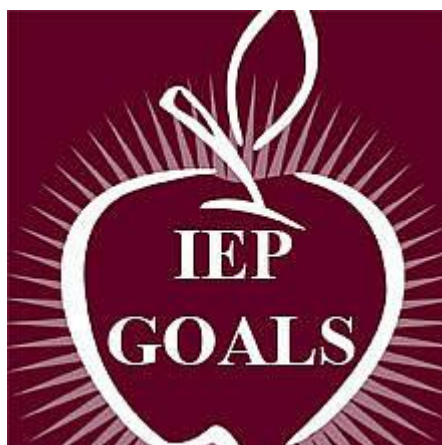




Table of Contents

- [Update from the U.S. Department of Education](#)
- [*Experiences of Parents of Children with Autism Spectrum Disorder \(ASD\) when Dealing with Schools Regarding their Children's Education - - Sheila Bravo, Florida International University*](#)
- [Parent Involvement and Advocacy in Special Education - - Kristin Rodriguez, Florida International University](#)
- [Buzz from the Hub](#)
- [Legislative Announcements, Calls to Participate and New Projects](#)
- [Latest Employment Opportunities Posted on NASET](#)
- [Upcoming Conferences and Events](#)
- [Funding Forecast and Award Opportunities](#)
- [Acknowledgements](#)

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Update from the U.S. Department of Education

New Report Shows Greater Need for Access to High-Quality Preschool for America's Children

The U.S. Department of Education released a new report today detailing the unmet need across the country for high-quality preschool programs.

According to the report, *A Matter of Equity: Preschool in America*, of the approximately 4 million 4-year olds in the United States, about 60 percent – or nearly 2.5 million - are not enrolled in publicly funded preschool programs, including state preschool programs, Head Start and programs serving children with disabilities. Even fewer are enrolled in the highest-quality programs.

The report highlights the need for an Elementary and Secondary Education Act (ESEA) that expands access to high-quality early learning opportunities and makes the law preschool through 12th grade, rather than K-12. Secretary of Education Arne Duncan discussed the report today during a visit to Martin Luther King Jr. Early Childhood Center in Phoenix, Arizona.

“This new report shows that we are a long way from achieving full educational opportunity in this country. Students have made enormous progress in recent years, thanks to the hard work of educators, families and the students themselves, but we have so much farther to go, and making high-quality preschool available to all families who want it must be part of that,” Duncan said. “We’ve made key investments in early learning, but we need to do more. Expanding access to high-quality preschool within the reauthorization of ESEA will narrow achievement gaps, and reflect the real, scientific understanding that learning begins long before a child enters kindergarten.”

Advances in science and research have proven the important impact that preschool programs can have on children’s learning, but unfortunately too many children still do not have access to these programs. Latinos are the United States’ fastest growing and largest minority group, making up a quarter of 3- and 4-year-olds, yet they have the lowest preschool participation rates of any major ethnicity or race – 40 percent as compared to 50 percent for African-American children, and 53 percent for white children. In addition, children from low-income families are less likely to be enrolled in preschool than their peers – 41 percent compared to 61 percent. African-American children and children from low-income families are the most likely to be in low-quality settings and the least likely to be in high-quality settings. All children need access to high-quality preschool to prepare them for kindergarten and to close the opportunity and achievement gaps

For some children when they enter kindergarten, huge educational gaps exist. White students have higher reading and math scores than students of color. Scores on reading and math were lowest for kindergartners in households with incomes below the federal poverty level and highest for those in households with incomes at or above 200 percent of the federal poverty level. Children at risk for academic failure, on average, start kindergarten 12 to 14 months behind their peers in pre-literacy and language skills. Without access to quality preschool, students of color, and children from low-income families, are far less likely to be prepared to start kindergarten than their peers.

High-quality preschool provides benefits to society of \$8.60 for every \$1 spent, according to the White House Council of Economic Advisors December 2014 report, *The Economics of Early Childhood Investments*, about half of which comes from increased earnings for children when they grow up. An impressive coalition of education, business, law enforcement, retired military, child advocacy groups, and faith-based leaders and 70 percent of voters said in a recent Gallup poll that they would support increasing federal funding to make sure high-quality preschool programs are available for every child in America.

The Obama Administration has made significant investments in early learning through the Early Learning Challenge and the Preschool Development Grants programs. The grants lay the groundwork for states to be prepared for the proposed Preschool for All program. The Administration has asked for an increase of \$500 million for Preschool Development Grants in the FY16 budget request to expand this opportunity to more states, the Bureau of Indian Education, tribal educational agencies, territories, and the outlying areas.

Preschool Development Grants support states' efforts to build or enhance their infrastructure to provide high-quality preschool programs, and expand programs in high-need communities. The \$250 million awarded to 18 states will benefit more than 33,000 additional children in 200 high-need communities, where families have little or no access to affordable, high-quality preschool. With additional funding, the Department could have provided high-quality opportunities for many more children in the 36 states that applied.

New Guidance from U.S. Department of Education Reminds Schools of Obligation to Designate Title IX Coordinator

The U.S. Department of Education's Office for Civil Rights today released a guidance package emphasizing the responsibility of school districts, colleges and universities to designate a Title IX coordinator. The package also contains an overview of the law's requirements in several key areas, including athletics, single-sex education, sex-based harassment, and discipline.

Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex in all education programs or activities that receive federal financial assistance.

"A critical responsibility for schools under Title IX is to designate a well-qualified, well-trained Title IX coordinator and to give that coordinator the authority and support necessary to do the job," said Catherine E. Lhamon, assistant secretary for civil rights. "We hope that these documents will help schools understand their obligations under Title IX."

The guidance package released today includes three documents:

- A Dear Colleague Letter to school districts, colleges, and universities reminding them of their obligation to designate a Title IX coordinator.
- A letter to Title IX coordinators that provides them more information about their important role.
- A Title IX resource guide that includes an overview of Title IX's requirements in several key areas, including recruitment, admissions and counseling; financial assistance; athletics; sex-based harassment; treatment of pregnant and parenting students; and discipline—all topics that frequently confront schools and their Title IX coordinators.

Since the issuance of Title IX regulations in 1975, school districts, colleges, and universities receiving federal financial assistance from the Department of Education have been required to designate at least one employee to coordinate the recipient's compliance with Title IX.

OCR's mission is to ensure equal access to education and promote educational excellence throughout the nation through the vigorous enforcement of civil rights. The office is responsible for enforcing federal civil rights laws that prohibit discrimination by educational institutions on the basis of disability, race, color, national origin, sex, and age, as well as the Boy Scouts of America Equal Access Act of 2001. For more about the office, [click here](#).

Statement from U.S. Secretary of Education Arne Duncan on Senate HELP Committee's Markup of the No Child Left Behind Act

I applaud the leadership of Chairman Alexander, Senator Murray and the members of the HELP Committee on the important steps taken this week to advance a bipartisan proposal to reauthorize the Elementary and Secondary Education Act. It is long past time to replace No Child Left Behind with a law that ensures continued progress and opportunity for America's children. The bill now honors the widespread bipartisan call to expand access to high quality preschool. The bill also makes a critical investment in innovation and scaling what works. However, to live up to ESEA's legacy of advancing equity and providing opportunity for every child, we join with numerous civil rights and business groups in urging that further significant improvements be made to the bill to create the law that America's children deserve. Every family and every community deserve to know that schools are helping all children succeed - including low-income students, racial and ethnic minorities, students with disabilities and students learning English. And they deserve to know that if students in those groups fall behind, their schools will take steps to improve, with the strongest action in the lowest-performing 5 percent of schools. In addition, we should ensure that educators have the resources they need, and that federal dollars reach the most vulnerable students they are intended to support. I am encouraged that this week, members of

the HELP Committee recognized the need to strengthen the bill's accountability measures as this legislation advances in the Senate. I look forward to continuing to work with Congress on that effort.

Secretary Duncan Announces Education Department's First-Ever Guide for Ed Tech Developers

U.S. Secretary of Education Arne Duncan today announced the first-ever guide for developers, startups and entrepreneurs from the department's Office of Educational Technology (OET).

The Ed Tech Developer's Guide: A Primer for Developers, Startups and Entrepreneurs is a free guide that addresses key questions about the education ecosystem and highlights critical needs and opportunities to develop digital tools and apps for learning. Written with input from knowledgeable educators, developers, and researchers who were willing to share what they have learned, the guide is designed to help entrepreneurs apply technology in smart ways to solve persistent problems in education.

"Technology makes it possible for us to create a different dynamic between a teacher and a classroom full of students. It can open up limitless new ways to engage kids, support teachers and bring parents into the learning process," Duncan said, addressing the ASU+GSV Summit 2015 in Scottsdale. "We need tools designed to help students discover who they are and what they care about, and tools that create portals to a larger world that, in the past, would have remained out of reach for far too many students."

Richard Culatta, director of educational technology, added, "The demand for high-quality educational apps is increasing as communities become more connected, devices become more affordable, and teachers and parents are looking for new ways to use technology to engage students. Yet, many existing solutions don't address the most urgent needs in education. Opportunities abound for software designers and developers to create impactful tools for teachers, school leaders, students, and their families."

Education tools are needed to improve mastery of academic skills, foster and measure non-cognitive skills, embed formative assessments, engage families, support college and career exploration, provide job-embedded professional development, improve educator productivity, increase access for all students and close achievement gaps.

"All students have the right to an equitable education," Culatta said. "This right should not be affected by geographic location, family income, or any other demographic factor. Ed tech tools have the potential to close the opportunity gap by providing access to rich educational experiences not available in all communities, for example, virtual labs and field trips, advanced coursework, access to field experts, and opportunities to interact with students around the world."

The guide also stresses the importance for developers and entrepreneurs to work with educators at every stage of development to make the best possible educational tools and apps.

[To top](#)

Literature Review -- Experiences of Parents of Children with Autism Spectrum Disorder (ASD) when Dealing with Schools Regarding their Children's Education

By Sheila Bravo

Florida International University

The present literature review will explore the importance of collaborative relationships between schools and parents. It will focus on specific reasons for parental dissatisfaction with school systems found in the existing literature in the United States and abroad. It will depict common difficulties in building productive relationships with parents. To add the voice and perspectives of the population being explored, interviews with two parents will also be included.

Parental Involvement

Autism spectrum disorder (ASD) is a neurological condition characterized by impairments in communication, social interaction and repetitive and/or stereotyped behaviors. The growth of autism in the population has been steady and some consider it an epidemic, with the latest incidence in the United States being 1 in every 68 children identified as having an ASD by the Centers for Disease Control and Prevention's (CDC's) Autism and Developmental Disabilities Monitoring Network (ADDM, 2014). Given the documented growth in diagnosed cases of ASD, it is recommended that school systems be prepared to provide quality services for students with autism by being able to meet their specific educational needs.

An important variable in students' success is parental involvement. Parent-teacher collaboration should be ongoing to produce positive results. To guarantee parental participation in the development of educational plans for their children, legislation has been drawn such as Public Law (P.L.) 94-142 (Education for All Handicapped Children Act, 1975) that mandates parental participation on Individual Educational Programs (IEP) meetings to help design educational services for students receiving special education services. It is important to note that legislation alone is not enough to ensure parental participation and it becomes pertinent to focus on the experiences that parents have when dealing with the school systems. Disability advocacy can be an overwhelming experience for parents and may prevent them from fully participating in their children's education. Yet, parents of students with ASD tend to become very involved in their children's education, becoming very knowledgeable and acting as advocates for their children's rights.

According to Tucker and Schwartz (2013), who reviewed the results of an internet survey of 135 parents regarding their perceptions on collaboration and conflict between school personnel and parents, the parents participating in this survey considered they were highly involved in their children's educational progress. As documented, this was facilitated by their school districts and resulting from taking their input into consideration and communicating and planning regularly with them regarding their children's education.

Zablotsky, Boswell, and Smith (2012), reviewed a national sample of parents from the 2007 Parent and Family Involvement in Education survey, conducted by the US Department of Education, National Center for Educational Statistics, 2006-2007, and found that parents of students with ASD tend to be more involved with their children's education.

Specifically, parents of children with ASD were more likely to participate in conferences with the teachers, attend meetings with school counselors, and help their children with their homework, IEP goals, among others.

Consistent with these studies, both parents interviewed were very involved in their children's education, participating in IEP meetings, helping with homework, communicating with teachers and other school staff, and any other opportunities to do so.

Reasons for Parental Dissatisfaction

Within the context of disability status, there are several reasons for parental dissatisfaction with school systems. One of the reasons cited by parents is a lack of understanding of the specificities of ASD that seems to be lacking among teachers and other school personnel. Montes, Halterman, and Magyar (2009) reviewed the results of the 2005-06 National Survey of Children with Special Health Care needs, which included 40256 parents of children with disabilities between 0-17 and compared access to, and satisfaction with school and community health resources between parents of children with ASD and other disabilities. They found that one of the problems that parents complained about relates to lack of appropriate teacher training regarding the teaching of children with ASD. Additionally, Montes et al. also reported parents' dissatisfaction in the area of providing additional services when requested and documented in the IEP.

A study by White (2013) focused on the complaints filed by parents of students with ASD in the Midwestern US. Specifically, 97 electronic summaries of complaints filed between 2004 and 2009 were reviewed. Similarly to what Montes et al. (2009) found, White also reported that a common complaint among parents was lack of staff qualifications. Along this vein, Tucker and Schwartz, et.al (2013), found that parents had mixed opinions regarding the level of knowledge of school staff regarding their child's disability.

Sciutto, Richwine, Mentrikoski and Niedzwiecki (2012) conducted a study with 97 participants (students and parents) and found that most participants considered the understanding of Asperger syndrome (AS) that teachers and other school personnel have an area where further training is needed.

In contrast to what the studies discussed portrayed, in the two sample interviews conducted, it was found that the parents interviewed did not have concerns regarding staff qualifications or knowledge about ASD. One of the parents considers that, because autism is a spectrum and children with ASD are very different from one another, it is the parents' job to inform school staff of their child's interests, likes, and dislikes to make sure that his/her needs are being met.

Another reason for parental dissatisfaction found in several studies addresses parental input and participation in IEP meetings, as well as communication with school staff.

Tucker and Schwartz, et.al, indicated that parents participating in their survey pointed out that educators not always valued their participation as equal members of the IEP team. Input and communication between parents and school professionals were noted as sources of conflict by parents. Parents and professionals frequently disagreed about IEP content such as goals, services provided, instruction, discipline, and placement.

Zablosky, et.al., found that parents of students with ASD are most unsatisfied with the level of communication with their children's schools regarding placement in a classroom and/or group. The authors also found a positive correlation between parental involvement with school activities and their satisfaction with the school. This positive correlation between involvement and satisfaction was also seen in the interviews conducted with both parents who are overall satisfied with their children's education and are very involved in their children's schools.

White, et.al, found that one third of the complaints filled by parents were related to their participation not being taken into consideration by the schools, citing lack of parental input and participation in the education process, as well as a break-down in communication between them and the schools.

Despite the legal nature of the documents addressing educational services for individuals with disabilities, some of the complaints purport schools failing to provide Procedural safeguards, written notifications, copies of IEPs, adequate notices about meetings, amongst others. Parents also complained about not having been provided with the appropriate consent forms addressing change of placement and evaluations.

Starr and Foy (2012) surveyed 144 parents of children with ASD and found that the parents surveyed in their study noted the lack of collaboration and communication as a major source of dissatisfaction.

Once again at odds with the studies depicted, the parents interviewed for this literature review, feel that their input is taken into consideration most of the time. One of them said that sometimes he does not agree with the frequency of additional services, such as speech therapy, considering that it should be more frequent; but that the school does not have the resources to provide those services as frequently as he would like. The other parent considers that her input is taken into consideration because she has become an advocate for her child and is very knowledgeable; otherwise, the school system would provide her son with the minimum services.

Another documented area of dissatisfaction reported by parents of students with ASD, relates to transition between early intervention services and school services. According to Montes, et.al., parents complained that transition between early intervention services and school is very difficult because the first one is family centered and the second one is centered on education. Early intervention targets problems related to the disability that affect the family as a whole, such as sleep problems, feeding, among others. Whereas school systems tend to only focus on education, Montes et al. investigated access to community and school health care services and compared the levels of satisfaction with those services between parents of students with ASD and parents of children with other special health care needs. The study found that parents of children with ASD were 3 times more likely to encounter difficulties accessing community and health care services for their children than parents of children with other needs. Among the problems reported to access services were lack of qualified staff to attend their children's needs and services, as well as communication and information difficulties that impeded them to access services. Both of which seem to confirm the findings discussed earlier by Montes, et.al., 2009; Sciutto, et.al., 2012; White, 2013; and Tucker, et.al.,

The parents interviewed did not express any problems in their children's transition to school.

Other areas of dissatisfaction for parents were behavior and discipline. White, et.al, found that 24 % of the complaints filed dealt with behavior management techniques applied by schools and the related disciplinary actions. Parents complained that Functional Behavior Assessments (FBA) or Behavior Intervention Plans (BIPs) had not been established or, that when BIPs were in place, the steps outlined in the plans had not been followed. It is pertinent to note that Sciutto, et.al, found that behaviors of students with ASD are sometimes misunderstood by school staff, thus suggesting the need for further teacher training. Starr, et.al, found that the parents whose children had been suspended thought that the main reason for the suspensions was the school staff's inability to deal with the child's behavior. The children of the parents interviewed have not experienced any behavioral difficulties.

An area of general dissatisfaction found throughout the literature targeted the students' IEPs. The difficulties in this area may arise from differences in the composition of the IEP and also from difficulties with the implementation of the goals, services and accommodations. White, et.al, found that some of the issues regarding IEPs are related to goals not being measurable, IEPs not specifying service provision details, such as duration of services, frequency, among others. Also, parents complained about accommodations, services and support systems not being available and implemented in a timely manner and as documented in the IEP. One of the parents interviewed said that services and accommodations are provided as written because she makes sure that this happens and that teachers are aware of accommodations and services, frequency of services, among others. The other parent had no complaints in this area.

The dissatisfaction with school systems regarding the teaching of students with ASD seems to transcend frontiers among countries and is found in literature from different parts of the world. As evidence, Brown, Ouellette-Kuntz, Hunter, Kelley and Cobigo (2012) conducted a cross-sectional survey of 101 Canadian parents of school-aged children diagnosed with ASD and found that parents regularly reported that their children have unmet needs regarding social activities, information about services and continuous service provisions.

In line with the international trends documented, another study by Keenan, Dillerburger, Doherty, Byrne, and Gallagher (2009) explored the issue of diagnosis and forward planning for children with ASD in Ireland. The study found that parents felt that their views were not taken into consideration when developing their children's educational plans, especially if the views differed from the ones expressed by professionals. In agreement with this study, one of the parents interviewed had difficulties when his child was first placed in a classroom and expressed a similar view about the IEP team not listening to their opinions, but the situation was rectified in a later meeting. The other mother interviewed also had difficulties when her child started receiving educational services and had to insist to receive the services that she considered were necessary. She strongly believes that her son receives the services necessary because she is a strong advocate for his rights; otherwise, the school system would not provide the necessary services to meet his needs.

In a study by Tissot (2011) that examined the perceptions of parents and local authorities regarding obtaining appropriate educational placement for children with ASD, parents reported that they found the process of placement to be stressful, bureaucratic and lengthy. The authors concluded that communication between parents and local authority personnel has to be improved. Contrary to this study, the parents interviewed did not express difficulties obtaining an appropriate placement for their children or having difficulties communicating with the school.

After reviewing the literature about experiences and perceptions of parents of students with ASD some commonalities have been found. One of them is the fact that parents of students with ASD tend to be very involved in their children's education, which was also found in the interviews. Among the areas that create dissatisfaction in parents are the lack of staff qualifications and knowledge about ASD; insufficient importance given to parental input and participation on IEP meetings and inadequacy of the level of communication; difficulties with transitions between early intervention services and school services; and finally, problems with behavior management and discipline. At odds with these findings, the parents interviewed did not have complaints in relationship to any of these areas and, although they considered that some areas can be improved and more services should be provided, they were overall satisfied with their children's education.

Nevertheless, it is important that schools review complaints that parents may have in order to establish more productive relationships and collaborations that will ideally benefit students with ASD.

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[To top](#)

Parent Involvement and Advocacy in Special Education

By Kristin Rodriguez

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Abstract

This is a literature review discussing the topic of parent involvement and parent advocacy in the area of special education. Parent involvement and advocacy in special education is an important topic and needs to be further researched in order to help parents better understand how to become advocates and ensure their involvement in their child's education. This literature review discusses six articles that are related to parent involvement in special education and special education advocacy. During this review it was found that although parent collaboration is required by law through IDEA parents are not always included in the decision making process for their child's education especially when it comes to families of diverse cultures. Parents need to ensure that they are included in the decision making process and that they make their voices heard during meetings.

Literature Review

There is some research on parent involvement and a student's education and on parent advocacy for students with disabilities. Research has shown that parent participation does have an impact on a student's success in school. Parent involvement and advocacy for students with disabilities is an important factor to help ensure the student's success and that they are receiving the services and accommodations necessary and required to help them demonstrate their full capabilities. This literature review is going to discuss some of the research on parent involvement specifically related to the area of exceptional student education and parent advocacy for students with disabilities.

Parent Involvement

Parent involvement has a big impact on a student's success in school and the quality of their education especially when it comes to students with disabilities. Chen and Gregory (2010) researched parent involvement during the Prereferral Intervention Team Process (PIT Process). They did an anonymous records review and choose 88 PIT cases from 14 out of 16 elementary schools from 2005-2006 school year. They looked over the records with a six person research team and measured parent involvement in two ways. They looked at whether or not the parent attended the PIT meetings and if they implemented the interventions. The results indicated that "parents were present at both the initial and first follow-up meeting in 43% of the cases, and they were present at one of the two meeting in another 43%" (Chen & Gregory, 2010, P.452). The results also showed that "In the remaining 14% of the cases, parents did not attend either meeting. Parents were actively involved in implementing PIT interventions in 44% of the cases" (Chen & Gregory, 2010, P.452). A correlation was found between parents who attended the meetings being more likely to implement interventions versus parents who did not attend the meetings.

One study surveyed parents of children with autism on their satisfaction of the education of their child. Starr and Foy (2010) surveyed 168 parents who volunteered for the study and had children with autism.

Out of the 168 parents who were surveyed 91% returned the surveys and 144 of the returned surveys were included in the study. The survey focused on five main topics: school suspensions, attitudes of others toward the child, satisfaction or dissatisfaction with education, what parents feel their children need, and ultimate goals for the child. The results for school suspension indicated that “a total of 15.4% (n=22) of children in the sample had been suspended at some point in their school career. All parents whose children had been suspended believed that the reason behind the suspension was the inability of the school staff to deal with the child’s behavior” (Starr & Foy, 2010, P.210). Research found that some of the parents were told to take their children home due to behavior concerns. In regards to attitudes of others toward the child many of the parents had specified feeling prejudice, fear and even resentment from other parents and members of the school staff.

Starr & Foy (2010) research found the following:

Numerous other categories of perceived fear and resentment were mentioned by the parents and included (a) issues related to their child’s behavior and the assumption that behavior difficulties are all discipline related (e.g., “Teachers accusing me of ‘not warning them,’ complaining that my daughter should have ‘grown out of this by now’ . . . [and a] comment from [a senior kindergarten] teacher—She needs a good spanking.”), (b) lack of understanding and ignorance of the disability (e.g., “I do not feel teachers know what to do with her—they don’t know how to modify so she sits and does nothing or colours”), and (c) fear of the child on the part of school personnel or other parents (e.g., “Parents were afraid my son would pinch or bite their child, also the teachers were afraid of that and for themselves too. (P.211)

When it came to parent satisfaction with the child’s education the results found that parents with younger children were more satisfied than parents with children who were in fourth grade or higher. The results indicated that, “a major source of dissatisfaction was the fact that many parents felt the education system was not meeting the needs of their children” (Starr & Foy, 2010, P.211). The parents also felt dissatisfied by the seeming lack of awareness about ASD by the staff and administration at the school.

Another related study looked at how parents may obtain advocates to help them affirm their rights and how advocates can be trained. Burke (2013) researched parental involvement, the barriers to parental involvement, and two models for training special education advocates. In the research it was found despite the IDEA requiring parental involvement and collaboration that parental involvement is still lower when it comes to special education in comparison to head start and other programs. Some of the barriers to parent involvement were the parents not feeling like they had equal say in their child’s education and IEP meetings and the ineffectiveness of the procedural safeguard. This article researched two models for training special education advocates, The Special Education Advocacy Training (The SEAT) and The Volunteer Advocacy Project (The VAP). The SEAT project used a formal curriculum to train their advocates and the participants had to meet six competencies and in 115 hours of classroom instruction and 115 hours practicum experience over 4 months. There were face to face classes and coursework over the 4 months and an instructional team of a special education advocate, parent to parent support professional, and a special education lawyer.

Burke (2013) research found the following:

Participants gained experience in the following area: knowing how to find information, grasping and discriminating between federal and state law, using analytical skills, understanding unauthorized practice of law, negotiation between parties, communicating orally and in writing, identifying issues, addressing parent concerns, and acting in a professional manner. (P. 229)

The SEAT participants consisted of three different cohorts of totaling 144 people. According to the study, “trainees could not be convicted felons, law students, practicing attorneys, school or state educational agency employees, or school board member. The majority (80%) of the participants were parents of children receiving special education services” (Burke, 2013, P. 229). The VAP however, was a voluntary program that only required participants to complete two competencies and did not consist of any face to face classes and coursework. The VAP had five different cohorts totaling 129 participants and there were no exclusion criteria for the participants. According to the article, “59.1% of participants were parents of children receiving special education services” (Burke, 2013, P. 230). Some of the most important issues that still need to be researched is documenting the need for a special education advocate, and figuring out the best way to train advocates.

Advocacy

Parents being advocates for their children with disabilities are important. Parents need to become empowered to fight for what their children need and should be getting according to their IEP or 504 plans. Allen (2013) discusses her experience being a professional advocate for ESE students and parents and being a parent of a child with a disability at the same time. Some of the points that were stated for other parents who might be in a similar situation was to make being mom the first job and make sure that you remember you do not always know everything. She also spoke about trusting the therapists to do their job and support the therapist but not to try to do their job for them. Allen (2013) indicated that all environments come with their challenges and no environment is perfect. As stated in the article, "My child does not need to be "fixed." She is beautiful and capable in her own way and I must support her in reaching her fullest potential" (Allen, 2013, P. 202).

Another related article used focus groups to get the parent's perspective on special education and inclusion practices. Hess, Molina, and Kozleski (2006) conducted focus groups with parent of students with disabilities to find out what roles they played in the decision making of their child's education and what their feelings on the special education service models were. They used 27 parents of children with disabilities and the children's disabilities ranged from emotional disorders, learning disabilities and cognitive disabilities. The participants were identified by school psychologists from eight elementary schools in the district. They intentionally choose parents of diverse cultural, ethnic, and linguistic backgrounds.

Hess, Molina, and Kozleski (2006) study found the following:

for parents, a dichotomy emerged between passive compliance with educational decisions and learning to become an advocate for one's child. The next theme concerned teachers and their dual role as an expert and as the family's main support system with the school. Finally, the organization and climate of schools and the ways that they address the needs of families were presented. (P. 151)

The goal of this study was to clarify the issues voiced by the parents in the focus groups and they found that regardless of cultural, ethnic, or linguistic background a lot of the parents shared the same concerns. The most important thing learned from this study is the need to teach parents how to be advocates for their own children and empower them to take action when it comes to decision making for their child's education. The families need to be given the necessary information and told where they can find the information child's educational rights and options and they need to become equal partners in the process and feel like they actually are equal partners.

One article looked at the equity and advocacy expectations for involvement in special education for culturally diverse families. Kalyanpur, Harry, and Skrtic (2000) researched the barriers of collaboration and implications for professional education when it comes to parent involvement in special education of culturally diverse families. Some of the issues indicated were the lack of effort on behalf of the school personnel to obtain parent input when it comes to decision making, not scheduling the meetings at times that are accommodating to the parent's schedule, and sending home information that is not in the home language or in easy terms for non-education professionals to be able to easily understand. Although IDEA entitles parents to collaborate with professionals it is also implied that it is up to the parent to ensure they are made a part of the decision making process for their child. Parents from culturally diverse families may not realize that they need to take action to make themselves part of the team and ensure their collaboration.

Kalyanpur, Harry, and Skrtic (2000) state the following:

The values of equity, individual rights, and freedom of choice imbedded in the legal requirement for parent participations. These imbedded values contribute to two expectations for parents in the decision making process: the expectations of equity and advocacy. The equity expectation assumes that parents will be considered partners with professionals in ensuring an appropriate education for their child with disabilities, while the advocacy expectation assumes that parents will choose to participate in the decision making process, make their service preferences know, and seek redress if these requests are not responded to. However the equity expectation conflicts with the hierarchy of professional knowledge and status that is a product of the positivist paradigm, while the advocacy expectation makes the assumption that all families subscribe to the values of individual rights and freedom of choice. (P. 122)

Despite the legal efforts to create parent professional collaboration it is still difficult to achieve because the professional knowledge is still given more weight since it is scientifically based and seen as objective while the parents' knowledge of their own children are seen as subjective. When it comes to parents from culturally diverse backgrounds or low socio-economic backgrounds the parent professional collaboration becomes even more difficult to achieve because the child's culture or background could be seen as a fault.

As Kalyanpur, Harry, and Skrtic (2000) stated:

Professionals implementing the special education mandate for parent participation are operating with in a cultural context often without an awareness of its imbedded values or the barriers that might impede collaborations with families from low socio-economic and culturally diverse backgrounds. This situation indicates the need for professional education to incorporate approaches that would allow professionals to recognize the cultural underpinnings of their practice towards a more effective and balanced advocacy. (P. 130)

Conclusion

Parent participation and involvement in their child's education is paramount; especially for parents of students with disabilities becoming involved and becoming empowered to take action and ensure that you are an equal participate in their education and decision making can make a big difference in their future success in school. Parents need to be shown how to become advocates and where they can access the information need about their child's rights and how to get what they need. Professionals also need to ensure they are helping parents become equal participants and advocates for their children. Parent's knowledge about their own children should not be considered objective just because it is not scientifically based. Professional assessments cannot always tell you all there is to know about a child even though they are scientifically based. More research needs to be done on how to help parents become involved and become advocates for their children; especially when it comes to parents from low socio-economic and culturally diverse backgrounds. These parents need to know what to do and how to take action and ensure they are active participants in their child's education.

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Buzz from the Hub

To access everything below in this section from Buzz from the Hub, visit:

<http://www.parentcenterhub.org/repository/buzz-march2015/>

New Resources in the Hub

What's new in the **resource library**? Here's 1 newbie (on IEPs) and a reminder about 2 recent newborns.

Guidelines for working with interpreters.

In this document you'll find tips on working with a bilingual interpreter, including what to do before, during, and after an interpreted event. Could certainly be useful at many, many IEP meetings...

Access to and examination of records | Training module.

Last week we "buzzed" you about the final training module published in NICHCY's *Building the Legacy for Our Youngest Children with Disabilities*—Module 12. The module looks at parents' right to the confidentiality of personally identifiable information in their child's early intervention records, as well as their right to inspect and review those records. The module includes a slideshow presentation, trainer's guide, and handouts for participants. Happy training!

Did you miss the webinar on Self-Advocacy Skill Building?

No problem! The archive of last week's webinar on helping youth with disabilities become effective self-advocates is now posted at the Hub, so you can catch all the details (especially Josie Badger's presentation!), view the slideshow, and download the handout.

Spotlight on ... IEP Resources

Parent Center staff and the families you serve have to be quite knowledgeable about IEPs—what IDEA requires IEPs to include, what type of questions to ask in IEP meetings, how a student's disability may affect the type of information that's put into his or her IEP. Use the resources below to refresh your memory, train new staff, and connect families with information relevant to their situation.

The short and sweet IEP overview.

This quick summary comes from NICHCY, introduces IEP basics, and connects readers to the increasingly more detailed information that's available in the *All About the IEP* suite. Available in **Spanish** as well.

Don't forget about the "special factors" to be considered by the IEP team.

IDEA lists five special factors that IEP teams need to consider and how any of these can affect student learning and, thus, what's included in the IEP. Those special factors are: behavior, limited English proficiency, blindness or visual impairment, the communication needs of students who are deaf or hard of hearing, and assistive technology.

Placement in the regular classroom | Providing necessary supports.

A student's placement may be decided during the IEP meeting. IDEA clearly states that students with disabilities are supposed to be educated in regular education classrooms alongside their peers without disabilities to the maximum extent appropriate. So how is placement decided? What resources are available to support students with disabilities in the regular classroom?

Read ***Considering LRE in Placement Decisions***

Have a look at ***Supports, Modifications, and Accommodations for Students***

Also consider ***Supplementary Aids and Services***

Make sure the student's workbooks and materials are accessible.

The AEM Center focuses on the importance of accessible educational materials (AEM) for students with print disabilities. Check out the Center's resources on the subject and share these with the families you serve.

New brief | This brief explores components of the IEP where it might be appropriate to refer to a student's need for and use of AEM.

Webinars | AEM has lots of great videos, all archived at the Center and thoroughly exploring the subject of AEM in the IEP.

Resources You Can Share with Families: Writing or Updating the IEP

This section of the newsletter identifies useful IEP resources that you might share with families or mention in your own news bulletins.

Developing your child's IEP: A parent guide in English and Spanish.

This detailed guide for parents covers what's required in an IEP, who develops the document, what to expect at an IEP meeting, tips for parents, and what to do if you don't agree with some aspect of the draft IEP. From NICHCY and vetted by OSEP. Also available in **Spanish**.

IEP meeting checklist for parents.

From SPAN of New Jersey, this checklist provides an outline of how to prepare for and what to expect at the IEP meeting.

Students on the IEP team.

Students themselves have vital information to share at IEP meetings. The IEP is about them, after all, about their education and their life. Students have the right to attend the meeting where their IEP is developed and must be invited when they're 16. So get those students involved!

Resources Just for Parent Centers

This section of the CPIR's newsletter focuses on the many priority areas that Parent Centers have, with a special emphasis on the **14 topics** that OSEP has identified as important for Parent Centers and the CPIR to address.

This month, we are again focusing on effective educational practices for improving student outcomes. These resources may also be relevant in your state's work on the SSIP in 2015, so keep them in mind for the future.

The 5 stages of implementation.

The National Implementation Research Network (NIRN) reviewed more than 2,000 articles on the implementation of programs and identified five main stages of successful implementation. Here's a quick read.

Implementation quick start.

This 5-minute presentation provides a quick overview of implementation science and the NIRN's *Active Implementation Frameworks*.

How to use implementation science to improve outcomes for children.

This article outlines how the science of implementation and the use of evidence-based *Active Implementation Frameworks* can close the research-to-practice gap in early childhood and ensure sustainable program success.

The deep well of info at the Active Implementation Hub.

The Active Implementation Hub is a free, online learning environment for use by any stakeholder involved in active implementation and scaling up of programs and innovations. The site goal is to increase the knowledge and improve the performance of persons engaged in actively implementing any program or practice.

[To top](#)

Legislative Announcements, Calls to Participate and New Projects

States Moving Forward On ABLE Accounts

<http://www.disabilityscoop.com/2015/03/13/states-moving-forward-able/20131/>

The recent federal Achieving a Better Life Experience (ABLE) Act provides a way for people with disabilities to save without risking their government benefits, and now most states are working to make the new accounts available. The ABLE Act, signed late in 2014 by President Barack Obama, lets people with disabilities open special accounts where they can save up to \$100,000 without jeopardizing eligibility for Social Security and other government programs. Before the accounts can become available, however, states must put regulations in place. To date, lawmakers in more than half of states have taken steps to create the new savings vehicles, advocates say.

2016 Learning Disabilities Association of America Conference Call for Proposals

<http://ldaamerica.org/>

The 2016 Learning Disabilities Association of America Conference will be held in Orlando, Florida, February 15-18, 2016, and the conference is seeking submissions. Anyone wishing to present a paper, conduct a workshop, provide an informational session, or make a formal presentation is invited to submit a proposal. Deadline for submissions is May 15, 2015.

Autism Speaks Putting New Focus on Adults

<http://www.disabilityscoop.com/2015/02/03/autism-speaks-focus-adults/20019/>

After prioritizing the needs of children for years, Autism Speaks, the nation's largest autism advocacy organization is turning its attention to expanding housing options and supports for adults. Starting as a pilot project in three states, Florida, New Jersey and Illinois, Autism Speaks is working with locally-based disability advocacy groups and policymakers to identify legislative goals and mobilize its own network to push for expanded home and community-based services.

Obama Calls for Boost to Disability Programs

<http://www.disabilityscoop.com/2015/02/03/obama-budget-disability/20023/>

President Barack Obama wants Congress to halt planned cuts under sequestration and increase funding for special education and other programs for people with disabilities. The proposals come in Obama's \$4 trillion budget plan which was released 02/16/15. The budget highlights the president's priorities for the government's 2016 fiscal year starting Oct. 1. Included in the plan is an added \$175 million in funding for special education services for school-age children with disabilities and \$115 million for programs for young kids served under the Individuals with Disabilities Education Act.

Feedback to OSEP on Proposed Approach for Including Results Data in the Individuals with Disabilities Education Act (IDEA) Part C Determinations Process

<http://tinyurl.com/m9e8hwx>

The Office of Special Education Programs (OSEP), in the Office of Special Education and Rehabilitative Services (OSERS) sought feedback on a proposed approach for including results data in the Individuals with Disabilities Education Act (IDEA) Part C determinations process. At the request of OSEP, the Early Childhood Technical Assistance Center (ECTA) developed a proposal for using results-driven data for an accountability framework to review states' performance results for children who receive early intervention services. The feedback received has been posted on OSERS' blog.

U.S. Education Department Reaches Agreement with Youngstown State University to Ensure Equal Access to its Websites for Individuals with Disabilities

<http://tinyurl.com/meg6omu>

The U.S. Department of Education announced in December that its Office for Civil Rights has entered into an agreement with Youngstown State University in Ohio to ensure that the school's websites comply with federal civil rights laws prohibiting discrimination on the basis of disability, Section 504 of the Rehabilitation Act and Title II of the Americans with Disabilities Act. Youngstown State's websites were not readily accessible to persons with disabilities, and the university was not fully in compliance with the regulatory requirements regarding the publication of a notice of nondiscrimination in relevant documents.

The agreement ends an OCR investigation and commits the 13,000-student public institution in northeast Ohio to providing equal access to educational opportunities for students with disabilities and to ensuring that the school's websites are accessible to persons with disabilities, including students, prospective students, employees and visitors.

U.S. Department of Education Announces 2014 National Blue Ribbon Schools 337 Schools Honored—287 public and 50 private

<http://tinyurl.com/mcawtsl>

U.S. Secretary of Education Arne Duncan has announced the recognition of 337 schools – 287 public and 50 private– as National Blue Ribbon Schools for 2014 for their overall academic excellence or their progress in closing achievement gaps among student subgroups. These schools demonstrate that all students can achieve to high levels. The award affirms the hard work of students, educators, families and communities in creating safe and welcoming schools where students master challenging content. The Department invites National Blue Ribbon School nominations from the top education official in every state, the District of Columbia, Puerto Rico, the Virgin Islands, the Department of Defense Education Activity and the Bureau of Indian Education. The Council for American Private Education (CAPE) nominates private schools.

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.

[To top](#)

Latest Employment Opportunities Posted on NASET

Special Education Teachers, Full time or part time

New York, New York

Job Category: Part Time & Full Time

DESCRIPTION:

Catapult Learning is seeking Special Education Teachers in New Jersey and New York for the 2015-16 school year.

Locations are in New Jersey (throughout state) and New York - Bronx, Brooklyn, Queens, Manhattan, and Staten Island

We are an organization of dedicated people who know how exciting and rewarding it is to help children achieve. We are eager to have people join us whose training, skills and experience add to our ability to provide successful, research based instructional systems, great teaching, excellent support services, and strong partnerships with the schools we serve across the US. We emphasize flexible work schedules, small group teaching environments and high professional standards and will provide you the opportunity to grow with us and help students achieve beyond expectations.

Provides contracted instructional services with the necessary educational expertise in reading, mathematics, writing, and related areas; diagnoses learning skill deficits and delivers prescribed instructional delivery methods as determined by the Company; consults with school personnel to coordinate efforts in providing services to students; communicates and conferences with parents providing information on student progress.

Please note: This job posting is for potential Teacher openings and we are determining interest of candidates in this geographic area. Also, the total number of job openings has not yet been determined. Some positions may have the potential to be expanded to full time.

Essential duties and responsibilities include the following:

- Attends training sessions, passes content assessment, and delivers designated instructional models and strategies in readiness, reading, mathematics, and/or writing skills to eligible students through utilization of Company-designed materials and educational strategies.
- Develops and maintains individualized skill-appropriate lesson plans.
- Ensures supervision of students at all times, including escorting students safely to and from Company classroom or to mobile/trailer classroom.
- Establishes and maintains student forms and files as required by Company, local, state, and/or federal agencies.
- Attends and documents conferences/meetings/trainings with Company Supervisors, classroom teachers, principals, and parents as required by the Company, local, state, and/or federal agencies.
- Maintains inventory of educational materials and supplies.
- Other duties may be assigned.

EDUCATION/EXPERIENCE:

Requires valid teaching certification, as required by contract. Teaching experience preferred.

OTHER JOB REQUIREMENTS:

Must understand that all children can learn. Must demonstrate positive and enthusiastic attitude towards internal and external customers. Must be flexible. Working knowledge of Microsoft Office preferred. Must be available to work during the summer months.

PHYSICAL ENVIRONMENT/WORKING CONDITIONS:

Light lifting, walking, climbing stairs. Most programs are in school settings.

The Company provides all classroom and instructional materials as well prepared lesson plans and paid training. Continued instructional and leadership support for all employees is also provided.

Apply Here: <http://www.Click2Apply.net/nz4fsw3>

K-3 Teachers

New York, New York

Job Category: Teacher (K - 12)

Description:

Harlem Hebrew is a dual-language public charter school of excellence located in NYC CSD 3. We seek dynamic, dedicated, experienced and professional educators who would relish the opportunity to work with exceptional colleagues, a diverse student body and an innovative program for the 2015-16 school year. Candidates do NOT need to speak Hebrew. Opportunities include:

- Kindergarten – Grade 3 General Studies Teachers
- Kindergarten – Grade 3 ICT Teachers
- Reading Teacher

All teachers MUST be NYS certified.

Benefits:

We offer a competitive compensation package and we are an EOE.

Contact:

Please send resume, cover letter and appropriate certifications to: jobs@harlemhebrewcharter.org

Resource Specialist Teacher

Southern CA

Job Category: Resource Spec. Teachers - PT & Full Time

Description:

The primary responsibility of the **RSP teacher** is to provide instruction and other related services to Special Education students. The **RSP Teacher** will also facilitate diagnostic assessment including administration, scoring and interpretation. **RSP teachers** will review and revise IEP's as needed. The Resource Specialist will support instruction in reading, math, and written language for students, tutor individual and small groups of students, administer and score academic testing, write individualized education plans and support other academic programs as needed. The Resource Specialist will work under the leadership of the Program Specialist and the Director of Special Education.

Provide instruction to students with special needs and identified learning disabilities in a resource specialist program

- Tutor individual and small groups of students, reinforcing language and reading concepts
- Administer and score individual and group tests
- Schedule IEP meetings, coordinating schedules with parents, general education teachers, administrator, and all appropriate special education staff
- Conduct IEP meetings
- Communicate and coordinate special needs evaluation and testing with speech teacher, psychologist, and other service providers.
- Communicate with parents regarding individual student progress and conduct
- Maintain progress records and record progress toward IEP goals
- Record progress within the independent study program
- Perform other duties in support of the Resource Specialist program
- Support other academic programs offered within the independent study program

Requirements:

Resource Specialist Certificate or ability to obtain Mild/Moderate Certificate

- Ability to teach students of grades K-12
- Ability to work with children of all ages
- Ability to understand, adopt, and support the independent study program, concepts and their philosophies
- Ability to organize and present ideas effectively in oral and written form.
- Ability to make skillful decisions
- Ability to work under pressure and meet deadlines
- Ability to operate a PC computer, word processor, copier, FAX, and other office machines.
- Minimum BA degree or equivalent.
- Valid California Teaching Credential in Special Education Mild/Moderate

Contact:

Interested candidates submit their resumes to tlau@ofy.org or Janelle Morgan at jmorgan@ofy.org

Special Education Teachers for 2015-2016

Nationwide

Job Category: Special Education Teacher

Description:

Today is the Day We Make It Happen. Join Our Team!

Lighthouse Academies is a growing, national network of charter schools that is dedicated to providing transformational opportunities in underserved urban areas. Our K-12 model is distinguished by rigorous, arts-infused academic programs complemented by social and cultural foundations needed to succeed in and graduate from college. We have schools in the following regions:

- Bronx, New York
- Central Arkansas (including Jacksonville, Pine Bluff, and North Little Rock)
- Chicago, Illinois
- Indianapolis, Indiana
- Northwest Indiana (including East Chicago and Gary)
- Indianapolis, Indiana
- Milwaukee, Wisconsin

- Oklahoma (including Oklahoma City and Tulsa)

Opportunities with Lighthouse Academies: We are looking for outstanding Special Education teachers for elementary, middle, and high school positions for the 2015-2016 school year.

Lighthouse Academies provides opportunities for children to discover, achieve, and prepare for success in college, incorporating an arts-infused philosophy. We develop children's critical decision-making skills to prepare them for success in life. We work relentlessly to achieve these outcomes through a self-sustaining model to transform children's futures. We need people who are fearless, driven, and forward-thinking. We need people who share our passion for creativity and innovation. If you share our vision, join us.

Requirements:

Ideal Candidates are individuals who:

- Are Certified and Highly qualified
- Have a strong desire to work within an innovative, urban education program
- Have a proven track record of raising student achievement scores in an urban environment
- Have the ability to use data to inform instruction and decision-making related to student achievement
- Have the ability to turn best practices into high-quality, goal-driven results
- Have highly effective writing, oral, and interpersonal skills to communicate with a varied audience
- Have strong data management tool, organizational tools, computer skills (Word, Excel, PowerPoint and Outlook)

Benefits:

We Offer:

- Mission-driven teams in small schools with a focus on college preparation
- Rigorous academics in areas of greatest need = greatest opportunities for transformation
- A unique arts-infused curriculum to enhance student engagement
- Focus on social development of scholars to prepare for success beyond the classroom
- A commitment to professional development of all team members
- Competitive benefits and performance bonuses

Contact:

To view the open positions and to submit an application, visit <http://www.lhacs.org/join/apply>.

Early Child Autism Teacher

Washington, DC

Job Category: Part Time & Full Time

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 **DCPS**, 4,000 teachers serve the needs of 47,000 students across 110 schools. As part of a comprehensive reform effort to become the best urban school system in America, DCPS intends to have the highest-performing, best paid, most satisfied, and most honored educator force in the nation whose work drives significant achievement gains for DCPS students.

Responsibilities

- Develop and implement curricula to meet academic standards
- 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 (for more information on DC Teacher Licensure, please visit the website of the Office of the State Superintendent of Education at <http://osse.dc.gov/service/teacher-licensure>)
- Successful completion of Praxis I and II exams (unless holding a standard teaching license)
- Meets Highly Qualified status as defined by the NCLB mandates
- Strong instructional skills and classroom management
- Ability to self-reflect on teaching practices and be responsive to feedback

Personal Qualities of Top Candidates

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

How to apply

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

Questions

If you have any questions, please email us at dcpscaredcareers@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 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

Self Contained Classroom Special Education Teacher

Phoenix, AZ (multiple locations)

Job Category: Special Education Teacher

Description:

\$46,000/year with 16 weeks off. Special Education Teachers needed in Arizona (Phoenix and surrounding cities). Needs are in the self-contained setting serving students with emotional disabilities (ED), Autism (A), Severe/Profound (S/P), and Intellectual Disabilities (ID). STARS is the largest school contract agency in AZ. STARS is therapist owned and operated. You will be an employee and receive full benefits (see below). With a proven track record, STARS is able to offer you an unbeatable support system and resources. STARS is hiring for the 2015-2016 school year. STARS places Special Education Teachers throughout the Phoenix, Tucson and the surrounding area public schools.

Requirements:

Certification through the AZDOE, in Special Education
Arizona Fingerprint Card through AZDPS
We will help you get the credentials needed and reimburse you for the cost.

Benefits:

16 weeks off, 100% Company paid Health, Dental, and Life Insurance, \$1,000/year Continuing Ed Money, Paid DOE Certification Fees, Paid NASET Dues, Spanish Immersion trip, Hawaii Trip for two, 401K, 125 Plan, Direct Deposit, Evaluation tools and treatment supplies, Two company sponsored parties with professional entertainment, Company newsletter, STARS sponsored dinner meetings with national/local speakers, Yearly raises, Referral bonuses, Moving \$, Birthday gifts and other appreciation throughout the year, Genuine Appreciation

YOU WILL FEEL LIKE A STAR!!!

Contact:

Brian Paulsen, COO, Telephone: 480.221.2573

Please email your resume to: Jobs@StudentTherapy.com

Apply Online at StudentTherapy.com, **we would love to hear from you!**

Teacher

Sherman Oaks, CA

Job Category: Education

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Ability to be certified and apply ProACT (Professional Assault Crisis Training) guidelines and/or follow a client (clients can be up to six feet tall and weigh over 200 pounds) who is experiencing significant behavioral problems or become Absent without Leave (AWOL) from the facility.
- Employ a trans-disciplinary approach to education, conferring with team members as appropriate for particular issues.
- Select appropriate curriculum content for each student.
- Determine appropriate, measurable goals and objectives for each student.
- Write Individual Education Plans (I.E.P.s) for each student and participate in I.E.P. meetings.
- Participate in case conferences, review individual programs, and make suggestions for revisions, as needed.
- Implement Individual Student Programs:
- Know and teach the content of each student's I.E.P.
- Prepare or secure necessary instructional materials.
- Modify activities and adapt materials to promote student success.
- Design and use instructional grouping patterns which are varied and flexible, including individual, small group, and whole class instruction.
- Employ clear, predictable daily and weekly schedules, which accommodate students' needs.
- Employ a balance between established routines and novel activities to create an environment that is both predictable and interesting.
- Prepare a weekly plan book to detail lesson plans, grouping, activities, staff assignments, and other relevant information.
- Employ appropriate, individualized teaching and reinforcement techniques to maximize student achievement.
- Understand components that are safe and conducive to learning.

QUALIFICATIONS:

Must be Highly Qualified, in accordance with California Department of Education requirements, in the area of specialization. Teaching experience in the area of specialization is preferred.

<http://www.thehelpgroup.org/job/teacher-parkhill-school-van-nuys/>

To apply for this job email your details to careers@thehelpgroup.org

Special Education Teacher - \$125K Salary

New York

Job Category: Teaching

Description:

Earn a \$125,000 salary and join a team of master teachers at The Equity Project (TEP) Charter School, recently featured on the front page of the New York Times: (<http://www.tepcharter.org/nytimes.php>).

TEP is a 480-student 5th through 8th grade middle school in the Washington Heights neighborhood of New York City.

Open Positions:

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

Learn more and apply today at: <http://www.tepcharter.org/apply.php>

Also, we invite you to learn more about TEP Charter School and about teaching at the school on our Live Online Information Session (link below):

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

Benefits:

\$70,000 - 125,000 salary (commensurate with experience + potential annual bonus, full benefits package)

To Apply:

<http://www.tepcharter.org/apply.php>

RePublic Schools, Director of Student Supports

Boston

Job Category: Director of Special Education

Description:

RePublic is searching for passionate, bold, and gritty Directors of Student Supports (Special Education) ready to lock arms with the teams at Liberty Collegiate, Nashville Prep and RePublic High for the 2015-16 school year. Candidates must share our unwavering belief that every child in our school can and will graduate from college.

The Director of Student Supports will both own the school-wide Student Supports program and provide classroom support and interventions directly to students. The Director will ensure compliance with IEPs, communicate with families and service providers to keep all stakeholders actively involved, coordinate supports so that students are consistently and meaningfully set up for success, serve students by providing classroom instruction, and coach teachers on how to best reach all learners.

Who You Are:

- A genuine believer that all students can achieve academic excellence
- A growth-minded tinkerer who is constantly learning and hungry for feedback
- A data-driven analyst who reflects and takes action based on results
- An optimist who supports and motivates your teammates by having their back
- A proactive communicator who reaches out to students, families, and teammates

What You'll Do:

Bring it: Arrive at school by 7 a.m., stay at school until 5 p.m., and be reliably present and engaged by bringing your best every day.

Own your content: Develop and manage a sustainable, compliant, and effective special education program.

Reach higher: Consistently lead students to meet the high expectations set across our school for both behavior and academics by faithfully implementing our systems.

Clear eyes, full hearts: Dive into all team professional development with an open mind and humility.

Joyful rigor: Dynamically lead groups of students in full group classroom learning and smaller guided reading or tutoring groups for targeted interventions.

Team and family: Collaborate with teammates in the united purpose of promoting student learning and building student character.

Sweat the small stuff: Build and uphold the culture of the school by learning, mastering, and implementing all values, policies, and systems.

Never stop learning: Deliver high-quality instruction that propels student achievement, and work with your coach to grow as a classroom leader.

Mine that data: Track and analyze student data in a transparent and consistent way, and constantly adjust and revise your teaching in response to that data

About RePublic Schools:

RePublic leads public charter schools that reimagine what's possible in public education. In 2013, our two founding schools -- Nashville Prep and Liberty Collegiate Academy -- were the first two charter schools in Tennessee history to reach the top 5% of public schools in the state for growth and performance. This fall, RePublic launched the Nashville Academy of Computer Science, where scholars learn to code starting in 5th grade. Next year, we will open ReImagine Prep -- the first public charter school in Mississippi.

Contact:

Annie Kurdziel
Director of Talent
Building Excellent Schools
akurdziel@buildingexcellentschools.org

Teacher

Washington, DC

Job Category: School Year 2015-16

Opening Date: School Year 2015-16

Number of openings: Varies by content area

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 DCPS, 4,000 teachers serve the needs of 47,000 students across 110 schools. As part of a comprehensive reform effort to become the best urban school system in America, DCPS intends to have the highest-performing, best paid, most satisfied, and most honored educator force in the nation whose work drives significant achievement gains for DCPS students.

Responsibilities

- Develop and implement curricula to meet academic standards
- 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 (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
- 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 dcpscared@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

[To top](#)

Upcoming Conferences, Workshops and Events

2015

May

Students with Autism Spectrum Disorder

Workshops

Monroe Twp., NJ

<http://edenautism.org/for-families/services/training-workshops/>

Eden Autism Services has upcoming four workshops on aspects of teaching students with autism spectrum disorders. "Effective Inclusion for Students with Autism Spectrum Disorder," February 20, 2015, will cover learning characteristics, strategies and supports, social skills training, token systems, behavior management, and the role of the paraprofessional. "Professional Training in Behavioral Teaching Strategies," April 16-17, 2015, will cover overview of autism, teaching techniques, principles of reinforcement, functional analysis of behavior, functional communication strategies, curriculum and IEP development, and classroom design and structure. "Teaching Social Skills," April 24, 2015, will cover setting up a social skills group, assessment and goals, teaching strategies, generalization, and data collection. "Behavior Analyst Certification Board," May 8, 2015, will provide BCBA required training. The workshops are offered to professionals, paraprofessionals and parents interested in learning about autism and Applied Behavior Analysis.

June

AAIDD Making a Difference Through Research, Practice, and Policy

Conference

June 1, 2015 - June 4, 2015

Louisville, KY

<http://aaidd.org/education/annual-conference#.VRAnIy4uxvO>

The 2015 American Association on Intellectual and Development Disabilities (AAIDD) will hold its annual conference, "Making a Difference Through Research, Practice, and Policy," will be held June 1-4, 2015, in Louisville, Kentucky. The conference offers four blocks of concurrent sessions featuring information on the outcomes of more than 100 projects, programs, and research studies. The deadline to make hotel reservations at the preferred rate is May 1, 2015.

Check & Connect Preparation and Implementation Training

Training

June 11, 2015 - June 12, 2015

St. Paul, MN

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

A Check & Connect Preparation and Implementation Training will be held in St. Paul MN, June 11-12, 2015. This 2-day training provides education administrators and lead staff with a thorough overview of Check & Connect and its background and how to prepare their site for implementing Check & Connect.

Think College Capacity Building Institute

Capacity Building Institute

June 15, 2015 - June 16, 2015

Boston, MA

<http://www.thinkcollege.net/think-college-capacity-building-institute>

Think College will host a Regional Capacity Building Institute June 15-16, 2015, to support the development and expansion of high quality inclusive higher education throughout the Northeast region and beyond. It will bring together professionals from the region as well as from each of the national model demonstration projects (TPSIDs) to share strategies and build relationships.

October

Check & Connect first National Conference: 25 Years of Student Engagement 1990-2015

Conference

October 7, 2015 - October 8, 2015

St. Paul, MN

<http://checkandconnect.umn.edu/conf/default.html>

Check & Connect's first national conference will be held in Minneapolis, MN, October 7-8, 2015. It will bring together leading experts and practitioners from around the country to address the topic of student engagement among at-risk youth. Participants will include representatives from sites implementing Check & Connect's evidence-based student engagement intervention model and professionals interested in learning more about student engagement in general and Check & Connect specifically. Participants will learn from experts in the field, share lessons learned, and gain tools for implementing Check & Connect with fidelity and sustaining their sites' implementation to support at-risk students in reaching their goals and graduating high school. CEUs will be offered.

[To top](#)

Funding Forecast and Award Opportunities

Forecast of Funding Opportunities under the Department of Education Discretionary Grant Programs for Fiscal Year 2015

<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 2015 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 2015 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.

Mitsubishi Electric America Foundation: Grants for Youth with Disabilities

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

The Mitsubishi Electric America Foundation Grants program is dedicated to helping young Americans with disabilities maximize their potential and fully participate in society. The foundation supports organizations and projects within its mission that have broad scope and impact and demonstrate potential for replication at other sites. A major program emphasis is inclusion: enabling young people with disabilities to have full access to educational, vocational, and recreational opportunities, and to participate alongside their non-disabled peers. Maximum award: \$90,000. Eligibility: 501(c)3 organizations. Deadline for Concept Papers: June 1, 2015.

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.

[To top](#)

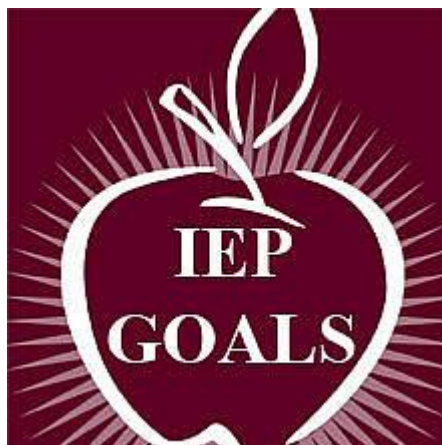
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- National Collaborative on Workforce and Disability for Youth
- National Dissemination Center for Children with Disabilities
- National Institute of Health
- National Organization on Disability
- Substance Abuse and Mental Health Services Administration
- 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

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



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