It follows up on previous work, the last study having been conducted in 2006-2007. Three research questions served as the focus of this national study of high school graduation requirements and diploma options for students with and without disabilities:

1. What is the range and variation in state graduation requirements and diploma options across the United States for students with and without disabilities?
2. What are the intended and unintended consequences that result for students when they are required to pass exit exams to receive a high school diploma?
3. What are the intended and unintended consequences of using single or multiple diploma options for students with disabilities?

<http://www.cehd.umn.edu/NCEO/OnlinePubs/Tech62/default.htm>

Dropout Prevention for Students with Disabilities: A Critical Issue for State Education Agencies

This Issue Brief from the National High School Center provides guidance to states as they respond to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) requirements related to dropout prevention for students with disabilities. It also discusses State Performance Plans as starting points for states to develop data collection and monitoring procedures, and provides states with considerations and recommendations for adopting a consistent method of tracking dropout data. Available in PDF (11 pages, 100 KB).

http://www.betterhighschools.org/docs/NHSC_DropoutPrevention_052507.pdf

Dropout Risk Factors and Exemplary Programs: A Technical Report

This study, conducted by NDPC/N, and sponsored by Communities In Schools Inc., finds that there are multiple risk factors which increase the likelihood that students will drop out. The evidence clearly shows that dropout is always the result of a long process of disengagement that sometimes begins before the child enrolls in kindergarten. The report also provides information on 50 programs that were found to be effective in addressing these risk factors.

<http://www.dropoutprevention.org/major-research-reports/dropout-risk-factors-exemplary-programs-technical-report>

Fostering Student Success: Five Strategies You Can (and Should) Do, Starting Next Week

This article, from the *Impact* newsletter of the Institute on Community Integration (UCEDD), University of Minnesota, outlines five practical strategies to foster success in high school for youth with EBD that should be a part of any secondary education program: access to vocational assessments, explicit links between learning and adult life, opportunities to control their destinies, involvement in the non-academic side of schooling, and engagement in the learning process.

<http://ici.umn.edu/products/impact/182/over3.html>

Graduation Requirements for Students with Disabilities: Ensuring Meaningful Diplomas for All Students

This policy brief was developed through a partnership with the National Center on Educational Outcomes at the University of Minnesota and Achieve to provide guidance to state education policy leaders to support the goal of ensuring that students with disabilities leave school with meaningful diplomas by providing background on the diverse characteristics of students with disabilities and their high school and postsecondary attainment, by exploring the policy landscape across states and by providing recommendations to states about how to improve current approaches to high school graduation requirements for students with disabilities and promote the successful completion of these students with the knowledge and skills to be college and career ready.

<http://www.achieve.org/publications/graduation-requirements-students-disabilities-ensuring-meaningful-diplomas-all-students>

The High Cost of High School Dropouts: What the Nation Pays for Inadequate High Schools

If the high school students who dropped out of the Class of 2009 had graduated, the nation's economy would have benefited from nearly \$335 billion in additional income over the course of their lifetimes according to "The High Cost of High School Dropouts: What the Nation Pays for Inadequate High Schools," an issue brief from the Alliance for Excellent Education. Available in pdf (549 KB, 6 pp).

<http://www.all4ed.org/files/HighCost.pdf>

See also: State-Level Findings: Boosting the Nation's Economy by Improving High School Graduation Rates among Students of Color and Native Students

The Alliance for Excellent Education, with support from State Farm®, has developed an economic model that demonstrates the economic benefits – including increased earnings, home and vehicle sales, job growth, and tax revenue – of improving high school graduation rates among students of color and Native students. Available in PDF (9 pages, 510 KB).

<http://all4ed.org/reports-factsheets/education-and-the-economy-boosting-the-nations-economy-by-improving-high-school-graduation-rates-among-students-of-color-and-native-students/>

The High School Dropout Dilemma and Special Education Students

The severity of the dropout crisis in California and the nation varies widely among student groups. Special education students, who represent 11% of all school-age students nationally and 9% in California, are one of the most impacted groups. This report examines four topics related to the dropout dilemma for special education students: the definition and incidence of dropouts, the economic and social consequences of dropping out, the causes of dropping out, and possible solutions to the dropout dilemma. To the extent possible, the report highlights both the national dropout picture and the situation in California. The authors conclude that current trends toward modest improvements in graduation rates among special education students are insufficient. Increased attention and societal investments in interventions, strategies, and programs that emphasize student engagement and retention, especially for special education students, are critically needed.

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

Making Connections Across Indicators to Improve Post-School Outcomes: Early State Efforts

The National Dropout Prevention Center for Students with Disabilities, in partnership with the National Post-School Outcomes Center, has created this online guide which provides information on six states that have begun to display, analyze, and apply data across IDEA Part B Indicators 1, 2, 13, and 14.

http://www.ndpc-sd.org/knowledge/improve_postschool_outcomes/

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

The American Youth Policy Forum, Gateway to College National Network, and the National Youth Employment Coalition with support from numerous national youth-serving organizations have produced this issue brief to encourage use of extended-year graduation rates in yearly progress calculations and incorporation of these rates into state accountability systems. The brief aims to educate states on the flexibilities that currently exist to use extended-year graduation rates to encourage schools and districts to continue to work with overage, under-credit students.

<http://www.aypf.org/resources/making-every-diploma-count-using-extended-year-graduation-rates-to-measure-student-success/>

School Dropout and Teen Moms with Learning Disabilities

This article, from the *Impact* newsletter of the Institute on Community Integration (UCEDD), University of Minnesota, shares some findings from the Young Moms Study at the University of Illinois at Chicago. This study explored the factors related to high school dropout among a sample of African American and Latina teenage mothers with learning disabilities (LD) in a large urban area. The study included interviews with 10 teenage mothers with LD who had dropped out of school and 10 who had not dropped out and were on track to complete their secondary education. It also included focus groups with 24 educational and social service professionals.

<http://ici.umn.edu/products/impact/211/15.html>

What Every Leader for School Improvement Needs to Know About Student and Learning Supports

Schools aim at improving students' achievement and well-being; enhancing school climate; and doing more about learning problems (bullying, harassment, and other forms of violence and acting out, substance abuse, disconnected students, nonattendance, dropouts, teen pregnancy, suicide prevention, etc.). Based on previous Center policy and practice analyses, this report synthesizes key challenges for school improvement in barriers to learning and teaching, and implications for improving how schools deal with such challenges. It includes references to the Center analyses from which this synthesis was derived and guides for leadership development. Available in PDF (6 pages, 30.4 KB).

<http://smhp.psych.ucla.edu/pdfdocs/whateveryleader.pdf>

Addressing the Needs of Culturally and Linguistically Diverse Students With Disabilities in Postsecondary Education

NCSET Information Brief

Persons with disabilities usually must overcome a variety of challenges not faced by their peers without disabilities in order to gain entry to and succeed in postsecondary education. These challenges are often especially difficult for persons with disabilities of culturally and linguistically diverse heritage. This brief identifies the major challenges of postsecondary education for persons with disabilities of culturally and linguistically diverse heritage and provides recommendations to postsecondary institutions for supporting the educational success of these students.

<http://www.ncset.org/publications/viewdesc.asp?id=1411>

Addressing the Transition Needs of Youth with Disabilities Through the Workforce Investment Act (WIA) System

NCSET Information Brief

This brief discusses strategies for including work-based learning and youth development opportunities sponsored by the Workforce Investment Act in students' IEPs. The brief also addresses youth development, youth employment, and how One Stop career centers can be accessed to support students with disabilities in their career development. Additional resources are included.

<http://www.ncset.org/publications/viewdesc.asp?id=703>

An Effective Model for College Students With Learning Disabilities and Attention Deficit Hyperactivity Disorders

NCSET Research to Practice Brief

College students with learning disabilities and attention deficit hyperactivity disorders who participate in the Virginia Commonwealth University Supported Education Model tend to stay in school and progress in their educational programs, according to a study conducted by the Virginia Commonwealth University Rehabilitation Research and Training Center on Workplace Supports.

This brief describes the VCU Supported Education Model and results of the study.
<http://www.ncset.org/publications/viewdesc.asp?id=1415>

Building Bridges Toward Science Careers for Youth with Disabilities

NCSET Research to Practice Brief

This brief outlines results of a research project designed to (a) create a model facilitating greater access for students with disabilities to postsecondary education and careers in science and technology, and (b) investigate issues related to the transition from high school to college for students with disabilities. The researchers sought to gather information to promote a seamless transition for high school students with disabilities to math, science, engineering, and technology education at community colleges.

<http://www.ncset.org/publications/viewdesc.asp?id=1494>

Collaboration Between General and Special Education: Making it Work

NCSET Issue Brief

Special education and general education teachers nationwide now find they need to develop new skills and strategies to meet the challenges of providing access to the general curriculum for all students, including those with disabilities. This brief calls for greater collaboration between general and special education teachers as one strategy for facilitating this access. The brief outlines a five-step model for implementing collaborative relationships and provides further resources for practitioners.

<http://www.ncset.org/publications/viewdesc.asp?id=1097>

Cultural and Linguistic Diversity: Implications for Transition Personnel

NCSET Essential Tool

This Essential Tool summarizes current research about transition issues and Culturally and Linguistically Diverse (CLD) youth with disabilities. It also offers information on how transition personnel can effectively support these youth by building on their strengths and enhancing natural supports available within their families and communities. Also included are numerous practical tools, and information on further resources.

<http://www.ncset.org/publications/essentialtools/diversity/default.asp>

Diploma Options for Students with Disabilities

NCSET Information Brief

Diploma options represent alternative means of graduating from high school. This brief outlines the different types of diploma options, discusses the benefits of systems with single diploma options and those with multiple diploma options, and provides information about further resources on the topic.

<http://www.ncset.org/publications/viewdesc.asp?id=1928>

Family Expectations and Involvement for Youth with Disabilities

NCSET NLTS2 Data Brief

The National Longitudinal Transition Study-2 (NLTS2) provides the first national picture of the involvement of families in the educational development of their secondary-school-age children with disabilities. This Data Brief describes family involvement at home and at school, including a comparison of levels of involvement for families of youth with disabilities with those for families in the general population. It also discusses involvement in a school-based activity that is specific to families of youth with disabilities: participation in individualized education program (IEP) meetings. Finally, parent expectations for their children's attainment of postsecondary education and independence are highlighted.

<http://www.ncset.org/publications/viewdesc.asp?id=2473>

IDEA 1997 Temas de Transición

NCSET Parent Brief

This is the Spanish-language edition of the Parent Brief entitled "IDEA 1997 Transition Issues: The IEP for Transition Aged Students." Este artículo explica los requerimientos para la transición bajo IDEA, la composición y funcionamiento del Equipo de Transición del Programa de Educación Individualizada (Individual Education Program—IEP) y los factores especiales a ser considerados por el equipo de IEP. También delinea el papel que juegan los estudiantes, padres, personal de la escuela y personal de la agencia en el equipo de transición del IEP.

<http://www.ncset.org/publications/viewdesc.asp?id=2129>

IDEA 1997 Transition Issues: The IEP for Transition Aged Students

NCSET Parent Brief

This brief explains the requirements for transition under IDEA, the composition and functioning of the Individual Education Program (IEP) Transition Team, and special factors for the IEP Team to consider. It also outlines the roles of students, parents, educators, school staff, and agency staff on the IEP Transition Team.

<http://www.ncset.org/publications/viewdesc.asp?id=423>

Increasing Rates of School Completion: Moving from Policy and Research to Practice

NCSET Essential Tool

This cutting-edge manual for educators, administrators and policymakers describes eleven proven interventions for increasing school completion among youth with disabilities. The interventions selected are only those that include research or evaluation designs and were published between 1988 and 2003. Also included are reproducible handouts containing current statistics and information on dropout, a concise literature review, and information on related Web sites, journal articles, publications, and organizations.

<http://www.ncset.org/publications/essentialtools/dropout/>

Increasing School Completion: Learning from Research-Based Practices that Work

NCSET Research to Practice Brief

This brief identifies and describes five research-based practices proven effective in increasing rates of school completion. The practices utilized random samples or comparison groups and had statistically significant results for the treatment group on the variable of enrollment status.

<http://www.ncset.org/publications/viewdesc.asp?id=1646>

Interagency Transition Team Development and Facilitation

NCSET Essential Tool

This guide, relevant to national, state, and local levels, offers instruction on (a) how to build an effective interagency transition team; (b) how to determine initial roles, responsibilities, and the team vision; (c) how to conduct interagency transition team meetings; and (d) how to determine whether or not your interagency transition team is making progress and meeting its goals. The manual also includes examples of successful interagency transition teams, and further resources.

<http://www.ncset.org/publications/essentialtools/teams/>

Introducing the NLTS2

NCSET NLTS2 Data Brief

This introductory NLTS2 Data Brief is the first in a series that will highlight the major findings and results of this transition study of youth with disabilities. This issue describes the NLTS2 project.

<http://www.ncset.org/publications/viewdesc.asp?id=248>

Key Provisions on Transition: IDEA 1997 compared to H.R. 1350 (IDEA 2004)

This NCSET document identifies the major changes between IDEA 1997 and H.R. 1350 (IDEA 2004) concerning transition services.

<http://www.ncset.org/publications/related/ideatransition.asp>

Models of Collaboration and Cost Sharing in Transition Programming

NCSET Information Brief

This brief describes two funding tools that are increasingly used in collaborative relationships. Both blended funding and braided funding pool financial resources to maximize outcomes. These tools can help maintain and sustain effective relationships in transition programming.

<http://www.ncset.org/publications/viewdesc.asp?id=3447>

Person-Centered Planning: A Tool for Transition

NCSET Parent Brief

This brief provides a concise description of person-centered planning and an explanation of the benefits of this process. The brief also provides action steps for implementing person-centered planning, references within the Individuals with Disabilities Education Act that support the process, and a list of additional resources.

<http://www.ncset.org/publications/viewdesc.asp?id=1431>

La Planificación Centrada en la Persona: Una Herramienta para la Transición

NCSET Parent Brief

This is the Spanish-language edition of the Parent Brief entitled "Person-Centered Planning: A Tool for Transition." Este artículo proporciona una descripción concisa de una planificación centrada en la persona y una explicación de los beneficios de este proceso. El artículo también provee los pasos a dar para implementarlo, referencias dentro de la Ley de Educación para Personas con Discapacidades (Individuals with Disabilities Education Act—IDEA) que apoyan el proceso y una lista de recursos adicionales.

<http://www.ncset.org/publications/viewdesc.asp?id=2126>

Programs and Practices for Special Education Students in Alternative Education Settings

NCSET Research to Practice Brief

This brief shares some findings from the University of Oregon's descriptive study, "What do they do there? Examination of alternative education schools, programs, and practices for special education students."

<http://www.ncset.org/publications/viewdesc.asp?id=3448>

Self-Determination: Supporting Successful Transition

NCSET Research to Practice Brief

This brief outlines research on self-determination suggesting that youth with disabilities who actively direct their own lives are more likely to successfully transition into adult life. In addition, the brief addresses development of self-determination skills and student-led Individualized Education Program meetings. Also included are descriptions and contact information for several self-determination curricula and helpful Web links.

<http://www.ncset.org/publications/viewdesc.asp?id=962>

Social Activities of Youth with Disabilities

NCSET NLTS2 Data Brief

This brief provides highlights of the results of the National Longitudinal Study-2 in regard to social activities of youth with disabilities. Researchers asked parents how often youth interact with friends by getting together outside of school, receiving telephone calls from them, and being invited to other youths' social activities. They also asked whether youth had taken part in various extracurricular activities during the previous year.

<http://www.ncset.org/publications/viewdesc.asp?id=1470>

Social Security and Undergraduates with Disabilities: An Analysis of the National Postsecondary Student Aid Survey

NCSET Information Brief

This brief provides a rich demographic profile of the utilization of postsecondary education by recipients of Social Security Income (SSI) and Social Security Disability Insurance (SSDI). The brief summarizes the results of the National Postsecondary Student Aid Survey and also provides information about resources for further information.

<http://www.ncset.org/publications/viewdesc.asp?id=1747>

Supporting Youth With Disabilities to Access and Succeed in Postsecondary Education: Essentials for Educators in Secondary Schools

NCSET Issue Brief

This brief outlines the differences in assistance determination and provision encountered by youth with disabilities as they transition into postsecondary environments. It offers related recommendations on improving the transition process for youth with disabilities and addresses the importance of student inclusion in the Individualized Education Program (IEP) process.

<http://www.ncset.org/publications/viewdesc.asp?id=706>

Teaching Social Skills

NCSET Information Brief

This brief outlines the importance of social skills education for youth with disabilities, identifies specific skills needed by youth, provides guidance for choosing and implementing social skills programs, and offers information about creating a positive school climate that fosters the development of social skills.

<http://www.ncset.org/publications/viewdesc.asp?id=1749>

The Transition Planning Process

NCSET NLTS2 Data Brief

This NLTS2 Data Brief provides a national view of the transition planning process undertaken during high school with and for youth with disabilities as they prepare for life after school. The information reported comes from a mail survey of school personnel conducted as part of the National Longitudinal Transition Study-2 (NLTS2). Findings from NLTS2 generalize to youth with disabilities nationally who were 13 to 16 years old in December 2000, to each of 12 federal disability categories, and to each age group within the age range.

<http://www.ncset.org/publications/viewdesc.asp?id=2130>

Universal Design for Learning and the Transition to a More Challenging Academic Curriculum: Making it in Middle School and Beyond

NCSET Parent Brief

This brief describes universal design, a process for creating environments that support the learning of students with diverse abilities, styles, and needs. In universal design, versatility is built into the environment from the start. Further resources are also provided.

<http://www.ncset.org/publications/viewdesc.asp?id=2165>

Who Are Secondary Students in Special Education Today?

NCSET NLTS2 Data Brief

This report of the demographic characteristics of youth with disabilities participating in the National Longitudinal Study-2 provides important information about factors other than disability that affect the educational and transition experiences of youth with disabilities.

<http://www.ncset.org/publications/viewdesc.asp?id=1008>

Youth Employment

NCSET NLTS2 Data Brief

This NLTS2 Data Brief provides a detailed description of employment trends for youth with disabilities documented within the National Longitudinal Study-2. The NLTS2 has gathered data on work-study employment and regular paid employment of youth with disabilities, with a focus on hourly pay, disability categories, demographic differences in employment, and individual differences such as gender, age, race/ethnicity, and household income in relation to employment. This brief provides a concise and organized presentation of the results, including descriptive graphs.

<http://www.ncset.org/publications/viewdesc.asp?id=1310>

Youth with Disabilities and the Workforce Investment Act of 1998

NCSET Policy Update

This brief contains an overview of the Workforce Investment Act, workforce investment system management structures, and the One-Stop service system. It focuses on youth programs within WIA, and includes information about (a) funding structures and eligibility for youth activities, (b) Youth Opportunities Grants, (c) youth services and activities, (d) performance accountability, and (e) non-discrimination. This brief discusses implications for youth with disabilities in transition from school to work, and the wider benefits to workforce investment systems of effectively serving youth with disabilities.

http://www.ncset.org/publications/policy/2002_12.asp

Youth with Disabilities in the Juvenile Justice System: Prevention and Intervention Strategies

NCSET Issue Brief

This brief provides proactive solutions to juvenile delinquency problems of all youth, including those with disabilities, involved in the juvenile justice system. In particular, the brief focuses on the models of restorative justice and wrap-around services. Information on additional resources is also provided.

<http://www.ncset.org/publications/viewdesc.asp?id=1929>

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Latest Employment Opportunities Posted on NASET

Special Education Teacher

Baltimore, MD and Washington, DC

Job Category: Special Education Teacher Full-Time, Part-Time, & Temp Positions

Special Education Teacher:

We need Certified Special Education Teachers that are available to start right away! Several immediate open positions in all subjects include Art, Math, Physical Education, Science, History, General Ed. and more. We'll even consider General Education Teachers with Special Ed experience. Must be Maryland or DC Certified. Full-time and Temp positions available! If you're a Certified Teacher and looking for employment, get in touch with us to schedule an interview. Our teachers work in schools located in DC and Baltimore metro areas. Demand is extremely high right now so don't delay.

Please call Dave Komorek at 301.276.8262 today!

Our Special Education Teacher must meet these requirements:

- Master's Degree with elementary, middle school or high school teaching experience
- Valid State Teacher Certification
- Strong motivational and communication skills
- The ability to maintain a positive learning environment by utilizing excellent classroom management skills.
- Organizational and basic computer and clerical skills Praxis I & II Provisional License in Special Education

Contact:

Dave Komorek, recruiter

Tel. 301.276.8262
Align Staffing
7474 Greenway Center Dr. Suite #620
Greenbelt, MD 20770

Early Childhood Special Educator

Okinawa, Japan

Job Category: Early Intervention

Description:

Positions available for Early Childhood Special Educators to work with children of American military families stationed overseas! Positions available at Okinawa, Japan. The position works with children in the 0, 1 & 2-year age population in a home-based early intervention program. Relocation, housing stipend, excellent benefits, and generous compensation with tax advantages. Apply Today!

Requirements:

Bachelor's or Master's degree in Special Education, a minimum of two years experience recently working with developmentally delayed children in the 0, 1 & 2-year age population in a home-based early intervention capacity, and a current state teaching license/certification to teach in this capacity

Benefits:

Relocation, health & dental benefits, 401K Plan, four weeks paid time off & ten federal holidays.

Contact:

LynnR@magnummedicaloverseas.com or 800-852-5678 x.156. Fax 513-984-4909

Special Education Teacher

San Rafael and Concord, CA

Job Category: Special Education Teacher

Description:

Join a team that is making a difference in the community! **Anova** is Northern California's most trusted provider of educational, behavioral, and therapy services for children with autism and all types of disabilities. This is a full-time, Contracted (Exempt) position and is based on the number of school calendar days.

The Special Education Teacher is responsible for planning, structuring, implementing and evaluating the behavioral and educational components of their classroom. This position oversees the daily operations of their classroom and assumes responsibility for the design and implementation of IEP goals and objectives. This position supervises and offers guidance to classroom staff to ensure a positive and high quality teaching environment, and ensures compliance with agency policies and procedures and other appropriate regulations and standards.

Requirements:

- Must hold a valid CA Special Education Teaching Credential or Intern Credential.
- At least two years of experience working with developmentally disabled and / or emotionally disturbed students in an environment utilizing an Applied Behavior Analysis approach.
- Must have computer access with internet capabilities.
- Supervisory experience is highly preferred.

Benefits:

Anova benefits include Health, Dental, and Vision Insurance, Term Life Insurance, 403(b) plan, and the Employee Assistance Plan (EAP). All **Anova** employees also participate in training and professional development.

With campuses in three North Bay counties and administrative offices in beautiful wine country, **Anova** employees enjoy the climates, communities, and scenery that make Northern California one of the most desirable places in the world to live and work.

Contact:

Please go to <http://www.anovaeducation.org/careers> to download and submit an employment application. You may also send a cover letter, employment application, and resume via email to

Kelly Obremski at kobremski@anovaeducation.org or call 707-527-7032 for more information.

Special Education Teacher - Preschool

Menlo Park, CA

Job Category: Preschool Special Education Teacher

Description:

Preschool Special Education Teacher' Travel Opportunity!

Mediscan is hiring a full time Preschool SPED Teacher for the 14/15 year on the San Francisco Peninsula. Interested candidates must have appropriate education, credentialing, etc. We are looking for preschool special education credentials. New grads welcome!

Mediscan Therapy specializes in placing clinicians in pediatric settings. We offer a variety of work options from per-diem to travel, giving our employees more opportunities and flexibility. We invest in our employees' professional growth and provide the tools and resources needed to optimize your potential. Come and be a part of Mediscan's growing team!

Requirements:

Must have Bachelor's Degree in Special Education or other related field. Must have preschool credential. New graduates are welcome!

Benefits:

We offer competitive pay, medical benefits, PTO, relocation assistance, and more.

Contact:

For immediate consideration, call 877-630-2044 to speak to one of our recruiting specialists or visit our website: www.mediscan.net to apply online.

Special Education Teachers

California-online delivery

Job Category: Special Education Teachers needed to deliver online services

Description:

Webwise Therapy Services (webwiseeducation.com) offers an innovative way to deliver online special education services to students with special needs from the comfort and safety of their own homes. We are looking for full-time employees and independent contractors.

At WebWise, all special education sessions are delivered online and teachers will work with students via an interactive virtual classroom. Special Education teachers will work from their home office, providing individualized instruction with the support of our team, resource library, and on-going continuing education. Teachers will need a computer, webcam, and a quiet, professional working environment, free from distractions in order to deliver services. Special education sessions are scheduled based on your availability, providing a flexible work schedule. Tutors must have current credentials and at least one year of school-based experience.

WebWise Therapy Services offers a flexible, individualized approach to learning; aligning education with each student's needs and creating a life-long strategy for success regardless of age or grade level.

If you are interested in joining the WebWise team, wouldn't mind making a good income from the comfort of your own home, and also meet the qualifications we've outlined below, then we invite you to submit your qualifications today! (Only qualified candidates should apply) Special Education Teacher responsibilities include the following:

- Manage a caseload of students on either a part-time or full-time basis.
- Provide virtual instruction in accordance with students' IEP goals.
- Develop, write and help implement IEPs.
- Provide progress reports as required.
- Ongoing communication with parents and teacher to ensure IEP goals are being met.
- Maintain accurate and up-to-date data in the company's Learning Management System.
- Other duties as applicable.

Special Education Teacher Requirements:

- Valid Special Education credential in your home state.
- Experience in policy (IDEA) and/or administration with Special Education
- Strong technology skills (virtual classroom experience a plus)
- Strong interpersonal skills
- Ability to deal with cases in ADR
- Flexible schedule

Technology Requirements:

- High speed Internet or DSL service
- A computer with a minimum of 1Ghz processor and 512 MB of RAM
- PC users require Windows Vista or Windows 7 (or newer) operating systems Mac users require Mac OSX 10.6.8 or newer with X11 installed
- A current version of Microsoft Internet Explorer, FireFox, or Chrome
- A microphone and headset
- For computers without a built-in web camera, an external web camera is needed

Benefits:

- Competitive compensation based on experience
- Health insurance and other benefits for full-time employees

Contact:

Sam Fernandez
www.webwiseeducation.com

855-355-WISE (9473)
interviewteam@webwisetutors.com

Certified Special Educator

Baltimore, MD

Description:

SESI is a private company that provides comprehensive special education services for students identified with emotional and behavioral disabilities. We are currently seeking two teachers (HS Math and HS Science) for the 2014 -2015 school year. Our school, New Hope Academy is a unique public-private partnership with Baltimore City Public Schools serving students in grades 6-12. Currently in its sixth school year, New Hope Academy has created a therapeutic academic setting that includes positive behavioral supports, highly structured student protocols, and modified access to the Common Core Curriculum. Potential employees should be highly motivated, flexible, open to giving and receiving feedback, enjoy working as part of a team, and feel comfortable working in an environment where students display severe behavioral issues.

Requirements:

MSDE certified, or eligible for certification, in secondary special education and/or who holds content certification in one or more of the following areas: Science or Mathematics

Benefits:

- Competitive Salary
- Tuition Reimbursement
- Health Insurance
- 401(k) enrollment
- Opportunity for growth
- Structure, support, and supervision
- Opportunity to join leading, national special education organization operating over 55 programs in 11 states and DC

Contact:

Keith Seymour
Director of Growth and Development
Specialized Education Services, Inc.

(301) 807-2393
KSeymour@highroadschool.com

HS Special Education Teacher

Chicago, IL

Job Category: Teacher

Description:

Special Education teachers at Intrinsic provide a mix of co-taught and separate class support for students. Our school has 1:1 technology and a unique 21st century learning environment.

Job Responsibilities:

- 100% commitment to preparing every student for a rigorous four-year university.
- Facilitate student learning by designing lessons, leading small groups and conferencing with students, Provide direct instruction based on student need.
- Lead and own results of an advisory that meets daily.
- Constantly review student level data to inform instruction and student groupings.
- Collaborate with other teachers (gen ed and special ed) across content areas and vertically by content area. Curate lessons via a mix of teacher created lessons and on-line
- supports/programs.
- Support student learning outside the classroom " facilitate clubs, after-school tutoring, attend school/community events, etc.

Requirements:

Certified to teach Special Education in IL High School.

Benefits:

We offer a chance to make huge impact in urban education by creating an academic model that leverages great teaching and the precision of technology to personalize education for each student.

Our team has a unique mix of charter and deep CPS experience that creates a broad range of perspectives. Our special education team will also have access to mentors with 60 years of collective special education experience including district leadership, teacher training and coaching and IEP development.

Finally, we offer a chance to be a part of an elite peer group. We collaborate with some of the most successful traditional charter and district schools and the most innovative schools nationally as we refine our model. The transformations we see starting at our new campus will be shared across the city, the state and the nation to every school ready to install blended classrooms.

Apply at www.intrinsicschools.org/careers

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Upcoming Conferences, Workshops and Events

2014

October

2014 Southwest Conference on Disability Conference

October 7, 2014 - October 14, 2014

Albuquerque, NM

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

The 2014 Southwest Conference on Disability, to be held in Albuquerque, October 7-10, 2014, will feature the themes of: "Disability, Diversity and Social Justice: Looking to the Future Through a Common Lens," "Life After a Brain Injury: Pathways to Increasing Quality of Life," and "Increasing the Quality of Life of Youth in Transition: Breaking Down Barriers."

November

Leaders for Life: No Limits – No Boundaries

Conference

November 6, 2014 - November 8, 2014

Cleveland, OH

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

The Division on Career Development and Transition (DCDT) 2014 conference, “Transition Rocks,” will be held November 6-7, 2014, in Cleveland, OH. The conference’s transition related strands will include transition assessment, cultural diversity, postsecondary education and employment, family involvement, community partnerships, and others. The DCDT webpage includes information about the conference, pre- and-post conference activities, and how to register for the conference.

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Funding Forecast and Award Opportunities

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

<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.

FY 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.

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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Acknowledgements

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

- Committee on Education and the Workforce
- FirstGov.gov-The Official U.S. Government Web Portal
- National Center on Secondary Education and Transition, an electronic newsletter of the National Center on Secondary Education and Transition (NCSET), available online at <http://www.ncset.org/enews>. NCSET is funded by the U.S. Department of Education, Office of Special Education Programs.
- National Collaborative on Workforce and Disability for Youth
- National Dissemination Center for Children with Disabilities
- National Institute of Health
- National Organization on Disability
- Substance Abuse and Mental Health Services Administration
- U.S. Department of Education
- U.S. Department of Education-The Achiever
- U.S. Department of Education-The Education Innovator
- U.S. Department of Labor
- U.S. Food and Drug Administration

- U.S. Office of Special Education
- U.S. Department of Health and Human Services

The **National Association of Special Education Teachers (NASET)** thanks all of the above for the information provided for this edition of the ***NASET Special Educator e-Journal***.

NASET Application for iPad and iPhone



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