

NASET
Special Educator
e-Journal

December 2008

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Message from the Executive Directors

Dr. Roger Pierangelo & Dr. George Giuliani

Welcome to the December, 2008 edition of the *NASET Special Educator e-Journal*. To those of you who are new members, this is **NASET's** publication that keeps its members up to date with all of the latest news in special education that we feel is important for special education teachers, professors, and those seeking a career as a special education teacher.

Membership in **NASET** is growing faster each day, both with renewals and new members. We thank all of you for referring your colleagues to us. By continuing our numerous publications provided in your Friday Week in Review we know that 2008 has been **NASET's** most successful year ever.

As always, the bottom line here at **NASET** is that we are committed to making sure that you are kept up-to-date with all of the most current information in the field of special education.

In this edition of the *Special Educator e-Journal*, we cover numerous topics. Most importantly, we hope that the broad range of topics enhances your knowledge of the current state of the field of special education, while being practical for your use in the classroom, school building, and with parents.

On a personal note, we want to extend the warmest of holiday wishes and hope that you a very happy and healthy holiday season.

Sincerely,

Dr. Roger Pierangelo and Dr. George Giuliani
Executive Directors

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This Just In...

One Gene, Two Proteins? Researchers Discover New Deafness Gene Capable of Multitasking

There are roughly 20,000 to 25,000 genes in the human body, and for the most part, each gene is supposedly responsible for encoding one particular protein.

However, researchers from the National Institute on Deafness and Other Communication Disorders (NIDCD) and a group of international scientists have found an exception to the rule. The group has uncovered a gene that causes deafness in humans and that makes two completely different proteins. The gene, called LRTOMT, is a fused version of two separate genes that appear in mice and rats: *Lrrc51* and *Tomt*. The study is published in the November 2008 issue of *Nature Genetics*.

NIDCD geneticists Zubair Ahmed, Ph.D., and Thomas Friedman, Ph.D., together with scientists from the Centre of Biotechnology of Sfax, Tunisia, and from Radboud University in the Netherlands used molecular biology techniques to identify a gene on chromosome 11 responsible for nonsyndromic deafness. The researchers were able to pinpoint the gene from a larger region, called DFNB63, that had previously been found to be associated with nonsyndromic deafness. Nonsyndromic deafness occurs without additional symptoms such as blindness or a kidney or heart disorder. It is the most common form of inherited deafness.

Until now, the gene responsible for DFNB63 deafness in humans was a puzzle to scientists. The researchers found that while the neighboring *Lrrc51* and *Tomt* genes in mice each make separate proteins, in humans, the fused version of these genes still makes two separate proteins. (The first protein is named LRTOMT1 and the second is LRTOMT2.) The researchers also identified four mutations that resulted in deafness in families they studied. All of the mutations primarily affect the LRTOMT2 protein.

Although there have been a few other examples in which one gene can make two different proteins, this is the first example in which mutations in a fusion gene causes a Mendelian disorder, a disorder that exhibits a simple pattern of inheritance. The next goal is to study the function of LRTOMT and determine how mutations of this gene cause deafness in humans.

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News You Can Use From The National Dissemination Center for Children with Disabilities

[No Effect on Comprehension Seen From 'Reading First'](#)

The \$6 billion funding for the federal Reading First program has helped more students “crack the code” to identify letters and words, but it has not had an impact on reading comprehension among 1st, 2nd, and 3rd graders in participating schools, according to one of the largest and most rigorous studies ever undertaken by the U.S. Department of Education. - ***EdWeek***

[Dual Language Learners in the Early Years:](#)

This report reviews the literature on getting dual language learners ready for school and looks at ways in which families, communities, services and schools can work together to get children ready to succeed in the early years of education. - ***National Clearinghouse for English Language Acquisition (NELA)***

[EPE Report: Special Education in America](#)

This EPE Research Center report examines a number of key issues facing students with disabilities ranging from the demographics of the population, educational settings, overrepresentation of certain student groups, achievement, high school completion, and transitions to adulthood. - ***EdWeek***

[Culturally Responsive Response to Intervention \(RTI\)](#)

The NRCLD defines Responsiveness to Intervention (RTI) as: an assessment and intervention process for systematically monitoring student progress and making decisions about the need for instructional modifications or increasingly intensified services using progress monitoring data. Providing RTI services in communities where the student body is diverse can create challenges but in schools where response to intervention models are practiced, teachers and other practitioners are collaborating in amazing ways to make the menu of learning options in the classroom as diverse as the student population. - ***The National Center for Culturally Responsive Educational Systems (NCCRESt)***

[Beyond Slices of Pizza: Teaching Fractions Effectively](#)

Building on the February 2008 webcast, [Making Algebra Work: Instructional Strategies that Deepen Student Understanding](#), this webcast showcases best practices when it comes to the teaching of fractions. How do teachers and school district personnel ensure deep "conceptual and procedural knowledge of fractions," as stated by the national math panel report? - ***The Center for Comprehensive School Reform and Improvement***

Autism Gene Linked to Childhood Language Disorder

A gene linked to autism may also play a role in the most common childhood language disorder, researchers said on Wednesday, perhaps explaining why some children develop language difficulties. "This is the first time anyone has pinpointed a specific gene that is involved in common forms of language impairments," University of Oxford geneticist Simon Fisher, who led the study, said. - **Reuters**

Financial Literacy Materials for Students

Every day the headlines address new financial challenges. Don't send your students out into this complex financial world unprepared! Equip them with the basic money management skills they need to function effectively by learning more about financial literacy. - **The Center for Implementing Technology in Education (CITED)**

ADHD More Likely To Affect Movement In Boys

Attention deficit hyperactivity disorder (ADHD) appears to affect movement in boys more than it does in girls, according to a new study. ADHD is one of the most common mental disorders found in children. Symptoms include impulsiveness, hyperactivity, such as not being able to sit still, and inattention or constant daydreaming. Few studies have been done that compare ADHD and movement in both boys and girls. - **Science Daily**

Webinar on Data-Based Instruction in Special Education

The National Center on Student Progress Monitoring's final webinar on Data-Based Instruction in Special Education presentation and accompanying transcript are available at the Center's website. Dr. Lynn Fuchs and Dr. Doug Fuchs led this webinar, which focused on the use of curriculum-based measurement student progress monitoring data for individualizing and monitoring the effectiveness of instruction in special education. - **The National Center on Student Progress Monitoring (NCSPM)**

Reading Rockets News

Reading Rockets is a national multimedia project offering information and resources on how young kids learn to read, why so many struggle, and how caring adults can help. Their news page offers the latest headlines on reading research, strategies, curriculum, and activities for parents and teachers of emerging readers. - **Reading Rockets**

Brain Researchers Find New Insights into Learning Disabilities

A new study in the latest issue of Cell has revealed the molecular and cellular underpinnings of one of the most common, single gene causes for learning disability in humans. The findings made in learning disabled mice offer new insight into what happens in the brain when we learn and remember. While most previous studies have focused on the role of brain cells that excite other brain cells in the process of learning, the current results suggest that inhibitory neurons and a careful balance between excitatory and inhibitory signals may be just as essential, according to the researchers. - **Science Daily**

Learn about Speech-to-Text Services

Speech-to-text services deliver spoken information such as lectures, presentations, and classes as text on a computer screen in real time or as printed documents. Speech-to-text service is an appropriate accommodation for individuals with hearing impairments who are comfortable receiving information via text. Speech-to-text services often are used for students or others who

do not use sign language interpreters or when course content has vocabulary more easily presented in print (e.g. foreign languages, medical courses). - **PEPNET**

Steps to Prevent Bullying of Students with Special Needs

Once accepted as a “rite of passage”, bullying is now acknowledged as a major concern by schools across the U.S. Bullying can create a climate of fear and disrespect that can have a negative impact on school climate and school learning (NEA, 2003). In fact, an estimated 160,000 students miss school each day because of bullying. The U.S. Dept of Education describes bullying as “intentional, repeated, hurtful acts, words or other behaviors, such as name-calling, threatening and/or shunning acts, committed by one or more children against another.” The materials at this link were developed by the Matrix Parent Network and Resource Center specifically to aid parents of children with disabilities to deal with the difficult subject of bullying. - **Matrix Parent Network and Resource Center**

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Legislative Announcement

U.S. Secretary Of Education Margaret Spellings Announces Final Regulations To Strengthen NCLB and Encourages Use of New Tools to Build Upon the Successes of NCLB

<http://www.ed.gov/news/pressreleases/2008/10/10282008.html>

Last month, U.S. Secretary of Education Margaret Spellings announced final regulations to strengthen and clarify No Child Left Behind (NCLB), focusing on improved accountability and transparency, uniform and disaggregated graduation rates and improved parental notification for Supplemental Education Services and public school choice. Information about the final regulations, the Secretary's full remarks, fact sheets, and a webcast of the announcement are available.

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Calls to Participate

Language Differences and Special Education: Seeking Best Practices

<http://nccrest.org/callsubmissions.pdf>

Project LASER and NCCRESt need submissions of examples of best practices that teachers are currently using to serve students who are both struggling academically and behaviorally and who use African American English (AAE) or who are English Language Learners (ELLs). Project LASER and NCCRESt are collaborating in the creation of a Web site that will host multimedia resources aimed at promoting teacher learning and enhancing the quality of education offered to African American students and ELLs. Credit will be given to the authors of the accepted works. This Web site will be available for free use beginning in December of 2008. The call for submissions is available in pdf (4 pages, 273 KB).

Sharing Celebration Plans for the December 1-5 Inclusive Schools Week

http://www.inclusiveschools.org/Celebration_Plans

The Inclusive Schools Network is hosting the 8th Annual Inclusive Schools Week, December 1-5, 2008, celebrating the theme, “Together We Learn Better: Inclusive Schools Benefit All Children.” The Network invites participants to share their 2008 Celebration Plans with the Network and with other educators, families, and communities around the world by sending a short description of their planned Inclusive Schools Week activities/events to ISN’s e-mail: inclusiveschools@edc.org. In November, Inclusive Schools Network will begin posting Celebration Plans from selected schools, districts and communities on its Web site.

Society For Disabilities Studies – Call for Proposals

<http://www.disstudies.org/conference/2009/cfp>

The Society For Disabilities Studies invites proposals for its conference June 17-20, 2009, in Tucson, Arizona: “It’s ‘Our’ Time: Pathways To and From Disabilities Studies – Past, Present and Future.” Time, in all its forms, conceptualizations, and manifestations, will be the focus of the conference, though proposals on any topic relevant to Disability Studies are welcomed, in such formats as individual presentations panels, didactic/short courses, poster sessions, artistic/performance events, town halls/debates. Deadline for proposals: January 15, 2009.

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Special Education Resources

A Guide to Assessing and Increasing School Engagement

Brief

http://www.childtrends.org/Files//Child_Trends-2008_10_29_RB_SchoolEngage.pdf

Students who are disengaged from school are at risk for many poor outcomes beyond poor academic achievement. They are at risk of skipping classes, sexual activity, substance use, and ultimately dropping out of school. A new Child Trends brief, *Assessing School Engagement: A Guide for Out-Of-School Time Programs*, provides information on why school engagement matters, how out-of-school time programs can affect school engagement, and how to measure engagement. The brief includes specific measures of school engagement from three surveys and a list of additional resources. Available in pdf (5 pages, 185 KB).

Closing the Graduation Gap: A Superintendent's Guide for Planning Multiple Pathways to Graduation

Guide

<http://www.ytfg.org/documents/ClosingtheGraduationGapFinal13October2008.pdf>

District leaders in cities such as New York City, Boston, Philadelphia, Portland (Oregon), and Chicago are creating strategies to re-engage students who are slipping off-track to graduation and get them on their way to a diploma. The approach is referred to collectively as Multiple Pathways to Graduation. This framework represents a new way of envisioning the path towards graduation. Instead of prescribing a linear process proceeding step by step towards graduation, Multiple Pathways to Graduation assumes that districts must focus on early indicators, offering increased responsiveness, flexibility and differentiated levels of support to help all students graduate. This guide, prepared for Youth Transition Funders Group by MetisNet, is built upon the emerging lessons from successful districts and designed to help districts plan a comprehensive reform process to increase graduation rates for all students. Available in pdf (44 pages, 444 KB).

Counting On Graduation: Ed Trust Report Examines State Policies on Graduation Rates

Report

<http://tinyurl.com/59xnpf>

A new report from The Education Trust, “Counting on Graduation,” by Anna Habash, argues that most state accountability systems still exhibit a “surprising indifference” toward improving high school graduation rates. Graduation rate goals states set under the No Child Left Behind Act (NCLB) range from a low of 50% (Nevada) to a high of 95% (Indiana). To help states graduate more of their students, the report lists specific actions that a state’s elected and education leaders can take to increase graduation rates and recommends that state leaders set more rigorous graduation rate goals and improvement targets and establish as a priority the goal of improving high school graduation rates. Available in pdf (10 pages, 353 KB).

Creating Postsecondary Pathways to Good Jobs for Young High School Dropouts

Article

<http://www.clasp.org/publications/postsecpathyouth.pdf>

This Center for Law and Social Policy paper advocates expansion and better integration of efforts to connect high school dropouts ages 16-24 to postsecondary credentials that truly matter in the labor market. It includes examples of innovation and federal and state policy recommendations. Available in pdf (36 pages, 1.55 MB).

Digital Directions

New issue

www.digitaldirections.org

The Fall 2008 issue of Education Week's Digital Directions is now available online. Viewers have access to the entire issue and can subscribe to the print edition for free. The issue's main feature is "Dollars & Sense: Ed-tech Leaders Employ Creative Tactics to Cut IT Costs and Save Programs," on how some ed-tech leaders are getting creative and saving thousands of dollars.

Expanding Options: State Financing of Education Pathways for Struggling Students and Out-of-School Youth

Report

<http://www.nyec.org/page.cfm?pageID=141>

The National Youth Employment Coalition's (NYEC) newest publication explores how Indiana, Massachusetts, and North Carolina have created policies and funding streams to support a variety of secondary education options for young people.

Health Resources for Transitioning Youth, The 2008 Fact Sheet On Health Care Access and Utilization: Adolescents and Youth Adult

Fact Sheet

<http://nahic.ucsf.edu/downloads/HCAU2008.pdf>

This fact sheet contains the most recent available data on health insurance coverage, preventive and other health services, and unmet need among adolescents and young adults ages 12-24, including those with special health care needs. The fact sheet, produced by the National Adolescent Health Information Center at the University of California, San Francisco, with support from the Maternal and Child Health Bureau, highlights trends and presents data by age, gender, income level, and race and ethnicity. The fact sheet is available in pdf (6 pages, 640 KB).

Juvenile Justice, Fall 2008: The Future of Children

Journal

http://www.futureofchildren.org/pubs-info2825/pubs-info_show.htm?doc_id=708717

This volume examines juvenile justice policies and practices with the goal of promoting reforms that are based on solid evidence and acknowledge that adolescents differ from adults in ways that policy ought to take into account. Young people who come into contact with the juvenile justice system often have other problems, many of which the juvenile justice system is ill-equipped to address alone. More information, and pdf links to the complete issue, an Executive Summary, and Policy Brief, are on the Web site.

New Child Trends Brief Examines How Schools Affect All Aspects of Adolescent Development

http://www.childtrends.org/Files//Child_Trends-2008_11_14_RB_SchoolEnviron.pdf

Schools affect more than their students' academic development, affecting physical and mental health, safety, civic engagement, and social development, as well. A new Child Trends research brief, "The School Environment and Adolescent Well-Being: Beyond Academics," presents national estimates on the effects of school environments on adolescents in health, safety, social support, academics, and civic engagement. The brief is a product of a partnership between Child Trends and the National Adolescent Health Information Center at the University of California, San Francisco, to create resources and provide assistance to improve the health of young people and their families. Available in pdf (11 pages, 475 KB).

New NCCRESt Professional Learning Module: Culturally Responsive Response to Intervention (RTI)

Learning module

http://www.nccrest.org/professional/culturally_responsive_response_to_intervention.html

Culturally responsive educational systems facilitate learning by culturally and linguistically diverse students by valuing their cultures, languages, and experiences and using them in the educational program. NCCRESt's newest professional learning module presents Response to Intervention (RTI) as a culturally responsive framework for ensuring inclusive settings for all students, including those who are culturally and linguistically diverse. The module presents research-grounded practices for effectively implementing RTI.

The 1st Report to the Nation on Youth Courts and Teen Courts: 1993 to 2008 Report

http://www.creducation.org/cre/section/single_entry/youth_courts/

This national report by Scott Bernard Peterson, documents significant highlights and events over a 15-year period of unprecedented growth of this groundbreaking American Juvenile Justice program that uses volunteer youth to help sentence their peers. A PDF copy of the 42-page report can be obtained by e-mail from Scott Peterson at dryouthcourt@aol.com or at the website.

The Rehabilitation Act's Impact on Transition Outcomes for Youth with Disabilities

Report

<http://www.ncd.gov/newsroom/news/2008/r08-574.htm>

The National Council on Disability has released the report, "The Rehabilitation Act: Outcomes for Transition-Age Youth," calling on Congress and the U.S. Department of Education to make changes to current service delivery practices that will improve transition outcomes for youth with disabilities. This report is a comprehensive assessment of the impact of the Rehabilitation Act on the employment and postsecondary education outcomes of eligible transition-age youth.

The Teacher's Role in Home/School Communication: Everybody Wins!

Article

<http://www.ldonline.org/article/28021>

Successful, responsive, and productive schools solicit, encourage, facilitate, and promote parental communication. Special educators have long been aware that a child's success and progress depend on the quality and frequency of parent/teacher communication. This article by Rick Lavoie for LD OnLine discusses how to avoid the pitfalls and keep the promise of a true partnership with parents.

This Is Health Care Transition

Video

<http://video.ichp.ufl.edu/tihct.php>

Developed by the Institute for Child Health Policy at the University of Florida, this video is intended to help better prepare youth and young adults with chronic health conditions and their families for adulthood, especially the move from pediatric to adult-oriented health care.

Universal Design in Higher Education: From Principles to Practice

Book

<http://www.washington.edu/doit/Brochures/Order/video.order.html>

This book showcases the perspectives and expertise of 41 students with disabilities, practitioners, and researchers who represent 26 postsecondary institutions and other organizations who illustrate how universal design can create inclusive instruction, student services, physical spaces, and information technology. The broad scope of experience shared by the authors makes this book appropriate as a guide to anyone interested in applying universal design to education and as a textbook for courses that explore current disability, diversity, design, special education, and related topics.

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Upcoming Conferences, Workshops and Events

December 2008

Social Justice in the 21st Century: 33rd Annual TASH Conference

Conference

Date: December 3, 2008 - December 6, 2008

Location: Nashville, TN

Website: <http://www.tash.org/2008tash/>

Abstract: The conference theme is Social Justice: achieving the full and equal participation of every member of society in a way that is shaped to meet each member's unique needs, with all persons valued, physically and psychologically safe, and able to participate in all aspects of life in their community. This year's TASH conference will focus on the issues and trends in today's world as they relate to the bringing about social justice for people who have significant disabilities and their families.

Disability and Special Needs Technical Assistance Conference: Understanding the Four Phases of Emergency Management

Conference

Date: December 9, 2008 - December 10, 2008

Location: San Diego, CA

Website: www.HomelandDefenseJournal.com

Abstract: The Conference will bring together influential experts in emergency management to discuss the processes involved in the emergency management spectrum and describe how special needs issues should be integrated into the four phases of emergency management: preparedness, mitigation, response, and recovery.

January 2009

TRLD 2009 - Technology, Reading & Learning Diversity Conference

Date: January 22-24, 2009

Location: Hyatt Regency Hotel, San Francisco, CA

Abstract: TRLD (<http://www.trld.com/>) celebrates its 27th year and will focus on professional development opportunities that "Open the Door to Universal Learning". Educators will gather to pursue the realities of providing equitable and flexible access to learning concepts and ideas for all students. Share and learn how to apply new strategies to empower students to become active learners in this digital age. David Warlick is the keynote speaker, who among other outstanding speakers and trainers will design hands-on workshops and interactive sessions to focus on the critical issues facing K-12 and higher education. TRLD is recognized for bringing together leading educators in a unique think-tank environment to leverage the collective intelligence of many thought leaders. Learn more about successful intervention models, discuss ways to implement systematic reform, strategize ideas to prepare tomorrow's teachers, explore innovative technologies to enhance literacy skills and implement validated instructional models. TRLD is hosted by Don Johnston.

February 2009

2009 National Forum on Education Statistics and the NCES Management Information Systems

Conference

Date: February 16, 2009 - February 20, 2009

Location: Seattle, WA

Website: <http://ies.ed.gov/whatsnew/conferences/?id=381>

Abstract: The National Center for Education Statistics (NCES), in the U.S. Department of Education's Institute of Education Sciences (IES), will sponsor the 2009 National Forum on Education Statistics and the NCES Management Information Systems (MIS) Conference in Seattle, Washington on best practices, innovative ideas, current issues, and practical how-to advice about management information systems for K-12 education. The Forum will be held on Feb. 16-17, 2009; the MIS Conference (co-sponsored by the Washington State Department of Education) will be Feb. 18-20, 2009. Proposals for presenting sessions are welcome. Topics are invited from all sources, but the major focus will be on data use, data standards, statewide data systems, and data quality.

Reaching At-Promise National Students Conference: Transformation in the Classroom

Conference

Date: February 20, 2009 - February 22, 2009

Location: San Diego, CA

Website: <http://www.atpromiseconference.org/>

Abstract: The fourth annual RAPS Conference, combined with the Leaders Institute, will feature sessions to provide educators working with at-promise students with tools to help them succeed in school. (RAPS believes that students labeled “at-risk” are actually “at-promise.”)

March 2009

National Training Institute: Addressing Challenging Behavior

Date: March 22-25, 2009

Location: Sheraton Sand Key Resort - Clearwater Beach, FL

Sponsors: Technical Assistance Center for Social and Emotional Intervention; Center on the Social and Emotional Foundations for Early Learning; Division for Early Childhood (DEC)

Email: nti@dec-sped.org

Abstract: This conference will focus on behavioral issues and effective practices in Early Childhood students.

International Conference on Positive Behavior Support

Date: March 26-28, 2009

Location: Hyatt Regency Hotel - Jacksonville, FL

Sponsor: Association for Positive Behavior Support (APBS)

Website: www.apbs.org

Telephone: (570) 389-4081 **Fax:** (570) 389-3980

Email: tknooster@bloomu.edu

June 2009

21st Annual Postsecondary Disability Training Institute training

Date: June 2, 2009 - June 6, 2009

Location: Pittsburgh, PA

Website: <http://www.cped.uconn.edu>

Abstract: The objective of this Training Institute is to assist professionals to meet the needs of college students with disabilities. Participants can select from a variety of Strands, Single Sessions, and Saturday Post-Sessions taught by experts in the field, which provide participants with in-depth information and adequate time for questions and follow-up discussions. Participants also have opportunities to share information and network with each other at various activities throughout the Institute.

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Get Wired! - The Latest on Websites

BrainLine – The New Web Site Is Here

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

Individuals with traumatic brain injury (TBI), their families, friends, and teachers will find useful timely information and resources at this new site, a comprehensive Web site for anyone whose life has been affected by TBI. It includes links to specific sections for people with TBI, their families and friends, and professionals.

National Center for RTI

http://www.rti4success.org/index.php?%0D%0Aoption=com_frontpage&Itemid=1

The National Center for Response to Intervention (RTI) Web site contains information on the practice and research of RTI models of instruction. The “Library” section of the website includes briefs, fact sheets, articles, and numerous other types of sources all related to research on RTI composed by a variety of authors and organizations. Resources are catalogued by topic area such as "What is RTI?" and "Early Intervention Services" for ease of use.

National Charter School Research Project

<http://www.crpe.org/cs/crpe/view/projects/1>

The National Charter School Research Project aims to bring rigor, evidence, and balance to the national charter school debate. Their goals are to facilitate the fair assessment of the value-added effects of U.S. charter schools, and to provide the charter school and broader public education communities with research and information for ongoing improvement. The Project is an initiative of the University of Washington's Center on Reinventing Public Education.

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Funding Forecast, Grants, and Award Opportunities

Forecast of Funding Opportunities under the Department of Education Discretionary Grant Programs for Fiscal Year 2008

<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 2008 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 2007-2008 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.

Do Something and Grammy Foundation Invite Young People to Use Music to Improve Communities

<http://www.dosomething.org/grants/keychange>

Awards of \$3,000 plus an all-expenses-paid trip to the Grammy Awards will be given to U.S. and Canadian citizens 19 years of age and younger who are working use music to solve problems and create change in their communities. Projects must be youth-led and -driven, and creative, demonstrating an original idea for solving problems and creating change. Projects must also strive toward tangible results and measurable impact, focus on problems in communities, and, whether one-time event or ongoing program, promote diversity and seek to make lasting change in the target community. Deadline: December 15, 2008

Entries Invited for Intel Schools of Distinction Awards in Math and Science

<http://www.intel.com/education/schoolsofdistinction/index.htm>

Grants of up to \$15,000 will be awarded to eighteen elementary and secondary education schools working to improve educational outcomes in the areas of math and science. The awards program is open to K-12 public, private, charter, and parochial schools in the United States, Department of Defense Dependents Schools, and Bureau of Indian Affairs schools. Home schools are not eligible. The applicant school's program must have at least three years of results data, whether NCES or other comparable data. Deadline: February 17, 2009.

National Organization on Disability Invites Entries for Accessible America Award Program

<http://www.nod.org/index.cfm?fuseaction=Page.ViewPage&PageID=1560>

Awards of \$25,000 will be given to a city, town, county, or sovereign tribal government in the United States working to encourage citizens with disabilities to become involved in community life. American mayors and chief elected officials are invited to enter their communities in the competition. The cash award will be presented to the chief elected official in the winning city, town, or county. The funds should be used to further the community's efforts in closing the participation gaps for citizens with disabilities. Deadline: December 31, 2008.

Plum Grants

<http://www.dosomething.org/programs/plum-grant-guidelines>

Individuals who have recently created a sustainable community action project, program or organization and need \$500 to further the growth and success of the program are eligible to apply for a Plum Youth Grant. Plum grants are given out weekly. Deadline: None.

VSA arts and MetLife Foundation Announce Arts Connect All Grant Opportunity

<http://www.vsarts.org/x273.xml>

VSA arts and MetLife Foundation have announced their fifth annual “Arts Connect All” grant opportunity for arts organizations to create or enhance inclusive educational programs by strengthening partnerships with local public schools. A maximum of ten grants of up to \$15,000 each will be awarded to selected programs. Application Deadline: December 12, 2008

Entries Invited for National School Library Media Program of the Year Awards

<http://www.ala.org/ala/mgrps/divs/aasl/aaslawards/natlslmprogram/aaslnational.cfm>

Established in 1963, the National School Library Media Program of the Year Award honors school library media programs working to ensure that students and staff are effective users of ideas and information. The award recognizes exemplary library media programs that are fully integrated into the host school's curriculum. Three winning programs will receive \$10,000 each from by Follett Library Resources. Deadline: January 2, 2009.

Broad Residency in Urban Education

http://foundationcenter.org/pnd/rfp/cat_education.jhtml

The Broad Residency in Urban Education is a two-year leadership development program that places participants into full-time high-level managerial positions in school districts and Charter Management Organizations. The residency is designed for individuals with an advanced degree (master's or higher), at least four years of work experience, and a successful record of leadership and/or management. Residents earn starting annual salaries of \$85,000 to \$95,000 and participate in professional development sessions over the course of two years. At the end of the program, the Broad Residency expects that school districts and CMOs will hire residents permanently in their current positions or promote them into more senior leadership posts. The initial steps of the admissions process occur in two cycles. Candidates may enter the process in either the early or regular cycle. Candidates who apply to the early cycle will be notified sooner whether they will be advancing to a final interview with the hiring organization. The Early Cycle Deadline is December 1, 2008; the Regular Cycle Deadline is February 2, 2009.

Grants Available to Support Summer Camps to Introduce Young People to Careers in Manufacturing and Engineering

<http://fconline.foundationcenter.org/pnd/15015331/fmafnd>

The Fabricators & Manufacturers Association Foundation and the Nuts, Bolts and Thingamajigs Foundation offer grants ranging from \$2,500 to \$5,000 not-for-profit organizations and educational institutions offering overnight or day-camp experiences in summer 2009 that introduce young people to careers in manufacturing and engineering. The purpose of the manufacturing camps is to provide a positive, hands-on experience so young people will consider manufacturing as a future career option. Camps must target young people, ages 12-16. Preference will be given to organizations serving minority populations. Grant funds may be used for expenses related to curriculum development and instruction, as well as direct expenses such as housing, meals, transportation, and supplies. Deadline: December 12, 2008

National Center for Family Literacy Invites Entries for Toyota Family Literacy Teacher of the Year

http://foundationcenter.org/pnd/rfp/rfp_item.jhtml?id=227900013

An award of \$7,500 plus a trip to the 2009 National Conference on Family Literacy in Orlando, Florida, will be given to family educators working to improve children's, adult/ESL, and parenting education. Family educators from across the United States are eligible for the award. Nominees must work primarily in children's education, adult/ESL education, parenting education, or other educational services and must be able to demonstrate an impact on intergenerational learning between parents and children. Programs may nominate up to two educators. The online nomination form must be completed by the program director or coordinator. The nomination must include a statement of support for the nominated educator written by an adult student who works with the educator. Deadline: December 5, 2008

NFL Grassroots Program

<http://www.lisc.org/section/goals/healthy/youth>

Community football fields or high school football fields need improvements or replacement can apply to the NFL Grassroots Program, which provides grants to nonprofit neighborhood-based organizations with financial and technical assistance to improve the quality, safety and accessibility of local football fields. Deadline: December 15, 2008.

Reader's Digest Foundation: "Make It Matter" Grants

<http://www.rd.com/make-your-mark-make-a-difference/make-it-matter/article54800.html>

To identify people whose stories of giving back inspire others, the foundation will donate funds to a nonprofit organization associated with a particular story or cause. Anyone can submit a story about an effective or inspiring group, which will be published on the website; the nonprofits selected will receive funds up to \$100,000. Deadline: January 1, 2009.

Students Invited to Create "Green Solutions" in National Middle School Sustainability Challenge

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

Middle school students across the United States are invited to submit solutions to environmental problems for the Siemens We Can Change the World Challenge, a national sustainability education initiative (sponsored by the Siemens Foundation, Discovery Education, and National Science Teachers Association). Student teams of 2-3 students, grades 6-8, under the mentorship of a teacher or adult supervisor, can register for the challenge. Teams will identify an environmental issue in their community, research the issue, and create a replicable green solution using Web-based curriculum tools. The mentors of the first hundred teams to register and complete a project for challenge will receive a Planet Earth series DVD set. All student teams entering the challenge will receive prizes; top-performing teams will earn cash, teacher education materials, and "Discovery Experience" trips. The grand prize winning team will receive a comprehensive prize package, which includes an appearance on Planet Green, Discovery's eco-lifestyle network, and a Discovery Adventure Trip. Deadline: March 15, 2009

Do Something Announces "Increase Your Green" School Competition

http://foundationcenter.org/pnd/rfp/rfp_item.jhtml?id=217000004

Awards of up to \$1,500 will be given to middle and high schools working to reduce the environmental impact of their school during an eight week competition where students will showcase how their school saved energy, reduced waste, and raised awareness. The judging categories are: (1) energy saved; (2) garbage reduced, recycled, and reused; (3) number of people

involved/impacted; and (4) innovative quality of actions and ideas. The competition is open to middle and high schools. Deadline: December 15, 2008

National Education Association Foundation Accepting Grant Applications

<http://fconline.foundationcenter.org/pnd/15014895/neafdn>

Learning & Leadership grants of up to \$5,000 will be awarded to teachers, education support professionals, and higher education faculty and staff working to improve student learning in public schools, colleges, and universities. The grant amount is \$2,000 for individuals and \$5,000 for groups engaged in collegial study. Student Achievement Grants provide grants of \$5,000 to improve the academic achievement of students by engaging in critical thinking and problem solving that deepen knowledge of standards-based subject matter. The work should also improve students' habits of inquiry, self-directed learning, and critical reflection. (These grants replace the foundation's Innovation Grants program, which has been discontinued.) Application deadlines are October 15, 2008, February 1, 2009, June 1, 2009.

Nonprofit Music Programs

<http://www.guitarcentermusicfoundation.org/grants/index.cfm?sec=info>

The Guitar Center Music Foundation's mission is to aid nonprofit music programs across America that offer music instruction so that more people can experience the joys of making music. Maximum Award: \$5000. Eligibility: 501(c)(3) organizations. Qualifying applicants are established, ongoing and sustainable music programs across the United States that provide music instruction for people of any age who would not otherwise have the opportunity to make music. Deadline: N/A.

Live Monarch Educator Outreach Program

<http://www.lmf-educator-award.com/index.html>

The Live Monarch Foundation Educator Outreach Program provides funding for U.S. teachers to enroll in the National Campaign to bring monarch butterflies into the classroom. This program provides education and materials to strengthen the monarch's 3,000-mile migratory route within North America by creating self-sustaining butterfly gardens and refuges. Materials will be provided for each participant to raise a virtual butterfly and start a real butterfly garden with professional instruction on each level of its maintenance and care. Maximum Award: n/a. Eligibility: teachers and classrooms in areas on the monarch migratory route. Deadline: rolling.

Reader's Digest Foundation: Make It Matter

<http://www.rd.com/makeitmatter.do>

This program honors individuals who are taking action and giving back to their communities in a significant way. Each month, Reader's Digest magazine will profile an individual who has made a significant contribution to his or her community. Deadline: n/a.

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