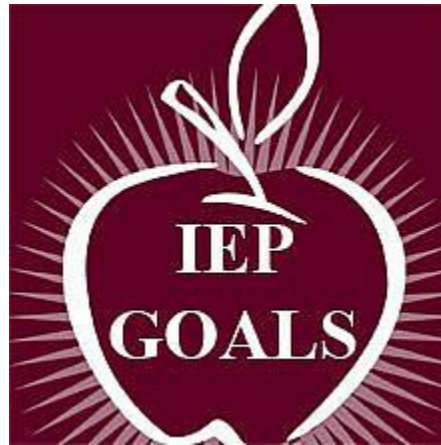


Table of Contents

- [Update from the U.S. Department of Education](#)
- [How One National Career and Technical Education Teacher of the Year Helps Students with Special Needs Succeed. By Andrew C. Brown, M.Ed. \(SPED\); M.Ed. \(Ed. Leadership\)](#)
- [Buzz from the Hub](#)
- [Intersection: Navigating the Road to Work](#)
- [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

U.S. Department of Education Approves ESEA Flexibility Renewal for Four States

Building on the significant progress seen in America's schools over the last six years, the U.S. Department of Education announced that Florida, Idaho, Ohio and South Dakota have received continued flexibility from provisions of the Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB).

These states are implementing comprehensive, state-designed plans to ensure student success and a continued commitment to college- and career-readiness for every student.

"The last six years have seen dramatic progress for America's school children. The high school dropout rate is down, and graduation rates are higher than they have ever been," said U.S. Secretary of Education Arne Duncan. "As a result of our partnerships with state and district leaders to couple flexibility with reform, we are seeing remarkable strides and bold actions to improve student outcomes. States, districts, principals and teachers are showing incredible creativity in using different means to achieve the same goal—getting every student in America college- and career-ready."

Since this flexibility was first granted in 2012, the Department has partnered with state and district leaders to provide relief from some provisions of NCLB in exchange for taking bold actions to improve student outcomes and ensure equity for all students. Under NCLB, schools were given many ways to fail but very few opportunities to succeed. The law forced schools and districts into one-size-fits-all solutions, regardless of the individual needs and circumstances in those communities.

Under flexibility plans, states continue to focus resources on comprehensive, rigorous interventions in their lowest-performing schools and supports to help the neediest students meet high expectations alongside their peers. States also have focused on improving teacher and principal effectiveness across the country with evaluation and support systems that are used for continual improvement of instruction and provide clear, timely and useful feedback, including feedback that identifies needs and guides professional development. These systems also can be used to recognize and reward highly effective educators, as well as to inform important conversations about ensuring equitable access to effective educators for students from low-income families and students of color.

Today's announcement provides an additional one year of flexibility for Florida, Ohio, Idaho, and South Dakota. Each of these states is making progress when it comes to college- and career-ready standards and assessments, rigorous differentiated systems of recognition, accountability and support, and teacher and principal evaluation and support systems. They're taking important steps toward ensuring that every child has the opportunity they deserve. These states also need more time to make adjustments to their flexibility plans in order to fully meet their commitments. To that end, some states are receiving one-year renewals while they continue finalizing their plans for the future, and South Dakota's waiver is being put on high-risk because of serious problems with its guidelines for teacher and principal evaluation and support systems.

States need a new round of waivers to provide ongoing flexibility from top-down, prescriptive provisions of the law so that they can continue implementing innovative changes that ensure all children receive a high-quality education. These renewals provide states with stability as they continue to work on preparing all students for success in college, careers and life.

Florida

- To support school districts in increasing the number of middle school students with early access to high school-level courses, Florida has increased the number of high school courses available to middle grades students and has continued to include acceleration in its accountability system. Together, these changes have led to an increase in the number of students in grades 6 to 8 who have taken the high school courses and end-of course assessments.

- To support the implementation of its college- and career-ready standards, the Florida Department of Education's Office of Communications has unveiled a new website that includes materials and videos for parents, educators and the public on what quality standards-based instruction looks like.

Idaho

- Idaho uses its ESEA flexibility waiver to provide additional support and flexibility to schools and districts across the state. The state specifically targets college- and career-readiness, access to early childhood education, and building a mutually responsible environment that is adaptive, innovative, and drives continuous improvement.

Ohio

- To reduce testing time and ensure alignment between what happens in the classroom and what is assessed, Ohio is allowing middle school students that are taking advanced, high school level courses such as Algebra I, Geometry, English Language Arts I & II, and Biology to take the corresponding end-of-course, high school-level assessment instead of the typically required middle school assessment. This will incentivize more students to take advanced college- and career-ready courses.
- Based on stakeholder feedback, Ohio has developed the Ohio Improvement Process to support its lowest-performing school districts. These districts will be assigned Transformation Specialists and State Support Teams who will ensure the proper implementation of the appropriate intervention models throughout the improvement process. In addition, these teams will provide professional development and on-site coaching to district and building leadership teams as well as school leaders.

South Dakota

- Preparing for and implementing ESEA flexibility led the South Dakota Department of Education to take a new approach to how the work of the agency is accomplished. As a result, barriers among divisions have come down, and staff work more collaboratively and more cohesively than ever before. This ultimately has led to more effective work on behalf of South Dakota's schools.

In all, 42 states, Puerto Rico and the District of Columbia have received flexibility from the burdens of the existing law in order to support improved achievement in schools. All states up for renewal have submitted a request to extend their flexibility, and Nebraska requested a waiver from the law for the first time ever.

In addition to the states being announced today, the Department has renewed flexibility for Alabama, Alaska, Arizona, Arkansas, Connecticut, Delaware, the District of Columbia, Georgia, Hawaii, Indiana, Kansas, Kentucky, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, New Hampshire, New Jersey, New Mexico, Nevada, New York, North Carolina, Oklahoma, Oregon, Puerto Rico, Rhode Island, South Carolina, Tennessee, Utah, Virginia, West Virginia and Wisconsin. The final renewal decisions will follow in the coming weeks.

In the event that Congress reauthorizes ESEA, the Department will work with states to help them transition to the new law. Duncan has called on Congress to create a bipartisan ESEA law that:

- Gives teachers and principals the resources they need, and invests in districts and states to create innovative new solutions to increase student outcomes;
- Makes real investments in high-poverty schools and districts, and in expanding high-quality preschool;
- Holds high expectations for all students, and requires that where groups of students or schools are not making progress, there will be an action plan for change; Identifies schools that are consistently not making progress and dedicates extra resources and support, including in the lowest-performing 5 percent of schools that are struggling year after year; and high schools where too many students are not graduating; and

- Addresses funding inequities for schools that serve high proportions of low-income students.

Fact Sheet: 100,000 Children from Low-and Moderate-Income Families Could Lose Access to High-Quality Preschool Under the 2016 House and Senate Spending Bills

Expanding access to high-quality preschool is critically important to ensuring that every child in America has the opportunity for lifelong success – but despite the evidence showing the importance of early learning, earlier this summer, House and Senate committees authored partisan spending bills that make significant cuts to programs that provide important services such as health care, public health and safety, job training, and education. Both bills eliminate Preschool Development Grants, a program that is in the middle of building and expanding high-quality preschool in over 200 high-need communities across 18 states that span the geographic and political spectrum.

“Congress is moving forward with a plan that would take critical early learning opportunities from the children who need it the most – delaying their learning by a year and missing an opportunity to chip away at the educational gaps that exist for children from low- and moderate income families. These children and their families cannot afford to wait for Washington to decide whether or not they get the right start for success,” Said U.S. Secretary of Education Arne Duncan.

“Experiences we offer young children in their first few years have a lasting impact on children’s development for the rest of their lives. We have to make sure those experiences foster children’s development holistically, including their cognitive, social-emotional, and physical development. We must continue to expand – not cut – access to high-quality early learning programs for our youngest children, continue enhancing the quality of our programs to keep pace with what science tells us are best practices, and keep working to ensure that all children arrive at school ready to succeed,” said Health and Human Services Secretary Sylvia M. Burwell.

In 2014, these states received grants to expand the number of children in high-quality preschool programs both by funding new preschool classrooms and improving the quality of existing preschool programs.

Pulling these funds away from states and communities in the last two years of the grant would jeopardize their plans to serve nearly 60,000 additional children and would leave another 43,000 children to attend preschool in programs in need of important quality improvements.

The President’s Budget offers a different path that builds on the good work underway in states and calls for expanding this program to 26-32 additional applicants, which includes states, the Bureau of Indian Education, tribal educational agencies, territories, and the Outlying Areas. This investment would allow an estimated 350,000 additional children access to high-quality preschool over the course of four years. The President has made it a priority to expand educational opportunity for our nation’s children, starting with our youngest learners, and has put forward a vision that would support the healthy development and growth of children from birth to kindergarten entry. Preschool Development Grants are a critical step toward voluntary, universal access to high-quality early learning that gives all children a strong start in school and life.

The President’s Budget invests in early education and other areas critical to the nation’s future economic growth because it reverses harmful sequestration cuts, replacing them with smart reforms in a budget that continues to cut the deficit. The Republican spending bills, by contrast, continue these harmful cuts and shortchange education and many other areas.

- **Across the country, Preschool Development Grants are well underway in high-need communities, many of which are able for the first time to provide high-quality preschool to children from low-and moderate-income families.** Providing high-quality preschool for children with high-needs helps ensure that they will be able to start kindergarten ready to succeed. Below is a table with state-by-state estimates of the number of four-year-olds served by this grant.
- **The 18 states that received Preschool Development Grants represent only half of the 36 states that developed a plan and applied for the program.** This demonstrates the strong interest from states to partner with the federal government to address the tremendous

need for greater access to high-quality preschool. About 285,000 preschoolers could have been served if funding had been robust enough to fund all states that applied.

- **The Administration proposed \$750 million for Preschool Development Grants in 2016, a \$500 million increase compared to its 2015 funding level.** This increase would be a meaningful step forward in addressing the unmet need for more high-quality preschool, enabling 26-32 additional states, the Bureau of Indian Education, tribal educational agencies, territories, or the Outlying Areas to receive a grant. It would lay the groundwork for the Administration’s goal of ensuring that all children have access to high-quality preschool.
- **The diversity of the 18 states that received grants reflects the fact that increasing access to preschool is a bipartisan priority across the country.** From Massachusetts and Montana to Alabama and Hawaii, Preschool Development Grants are designed to help states move forward with high-quality preschool, whether that means expanding an already successful preschool program or helping to build state-level capacity and put in place quality improvements to serve more children in high-quality settings.
- **If funding is zeroed out for this important initiative, the 18 states that are now operating Preschool Development Grant-funded programs may lose a significant portion of the more than \$640 million that has been pledged in state and local funding and public-private partnerships.** The Preschool Development Grants program calls for grantees to line up additional State and local financial commitments, including philanthropic commitments, known as “matching funds,” that could be lost to other purposes if the grants are eliminated by Congress.

Why Investing in Preschool is So Important

- **The early years in a child’s life build the foundation needed for success later in school and life.** This period is a critically important window of opportunity where profound developments in reasoning, language acquisition, and problem solving occur. These years are particularly key for children from low-income families, who, on average, start kindergarten 12 to 14 months behind their peers in pre-reading and language skills.[ii]
- **An alarming number of children in our nation—including more than two million children who come from families at or below 200% of the Federal poverty level (FPL)—are cut off from high-quality preschool.** The United States ranks 31 out of 39 countries within the Organization for Economic Co-operation and Development for preschool enrollment for four-year-olds.[iii]
- **Investments in early education produce outsized returns.** Studies have shown that high-quality early learning programs can generate an outsized return on investment by reducing the need for spending on other services, such as remedial education, grade repetition, and special education, as well as increased productivity and benefits to society, and improved health outcomes and increased earnings for these children as adults.[iv]

The Republican Budget Framework Will Force Cuts to Critical Education Programs for Students of All Ages and Grade Levels

The elimination of Preschool Development Grants is part of a larger Republican budget plan that shortchanges education for students of all ages. The Republican budget framework would lock in sequestration funding levels for FY 2016, doubling down on austerity budgeting. The Republicans’ 2016 budget framework would bring base discretionary funding for both non-defense and defense to the lowest levels in a decade, adjusted for inflation. In contrast, the President’s Budget would reverse sequestration and replace the savings with commonsense spending and tax reforms – all while continuing to reduce the deficit. It makes the critical investments needed to support our national security and accelerate and sustain economic growth in the long run, including research, education, training, and infrastructure.

The difference in the approach is stark. For example:

- **Children in Head Start are shortchanged by both the House and Senate spending bills.** Under these bills, either more than 570,000 children in Head Start would not receive the full-day, full-year services they need to succeed, the program would serve some 140,000 fewer

children as compared to the President's Budget, or some combination of both. In contrast, the President's Budget is guided by compelling evidence that students who spend more time in high-quality early learning programs learn more. It provides a \$1.5 billion increase for Head Start so that all Head Start children have access to a full school day and year of high-quality instruction and to increase enrollment.

- **Compared to the President's Budget, overall pre-K-12 funding at the Department of Education is cut by \$5.1 billion under the House bill and cut by \$3.9 billion under the Senate bill.** This drastic reduction in funding would underfund core programs including Title I, which supports educational improvements for our most vulnerable students, and slash programs for educators who are doing the important work of preparing America's students for the future.
- **The Investing in Innovation Fund (i3), an evidence-based initiative that is helping spur new solutions to persistent educational challenges and build knowledge of what works in the pre-K-12 system, would be eliminated under the House and Senate bills.** This program, which is expanded under the President's Budget, provides funding to school districts and their partners to identify, validate, and scale-up efforts to support effective teachers and principals, turn around persistently low-performing schools, and leverage technology to accelerate student learning.

Statement from U.S. Secretary of Education Arne Duncan on Indiana Denying Preschool to Undocumented Children

"Indiana is rightfully proud of its steps to expand preschool programs and elevate quality, but it's shortsighted and wrong to deny children educational opportunity from the starting line because of their immigration status – especially children who are clearly here through no fault of their own. There is no better bang for our buck educationally than preschool, and we need more children in America getting an early start – not fewer. Nothing in federal law requires state or local preschool programs to exclude any child from participation on the basis of their immigration status, and doing so just doesn't make sense."

U.S. Department of Education Awards More Than \$16.2 Million in Grants to Improve School Leadership at Lowest-Performing Schools

The U.S. Department of Education awarded more than \$16.2 million to eight grantees to develop and implement or enhance and implement a leadership pipeline that selects, prepares, places, supports and retains school leaders or leadership teams at low-performing schools that need the most help in meeting the academic needs of its students. Under the Turnaround School Leaders Program (TSLP), grantees develop systems at the school district level that are designed to provide high-quality training to selected new school leaders and current school leaders to prepare them to successfully lead turnaround efforts in School Improvement Grant (SIG) schools and/or SIG-eligible schools.

The Turnaround School Leaders grants are used to develop systems that are designed to place school leaders in SIG schools and/or SIG-eligible schools and provide them with ongoing professional development and other support that focuses on instructional leadership and school management, and is based on individual needs consistent with the school district's plan for turning around its SIG schools and/or SIG-eligible schools. Programs are designed to retain effective school leaders or replace ineffective ones.

"Strong school leadership makes the difference between good schools and bad schools; successful students and unsuccessful students. Building strong school leadership has always been my priority," U.S. Secretary of Education Arne Duncan said. "These grants will help retain and support strong leadership in schools that need it the most."

Funds can be used to:

- Recruit school leaders with the competencies necessary to turn around a SIG school or SIG-eligible school;

- Provide high-quality training to selected school leaders to prepare them to successfully lead turnaround efforts in SIG schools and/or SIG-eligible schools;
- Place school leaders in SIG schools and/or SIG-eligible schools and provide them with ongoing professional development and other support that focuses on instructional leadership and school management

Through the TSLP program, grants are awarded to a school district or consortium of school districts; a state in partnership with a school district or consortium of school districts; an institution of higher education in partnership with a school district or consortium of school districts; another public or private nonprofit or for-profit organization in partnership with a school district and/or consortium of school districts; or a combination of all eligible applicants that have at least five SIG schools and/or SIG-eligible schools.

For more information on the Turnaround School Leaders program, visit <http://www2.ed.gov/programs/turnaroundschldr/index.html>.

\$9.2 Million in Grants Awarded to Nine States to Improve Training Systems to Help Children with Disabilities

The U.S. Department of Education announced today the award of \$9.2 million in grants to nine states to improve personnel training systems to help children with disabilities. States receiving grants are: Arizona, Arkansas, Illinois, Indiana, Iowa, Minnesota, Montana, Nevada and Tennessee.

The State Personnel Development Grants Program, authorized by the Individuals with Disabilities Education Act (IDEA), provides funds to assist states in reforming and improving their systems for personnel preparation and professional development in early intervention, education and transition services in order to enhance results for children with disabilities.

“America’s children with disabilities – like their nondisabled peers – deserve a world-class education,” said U.S. Secretary of Education Arne Duncan. “These awards will give states a helping hand to improve their training systems so that special education staff can provide their students with disabilities with the best education possible.”

Under the program, states must partner with at least one higher education institution to implement the terms of the grant. States must also join with at least one local education agency and either a Parent Training and Information Center, or a Community Parent Resource Center.

Grant awards will support several types of projects, including: recruitment and retention of highly qualified special education teachers; training in how to provide students with disabilities access to the general education curriculum; teacher coaching and mentoring; comprehensive online professional development; and training in increasing reading achievement for students with specific learning disabilities.

\$14 Million Awarded for 40 Special Education Parent Training and Information Centers

The U.S. Department of Education announced nearly \$14 million in five-year grants to operate 40 parent training and information centers to assist America’s families of children with disabilities.

The centers will provide parents with details and assistance on laws, policies and research-based education practices for children with disabilities. They will inform parents how data can be used to guide instruction; how to interpret results from evaluations and assessments; and ways to effectively engage in school reform activities.

"Parents are crucial to their child’s readiness to learn at every step of the education pipeline," said U.S. Secretary of Education Arne Duncan. "These centers will work on behalf of parents to help their children with disabilities achieve their academic potential."

The parent center grants currently funded by the Department of Education promote effective education of infants, toddlers, children and youth with disabilities by strengthening the role and responsibility of parents and ensuring they have meaningful opportunities to participate in their children's education.

The grants are being funded by the Office of Special Education and Rehabilitative Services and authorized by the Individuals with Disabilities Education Act (IDEA).

[To top](#)

How One National Career and Technical Education Teacher of the Year Helps Students with Special Needs Succeed

By Andrew C. Brown, M.Ed. (SPED) ; M.Ed. (Educational Leadership)



Above picture: Mr. Clyde McBride operates the gate chute controls during a class while students in the background check on some of the Argentine Miniature Bucking Bulls in Agri-science program in Kayenta, AZ.

Abstract

Career and Technical Education benefits not only general education but also special needs students as well. One man's dream to change one student has changed many lives over the past 20 years. With his dream now a reality many students on the Navajo Nation now have the pride and confidence to go on to college and/or pursue careers.

As a personal project for my administrative internship with Northern Arizona University, I wanted to learn what it takes to build a dream from scratch to reality. Little did I realize the sweat, tears, and long days, months, and years it takes to make these types of dreams a reality.

Nestled in Northeastern Arizona on the beautiful Navajo Reservation, Kayenta Unified School District's agri-science teacher, Mr. Clyde McBride, was named National Career and Technical Education teacher of the year for 2014.

As this program has grown from 40 students 20 years ago to a veterinarian science program of over 400 students in a state of the art facility, Mr. McBride has always stayed close to his roots of small town country boy.

Mr. McBride grew up in the small, southeastern rural town of Duncan, Arizona where he would graduate in 1985 from high school. He attended the University of Arizona and upon graduation wanted to teach in a small, rural district, which led him to Kayenta Unified School District in Kayenta, AZ. As Mr. McBride started working with animal sciences his enrollment immediately doubled, and almost tripled, in one year. Mr. McBride welcomes all students into his program, and ensures all the same treatment and education.

In the spring of 1991 Mr. McBride asked the Kayenta Unified School District CTE director if he would be able to have a building built to help teach students learn to work with animals and have the local veterinarians come in and help teach as well. Unfortunately Mr. McBride was told essentially that he had all he needed. Thus Mr., McBride was left to beg, borrow, and barter for much needed supplies such as vaccinations to help teach his veterinarian students. For many years this was the case, until in 2008 and the current superintendent, Mr. Harry Martin, came on board.

Mr. McBride met with Mr. Martin many times to discuss “the dream” as they both put it. In fact, Mr. Martin called it the “I have a dream speech of Mr. McBride” and that “Mr. McBride was emailing, calling, or talking with me three or four times a week about his dream of an agri-science building my first year here (the 2008-2009 school year)”.

After some time on thinking about it Mr. Martin finally gave the go ahead for plans to be drawn up by Mr. McBride to see how much the cost of making an agri-science building would be. This was in large part due to the fact the agri-science program was right behind the cafeteria and where food was delivered several times a week.

As the plans were designed they kept getting kicked back to Mr. McBride because the estimates were much bigger than anticipated (with the first estimate by engineers coming in at \$5,000,000.00 and the second one at \$4,000,000.00 respectively).

Mr. Martin, knowing the budget was \$1,200,000.00, was then able to negotiate from a reduced \$3,000,000.00 to the final build price of \$2,500,000.00. This still meant the district had to come up with an additional \$1,200,000.00 to fund the project completely. Mr. Martin then thought about it and went to each of the three building principals in the district and asked them to forego one year of capital outlay projects so the school district would be able to build the agri-science building. This would eventually lead to a very successful Career and Technical Education Program in Kayenta that covers many areas of veterinarian sciences.



Above picture: Mr. McBride helps Kyuan Sells, a senior (class of 2015) in the agri-science/veterinarian program, give a B-12 and Red-Cell liquid to Cornnuts, an Argentine Miniature Bucking Bull.

What is very unique about Mr. Clyde McBride and his College and Technical Education program is not only does he help typical students; he also helps students with special needs to be the best they can be.

Just this past school year (2014-2015) Mr. McBride has had students who have special needs place at regional competitions in such areas as welding and animal husbandry.

Two such success stories Mr. McBride mentioned in his interviews was that he had a special needs student who wanted to start showing lambs and sheep. Mr. took this student under his wing and taught the student what it takes to care for animals. This person won three awards, including a grand prize at the regional level of showing the best sheep that year. This former student has held a job ever since graduating high school because of the skills and confidence the program teaches all students.

The second is a former student who took some time to complete a Bachelor's of Science in Environmental Science. The student previously has received a Associates of Arts as a certified veterinarian technical assistant as well. Mr. McBride credits his program with helping this particular student to learn to set and maintain goals and achieve them.

When asked about the key to success, Mr. McBride has kept it very simple over the years. He has always stressed two key concepts to his students which have built the program into what it is today.

These two concepts are helping students to be confident in who they are and what they are doing and proud to be who they are and where they come from (proud to be a DINE/Navajo). These two key concepts are tied into pride-be proud of what you are doing and take pride in your work.

Mr. McBride often says he did not start out to change many lives-he started out to change one life, which in turn changes that person's family, and their kids and so on and so forth. This then leads to opening doors, such as the American Indian Scholarship Services, which has never denied scholarships to any students who has applied from Mr. McBride's program. As a side note, the American Indian Scholarship Services Directors made an un-announced visit to the KUSD Agri-science building several years ago after reading about the program in *TIME* magazine.

As a future administrator with both physical and hearing challenges, it has been an honor to learn how Mr. Harry Martin, Mr. Clyde McBride, and in particular the special needs students of the Kayenta Unified School District's CTE Program have overcome challenges and become successful in their lives. This research has shown that anyone can and will be successful as they find what their students want to learn about and then go about doing it.

In closing, I would like to quote Mr. Martin, who is retiring in June of 2015: "I was not sure this dream of Clyde's would work. But he made a believer out of me".

References

Martin, Harry. Interview. February 17, 2015.

McBride, Clyde. Interviews. January, March, April 2015.

About the Author

Mr. Andrew Brown currently teaches in a PS-Grade 4 special needs self-contained pilot program for Kayenta USD. He has recently taught pre-school for the past three years at KUSD, and before that taught a variety of pre-school through grades 12 special needs classes ranging from self-contained to MDSSI to inclusion. Mr. Brown lives with his wife Melissa of nearly 5 years and they have one dog, Molly, who is an emotional support dog that can be used for students as needed.

Buzz From the Hub

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

<http://www.parentcenterhub.org/repository/buzz-july2015/>

New Resources in the Hub

What's new in the resource library? Here are 2 resources we've recently added.

2015 State Determination Letters.

OSEP has created State Profile pages that include the most recent State Performance Plan/Annual Performance Report (SPP/APR) and OSEP's response, including any required actions; a State data profile; a link to the current determination letter; the State's Results Driven Accountability determination matrix; and other related documents.

State Profile Pages for Part C

State Profile Pages for Part B

Crash Course in Infographics.

Following up CPIR's webinar on this subject, here's a quick guide to infographics from Easel.ly. It's full of handy information, best practices, and tips and tools. You'll find all the information you need to start making your infographics or to make your next infographic even better.

The Journey to Life After High School: A Road Map for Parents of Children with Special Needs.

This comprehensive guide examines the laws that impact a youth with special needs, the importance of the IEP, and the different paths that a youth can take after graduating from high school. The Journey to Life after High School not only provides the steps that need to be taken prior to graduation, but also the preparation required for the new adult's legal and medical rights.

Spotlight on...Parent Center Materials

Parent Centers have produced an amazing array of parent-friendly resources, such as the ones listed below. CPIR would love to add your Center's best to the Hub, so please do submit materials that other centers might find helpful! Find the submission form online at: <http://tinyurl.com/pj25hrf>

Advocacy | Maine Parent Federation.

This 40+ information packet is written expressly for parents and includes sections such as: Advocating for Your Child – Getting Started; From Emotions to Advocacy; Learn to Ask Questions, Get Services; Assertiveness Skills; Advocacy Planning Guide; Managing Conflict Creatively; and 8 Steps to Better IEP Meetings.

Materials in several languages! | Missouri Parents Act (MPACT).

MPACT offers a wide variety of fact sheets, sample letters, and sample forms in English, Spanish, Somali, and Hmong.

Video vignettes on educational rights | PEAL Center (PA).

Looking for short videos you can share with parents to explain in plain language each of parent's educational rights under IDEA (e.g., the right to give or refuse consent, the right to participate). Check out PEAL's vignettes!

Intro to person-centered planning in English & Spanish | FACT Oregon.

It Starts with a Dream! is an 18-page booklet from FACT Oregon that introduces parents to person-centered planning and guides them through identifying their child's strengths and needs, what works and what doesn't work, and dreams for the future. Lots of spacious and useful checklists—and the booklet comes in **English** and **Spanish**.

Resources You Can Share with Families

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

10 things parents of children with developmental disabilities should know.

Disability.gov has done it again—great June newsletter, packed with information and connections.

Is my child's anger normal?

This guidance from the Child Mind Institute can help parents tell if their child's outbursts or aggression are beyond typical behavior.

Autism Navigator.

Autism Navigator is a unique collection of web-based tools and courses that integrate the most current research in autism with an interactive web platform and lots of video footage showing effective evidence-based practices. It's intended for professionals as well as families. Families can start with the short video *About Autism in Toddlers* (you have to register first, but it's free) to learn more about diagnostic features of autism, the importance of early detection and intervention, and current information on causes. Close-captioning is available in English and in Spanish.

Just for Parent Centers: Nonprofit Management

One of the Parent Center network's priorities is "Best Practices in Nonprofit Management." Hope these resources help you!

Helping your board collaborate.

A nonprofit's board of directors requires a lot of collaboration—with other board members, committee members, and organizational staff. Yet board members are often spread out geographically, which can make successful collaboration a real challenge. Even if board meetings are held face-to-face, much of the work between meetings is done virtually. This article explores board portals and other software that you can use to bridge the distance and unite dispersed collaborators by making it easy to present, review, and comment on information.

Tips and tools to activate nonprofit boards and committees.

Having an active board is vital to the life and effectiveness of a nonprofit organization. Learn how you can leverage technology to engage a board, committees, and stakeholder groups to get them actively involved with your work. This webinar was originally held in 2014, but it's archived for your listening and learning pleasure.

Comparing options for collaboration software.

This online article explores the types of software that exist for informal conversations and presentations, for information sharing, and for longer-term structured collaborations. A meaty section on how to choose then follows and includes a handy chart of each software's strengths and weaknesses to help you select the one that fits your Center.

Miss the Webinar on Writing for the Web?

If you missed our webinar on how to write for the web and it's a topic that interests you, visit the **CPIR's archived webinar page**, where you can:

- listen to the webinar,
 - download the slideshow, and
 - connect with the more detailed information in the *Writing for the Web* series.
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Intersection: Navigating the Road to Work

Welcome to ***Intersection: Navigating the Road to Work***, the electronic newsletter of the National Collaborative on Workforce and Disability for Youth (NCWD/Youth). The newsletter and the NCWD/Youth website offer information to improve programs and services for all youth and especially youth with disabilities.

To access everything below in ***Intersection: Navigating the Road to Work***, visit:
<http://www.ncwd-youth.info/intersection/current-issue.html>

IEL and NCWD/Youth Publish *We Are the ADA Generation*

We Are the ADA Generation: Perspectives on Coming of Age under the Americans with Disabilities Act is the latest online publication from NCWD/Youth's host organization, the Institute for Educational Leadership. Over the last 25 years, the ADA has positively impacted the lives of millions of Americans and created a new generation as part of its legacy, the ADA Generation. This generation comprises youth and young adults with disabilities who came of age under the protection and opportunity of the ADA. The oldest of the ADA Generation are now in their early and mid-20s. Many are going to college or graduate school. Many are working in a wide variety of professional fields. And many are continuing the important work of advocacy—ensuring the continued promise of the ADA, fighting ongoing discrimination, and guaranteeing opportunity for generations of Americans to come.

In celebration of the 25th anniversary of the ADA and the contribution and impact of the ADA Generation, IEL has collected stories from youth and young adults with disabilities who grew up under the ADA. These stories are personal narratives, reflections, and demonstrations of the importance of the ADA in people's lives. We received stories from youth, young adults, allies, and even entire organizations that are focused on promoting the rights and independence of people with disabilities. The 14 stories showcase the achievements of youth and young adults with visible and invisible disabilities and serve as a reminder of the tremendous impact and importance of the ADA.

Eight of the stories come from individuals and organizations that are supported by NCWD/Youth or IEL. Specifically, two stories came from members of NCWD/Youth's Youth Action Council on Transition (YouthACT), who share their perspectives about their advocacy work on independent living and learning disabilities. Another story comes from an alumna of the Florida High School High Tech (HSHT) program, who writes about her paid internship, which she acquired with the assistance of HSHT and turned out to shape her post-secondary education and career paths. Five of the stories are written by youth or entire Ready to Achieve Mentoring Program (RAMP) sites, who recognize the ADA for making programs like RAMP and assistive technology possible. RAMP is a program of IEL, based on many of NCWD/Youth's foundational materials including *Paving the Way to Work: A Guide to Career-Focused Mentoring for Youth with Disabilities*.

NCWD/Youth Releases Inclusive Volunteering Paper

On July 27, 2015, NCWD/Youth released *Fostering Inclusive Volunteering and Service Learning*, a guide for youth service professionals and others interested in facilitating youth engagement in volunteer activities. It describes how youth benefit from volunteering, different types of volunteer opportunities, and ways to assist youth to prepare for, access, and learn from their experiences. For all individuals to access and benefit from volunteering, the widespread practice of inclusion is key. An inclusive service environment actively fosters the engagement of all youth, including youth with disabilities, those involved in the foster care or juvenile justice systems, and other disconnected youth. The guide also provides relevant resources and tools that can enhance and foster successful outcomes.

Join NCWD/Youth for Most Recent Free Webinar for Postsecondary Education Professionals

In NCWD/Youth's latest webinar *Employer Engagement Strategies for Postsecondary Education Professionals*, presenter Patricia D. Gill shares practices drawn from a research-based training curriculum and lessons from national transition programs to help individuals find, get connected to, and create meaningful relationships with employers. This webinar teaches practical strategies to help develop the employer relationships needed to increase learning and employment opportunities for students. It is applicable to individuals working in career services, student services, disability services, and instructors. The full webinar archive is available online.

Also, register now for the next webinar in this series, *Work-based Learning Strategies for Post-Secondary Education Professionals* which will be held on Thursday, August 13, 2:00-3:30 pm EDT. This webinar will highlight work-based learning strategies and tools that can be used to design and manage work-based learning opportunities for all postsecondary students, including those with disabilities. Topics to be covered include types and associated benefits of work-based learning, essential and successful practices, and guidelines for complying with the Fair Labor Standards Act. Various free resources for planning and implementing work-based learning will also be shared.

IEL Co-hosts Webinar with DOL and RSA on Collaborative Partnerships Serving Youth with Disabilities

On July 29, 2015 the Institute for Educational Leadership co-hosted a webinar with the U.S. Department of Labor's Employment and Training Administration and the U.S. Department of Education, Rehabilitation Services Administration entitled *Enough is Known for Action: Collaborative Partnerships Serving Youth with Disabilities*. To ensure all youth, including those with disabilities, have access to career planning services, the Workforce Innovation and Opportunity Act (WIOA) encourages seamless coordination between state and local agencies, workforce providers, and other providers to help youth with disabilities realize their career goals despite the individual challenges they may experience. During this webinar, the presenters highlighted program designs, service delivery strategies, and lessons learned on leveraging collaborative partnerships to develop comprehensive programs and to coordinate supportive services during program participation and after job placement.

U.S. Department of Labor Celebrates 25th Anniversary of the ADA

On July 21, 2015, the U.S. Department of Labor hosted an event featuring disability employment champions Senator Tom Harkin and Delaware Governor Jack Markell, both of whom contributed their opinions and insight about the Americans with Disabilities Act's impact and promise related to employment in a conversation with Secretary of Labor Tom Perez. The event was one of a series of DOL activities to mark the 25th anniversary of the Americans with Disabilities Act (ADA). Video of the event is archived online.

U.S. Labor Secretary releases statement on the 25th Anniversary of the Americans with Disabilities Act

On July 24, 2015, U.S. Labor Secretary Thomas E. Perez released a statement in honor of the 25th anniversary of the Americans with Disabilities Act. In this statement, he reflects on the importance and ground-breaking nature of the ADA and how it has changed the lives of so many Americans for the better. He also recognizes the room for growth in the future and highlights the Office of Disability Employment Policy as an office that works tirelessly to help people with disabilities prepare for, find, and retain employment.

DOL ODEP Releases Guide to Help Employers Create Inclusive Internship Programs

The Office of Disability Employment Policy recently released a new resource for employers seeking to diversify their workforce with the skills and talents of people with disabilities, especially young adults with disabilities. *Inclusive Internship Programs: A How-to Guide for Employers* addresses the benefits of internships to both individuals and employers and the various things employers should consider when establishing internship programs to ensure they are open to all qualified candidates.

Advisory Committee on Increasing Competitive Integrated Employment for Individuals with Disabilities to Meet August 10, 2015

The Advisory Committee on Increasing Competitive Integrated Employment for Individuals with Disabilities (the Committee) will hold its fifth meeting on August 10, 2015 by webinar, from 1:00 PM to 4:00 PM EDT. During the meeting, the Committee will discuss the draft of the interim report and will vote on whether to approve it. Members of the public wishing to participate in the webinar must register by July 31, 2015. Organizations or members of the public wishing to submit a written statement may do so by July 31, 2015. Instructions on submitting comments can be found in the Federal Register Notice.

NCD Releases New Report on School-to-Prison Pipeline for Students with Disabilities

A new report released by the National Council on Disability (NCD), an independent federal agency, examines the policies and practices that push the nation's children out of classrooms and into the juvenile justice system at an alarming rate. The report, *Breaking the School-to-Prison Pipeline*, recommends that existing special education delivery and enforcement systems be improved to better meet the needs of at-risk students, particularly those with disabilities and students of color.

Workforce Innovation and Opportunity Act Provisions Go into Effect

On July 1, 2015, many provisions of the federal Workforce Innovation and Opportunity Act (WIOA) took effect. The law aims to transform the publicly-funded workforce system to better serve the needs of American employees and employers, including those with disabilities. The Department of Labor's Employment and Training Administration has issued operating guidance to support this implementation.

Presidential Proclamation in honor of the 25th Anniversary of the Americans with Disabilities Act

On July 26, 2015, President Barack Obama, issued a proclamation on the 25th Anniversary of the Americans with Disabilities Act. In this proclamation he highlights the importance of the ADA for all Americans, celebrates the accomplishments of the past 25 years, highlights the work his administration has been engaged in, and calls for a continued focus on building a society where all things are possible for all people.

White House Releases Fact Sheet in Honor of the Americans with Disabilities Act

The White House has released a fact sheet showcasing the work that the Obama Administration and various agencies have done to improve the lives and expand the opportunities available for people with disabilities. This fact sheet also serves as an announcement listing new actions and initiatives across the federal government serving people with disabilities. One of the upcoming actions is that the Equal Employment Opportunity Commission (EEOC) intends to issue a Notice of Proposed Rulemaking to amend its regulations implementing Section 501 of the Rehabilitation Act of 1973, which requires the federal government to engage in affirmative action for people with disabilities. Additionally, the Department of Justice (DOJ) will release technical assistance to provide guidance on testing accommodations for individuals with disabilities who take standardized exams and other high-stakes tests. The document will describe the responsibilities of testing entities that offer exams or courses related to applications, licensing, certification, or credentialing for secondary, postsecondary, professional, or trade purposes. The document will address who is entitled to testing accommodations, what types of testing accommodations are generally provided, and what documentation may be required of the person requesting testing accommodations.

DOL ODEP and HRSA MCHB Publish Letter on Importance of Health Care Transitions

ODEP and the Maternal and Child Health Bureau (MCHB) in the Department of Health and Human Service's Health Resources and Services Administration have jointly issued a letter emphasizing the importance of health care transitions in order to be successful in other transition domains while also highlighting the opportunity to integrate health care and career planning transition services available to youth with chronic health conditions and other disabilities through the Affordable Care Act (ACA) and the Workforce Innovation and Opportunity Act (WIOA) in order to more effectively facilitate youths' success.

DOL Releases Section 188 Reference Guide

The U.S. Department of Labor's Civil Rights Center (CRC) has released a reference guide on Section 188, providing updated information and technical assistance that can help American Job Centers and their partners meet the nondiscrimination and universal access requirements for individuals with disabilities in Section 188 of the Workforce Investment Act.

NCWD/Youth Blog Posts

NCWD/Youth's blog features current and relevant information related to the Guideposts for Success, Youth Development and Leadership, Innovative Strategies, Professional Development, and more!

- *IDEA Changes Lives: My Experience with Early Intervention* (cross-post from the U.S. Department of Education – July 17, 2015)
- *RAMPing Up from Mentor to Program Coordinator (Part One)!* – July 8, 2015

Legislative Announcements, Calls to Participate and New Projects

States Moving Forward On ABLE Accounts

<http://www.disabilitycoop.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.

Autism Speaks Putting New Focus on Adults

<http://www.disabilitycoop.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.disabilitycoop.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.

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.

Latest Employment Opportunities Posted on NASET

Preschool Special Education Teacher

Baldwinsville, NY

Job Category: Special Education teacher for pre-school 2.6-5 yrs

Description:

Now Hiring Special Education Teacher for Preschool

High energy, fun atmosphere. Flexible schedules, choice of settings
Empowering individuals to achieve their dreams

Opportunities available in Oswego, Fulton, Baldwinsville and Pulaski

Visit www.littlelukes.com and click childcare for more information about our childcare philosophy of incorporating education and fun based on our award-winning curriculum.

Please apply at the link below:

<http://Little-Lukes-Preschool.careerplug.com/j/o1hta1>

Requirements:

SPECIAL EDUCATION DEGREE PLUS NY STATE SPECIAL ED CERTIFICATION REQUIRED. B-2 SPECIAL ED CERT PREFERRED.

Contact:

Please apply at the link below:

<http://Little-Lukes-Preschool.careerplug.com/j/o1hta1>

Special Education Teacher

National Heritage Academies

Job Category: Special Education Teacher

Description:

National Heritage Academies is seeking Special Education Teachers to join our team in MI, OH, CO,GA, LA, NY, and NC.

National Heritage Academies (NHA) partners with community groups to build and operate public charter schools. Founded in 1995, today NHA partners with 80 K-8 schools in 9 states serving over 50,000 students. NHA is one of the largest charter school management organizations designed to eliminate achievement gaps and prepare our students for success in high school, college and beyond.

Requirements:

Qualifications differ in every state and can be found on our website at www.nhacareers.com.

Benefits:

- Competitive Salary
- Medical, Prescription, Dental, and Vision Benefits
- Retirement Options
- Tuition Reimbursement
- Relocation Costs

Contact:

For more information and to apply, please visit www.nhacareres.com. Qualified candidates may contact Alex by phone at 616-285-1595 or by email acookingham@nhaschools.com.

Behavior Therapist for Autism

In all cities in FL, GA, SC, NC, VA, TX, LA, AL, AZ and CA

Description:

Butterfly Effects, a leading provider of client-centric, in-home and in-school, ABA therapy for those experiencing life on the Autism spectrum, is actively seeking energetic, outgoing, and passionate individuals to become PART-TIME Registered Behavior Technicians! Butterfly Effects currently serves clients in over 30 markets, employing over 500 passionate team members focused on a singular purpose - to create a collaborative environment that promotes meaningful learning opportunities and experiences through individualized ABA therapy, for clients and their circle of support.

Availability for part time assignments. Variable hours are available, but emphasis is on after school (3:00 pm – 7:00 pm) hours.

Qualified Teachers will have:

- Bachelor's degree or a minimum of 48 college credit hours.
- A commitment to become certified as a Registered Behavior Technician by successfully completing a 40 hour course (no cost involved) in Applied Behavior Analysis.
- BLS/ CPR Certification or willingness to achieve certification.
- Reliable transportation and insurance.
- Willingness to travel to and from clients' homes within 30 minutes of your location.
- Strong computer and technology skills and reliable internet connection for data input.

Benefits:

Butterfly Effects offers great pay and benefits, including paid RBT training, mileage, flexible hours for Part-Time client home therapy, materials provided for free, and free training and supervision by a Board Certified Behavioral Analyst. Making a positive difference in a child's life.

Contact:

To Apply go to: www.butterflyeffects.com and or call **954-603-7885** for Talent Acquisition Team

Special Education Coordinator

Washington, DC

Job Category: Special Education Coordinator

Description:

AppleTree Early Learning Public Charter School seeks a motivated, passionate and experienced Special Education Coordinator to provide case management and direct services to children identified for special education and related services.

The Special Education Coordinator ensures that all children and families with special needs receive optimal developmentally appropriate educational experiences. Under the primary direction of the Special Education Manager and secondary direction of the Principal, the Special Education Coordinator will implement students' Individual Education Plans (IEPs) in inclusion, push in and/or pull out settings, depending on the IEP Team's decision about placement and what is appropriate as the student's least restrictive environment. This position will serve to support the Special Education Manager with administrative tasks including IDEA compliance activities, chairing multidisciplinary (MDT) meetings, and comprehensive case management of all students on assigned caseload participating in the special education program to ensure their academic and developmental progress.

The Special Education Coordinator will use in-depth knowledge of early childhood special education practices to provide effective and research-based interventions to children identified for special education services. The Special Education Coordinator will also work with regular education teachers in a consultative manner to integrate these strategies into their practice within the RTI model. The Special Education Coordinator also serves as an Inclusion Coordinator, a resource Teacher or a resource Teacher/Speech Language Pathologist in AELPCS. The inclusion Coordinator fulfills all the aspects of the Special Education Teacher in the school assigned and collaborates with a lead general education teacher to ensure high-quality instruction and coordinate services for all students in their classroom.

The Special Education Coordinator reports to the Special Education Manager, with input from the school Principal.

Requirements:

- Candidates must have, at the minimum, a bachelor's degree in elementary or early childhood special education, and one or more years of successful professional teaching experience.
- Teachers with master's degrees in early childhood special education or a certified speech language pathologist are preferred
- Two or more years of successful professional teaching of young children with special needs is preferred.
- Demonstrate leadership experience
- Strong organizational skills and communication abilities
- Ability to work collaboratively and well within a team
- Both Inclusion and resource teacher candidates must receive a passing score on the Special Education and Elementary Education Content Knowledge (PK-3) by the start of the school year.

Benefits:

Salary is commensurate with education and experience. Compensation also includes an excellent benefits package and vast professional development opportunities.

Contact:

To apply, please go to our website go.appletreeinstitute.org/vacancies. If you have questions please send to talent@appletreeinstitute.org, No Phone Calls, please

Early Childhood Special Educator

Aviano AFB, Italy

Job Category: Early Intervention

Description:

Magnum Medical has an opening for an Early Childhood Special Educator to work with children of American military families stationed at Aviano AFB in Italy. Position works in a home-based early intervention program, providing services to infants and toddlers of American military families stationed overseas. Requirements include the Master's degree in Special Education, US citizenship, a minimum of two years experience within the last five years working with developmentally delayed children in the 0, 1 & 2-year age population in a home-based early intervention capacity, and a current state teaching license/certification to teach in this capacity. Benefits, generous paid time off, relocation, and competitive tax-advantaged compensation provided.

Requirements:

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

Benefits:

- Medical and Dental benefits
- 401K
- Four weeks paid time off
- Relocation provided!

Contact:

Lynn Romer at LynnR@magnummedicaloverseas.com or fax resume to 513-984-4909

Teacher for the Visually Impaired

Reno, NV

Job Category: Teacher

Description:

VISUALLY IMPAIRED

The teacher assigned to the visually impaired is primarily responsible for providing itinerant and site-based instruction to students K-12 with visual disabilities (who may have other disabilities) by executing the previously mentioned essential duties and responsibilities as well as the following: provides assessments that measure students' progress toward grade level standards; adapts instructional materials and develops input for daily instructional/learning activities based upon the IEP; demonstrates skill and knowledge of current technology practices relative to students who have visual impairment; knowledge of and ability to effectively utilize a variety of computer software and other technologies necessary to model,

teach, and assist students with visual impairments within classroom instruction and activities as well as other curricular access, ability and knowledge to use all technologies which may be required to perform requirements of the position; ability to work toward and demonstrate competency in Braille with a goal of obtaining a Certificate of Braille Competency. (Job Code: 0750)

Requirements:

- **Education/Experience:** Any combination of education and experience in teaching would provide the required knowledge and skills are qualifying. A typical way to obtain the knowledge and skills would be:
- **Education:** Bachelor's Degree from and accredited college or university with student teaching experience and the ability to obtain a valid Nevada teaching license.
- **License/Certificates:** Possession of, or the ability to obtain a valid Nevada teaching license in the relevant subject area/and or grade level.

Benefits:

Competitive compensation (\$32,404 - \$69,802) and district paid premiums for employee benefits coverage with comprehensive benefits package. Employer paid contribution in to Public Employees Retirement System pension plan and MORE!

Contact:

Questions? Contact teach@washoeschools.net

or

apply online at:

https://jobs.washoeschools.net/ats/job_board_frame?refresh=Y&COMPANY_ID=00004845&APPLICATION_TYPE_ID=00000001

Millwaukee, WI - Are You An Amazing Special Education Teacher?

Millwaukee, WI

Job Category: Special Education Teacher

Description:

Therapia Staffing Is Waiting To Welcome YOU!

Therapia Staffing wants you to know that "At the heart of all we do, is YOU". We specialize in contract staffing opportunities across the country that offer our Special Education Teacher's a way to experience a new location or school environment. If you are ready to make a change but not sure that a permanent commitment is the way to go at first, Therapia Staffing offers an alternative way to explore new career possibilities. With superior financial pay, bonuses and health benefits why would you not get excited about working with Therapia Staffing and our school partners?

Qualifications:

Requirements specific to each job will vary but as a general rule we are looking for individuals with Special Education Credentials who are authorize to teach in the disability areas of specialization such as Mild/Moderate Disabilities, Moderate/Severe Disabilities, Deaf and Hard of Hearing, Visual Impairments, Physical and Health Impairments, and Early Childhood Special Education.

Benefits:

WE HAVE YOU COVERED WITH THE BENEFITS YOU NEED.

By definition the word BENEFITS means something that is advantageous or good, at Therapia Staffing we make sure that your total experience is a benefit. Our approach is not a one size fits all but rather an individualized discussion on what benefits you need and when your needs change. We understand that your priorities are not always going to be the same and this is why Therapia Staffing makes sure that we can accommodate those changes with you.

Options you can choose from:

- Medical, Dental, Vision, and Prescription Coverage
- Life Insurance
- Liability Insurance
- License/Certification Reimbursement
- CEU's
- Housing Accommodations
- Travel Allowance
- Tax Advantage Program

Contact:

OUR TEAM IS READY TO REVIEW YOUR RESUME AND START PLANNING YOUR NEW CAREER PATH!

If the time isn't right for you to make a change we LOVE referrals at Therapia Staffing. Send a friend our way and receive a "Thank You" bonus of \$1500 upon the start of a contract.

1-866-678-9449

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HIRE@THERAPIASTAFFING.COM

Selah, WA - Are You An Amazing Special Education Teacher?

Selah, WA

Job Category: Special Education Teacher

Description:

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Lottsburg, VA - Are You An Amazing Special Education Teacher?

Lottsburg, VA

Job Category: Special Education Teacher

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Options you can choose from:

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- Life Insurance
- Liability Insurance
- License/Certification Reimbursement
- CEU's
- Housing Accommodations
- Travel Allowance
- Tax Advantage Program

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Youngstown, OH - Are You An Amazing Special Education Teacher?

Youngstown, OH

Job Category: Special Education Teacher

Description:

Therapia Staffing Is Waiting To Welcome YOU!

Therapia Staffing wants you to know that "At the heart of all we do, is YOU". We specialize in contract staffing opportunities across the country that offer our Special Education Teacher's a way to experience a new location or school environment. If you are ready to make a change but not sure that a permanent commitment is the way to go at first, Therapia Staffing offers an alternative way to explore new career possibilities. With superior financial pay, bonuses and health benefits why would you not get excited about working with Therapia Staffing and our school partners?

Qualifications:

Requirements specific to each job will vary but as a general rule we are looking for individuals with Special Education Credentials who are authorize to teach in the disability areas of specialization such as Mild/Moderate Disabilities, Moderate/Severe Disabilities, Deaf and Hard of Hearing, Visual Impairments, Physical and Health Impairments, and Early Childhood Special Education.

Benefits:

WE HAVE YOU COVERED WITH THE BENEFITS YOU NEED.

By definition the word BENEFITS means something that is advantageous or good, at Therapia Staffing we make sure that your total experience is a benefit. Our approach is not a one size fits all but rather an individualized discussion on what benefits you need and when your needs change. We understand that your priorities are not always going to be the same and this is why Therapia Staffing makes sure that we can accommodate those changes with you.

Options you can choose from:

- Medical, Dental, Vision, and Prescription Coverage
- Life Insurance
- Liability Insurance
- License/Certification Reimbursement
- CEU's
- Housing Accommodations
- Travel Allowance
- Tax Advantage Program

Contact:

OUR TEAM IS READY TO REVIEW YOUR RESUME AND START PLANNING YOUR NEW CAREER PATH!

If the time isn't right for you to make a change we LOVE referrals at Therapia Staffing. Send a friend our way and receive a "Thank You" bonus of \$1500 upon the start of a contract.

1-866-678-9449

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[**HIRE@THERAPIASTAFFING.COM**](mailto:HIRE@THERAPIASTAFFING.COM)

San Jose, CA - Are You An Amazing Special Education Teacher?

San Jose, CA

Job Category: Special Education Teacher

Description:

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Oracle, AZ - Are You An Amazing Special Education Teacher?

Oracle, AZ

Job Category: Special Education Teacher

Description:

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Oakland/Richmond, CA - Are You An Amazing Special Education Teacher?

Oakland/Richmond, CA

Job Category: Special Education Teacher

Description:

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[To top](#)

Upcoming Conferences, Workshops and Events 2015

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.

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](#)

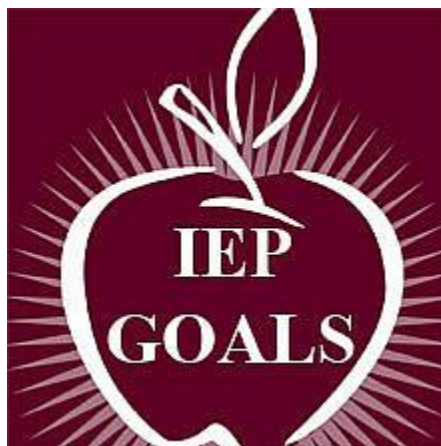
Acknowledgements

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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 Special Educator e-Journal

NASET Application for iPad and iPhone



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