

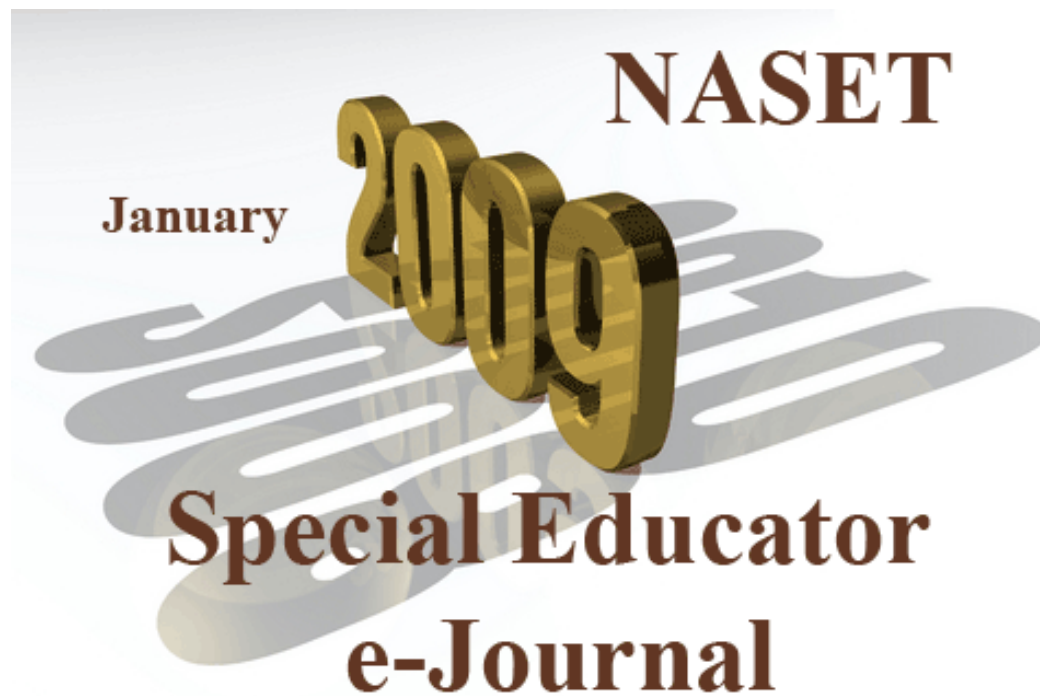


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Message from the Executive Directors

Dr. Roger Pierangelo & Dr. George Giuliani

Happy new year from everyone here at **NASET**!!....and welcome to the January 2009 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.

Let us first welcome all NYC District 75 teachers as members of **NASET**. Through a grant with **Toys R Us**, **NASET** has afforded all District 75 special educators in New York City the opportunity to become members of our community. We look forward to their input and being a part of **NASET**.

The past year was extremely busy here at **NASET**. As always, 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. As such, we have added, and will continue to add new resources, handouts, news alerts, classroom management series, hundreds of new sites to the data base, and much, much more this year.

Membership in **NASET** is growing at an astronomical rate. Every month, we exceed the previous month's numbers of members who have joined our community of teaching professionals. We thank all of you for referring your colleagues to us, as we have heard from many new members that their basis for joining was "through a friend with whom I teach."

Remember that **NASET** is your organization, and anything we can do to enhance your professional development, we will take very seriously. NASET is working very hard to meet all of your needs, and we hope to continue to furnish you with professional and practical resources.

We hope you enjoy the first **NASET Special Educator e-Journal** of 2009. Again, **NASET** wishes you a happy and healthy 2009.

Sincerely,

Dr. Roger Pierangelo and Dr. George Giuliani
Executive Directors

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This Just In...

Secretary Spellings Applauds Nomination of Arne Duncan, Underscores Credibility and Expertise as Integral to Education Success

U.S. Secretary of Education Margaret Spellings today made the following statement regarding the nomination of Arne Duncan as U.S. Secretary of Education:

"Arne Duncan is a visionary leader and fellow reformer who cares deeply about students. As the CEO of the Chicago Public Schools, Arne has advanced policies to hold schools accountable for providing all our nation's students—regardless of race, income level or background—with a high-quality education. His credibility and expertise will be invaluable as we continue working to equip students with the knowledge and skills they need to succeed and to make higher education affordable and accessible to all. Above all, Arne understands that in today's global economy, we must stay focused on results for every child.

"I am pleased with the great work the U.S. Department of Education has done over the past eight years in improving educational opportunities for all children. I look forward to being helpful to Arne and his team during the transition and beyond."

U.S. Secretary of Education Margaret Spellings Announces Guidance to Assist in Establishing Uniform High School Graduation Rate

U.S. Secretary of Education Margaret Spellings today announced the release of non-regulatory guidance to implement a uniform and accurate measure of the high school graduation rate that is comparable across States. The uniform high school graduation rate is a critical step toward improving high school accountability.

"The nation can no longer tolerate - much less prosper - with its abysmal graduation rate, particularly among minority students," said Secretary Spellings. "Parents know that a high school diploma is the least their children need to succeed in today's economy. This guidance will help ensure resources are better targeted so that students earn a regular high school diploma."

The non-regulatory guidance released today provides States, local education agencies and schools with information about how to implement the uniform graduation rate regulations, including making data public so that educators and parents can compare how students of every race, background and income level are performing. This guidance provides the following information:

- Defines the four-year adjusted cohort graduation rate, the extended-year adjusted cohort graduation rate, and the transitional graduation rates that are allowable until States must implement the four-year adjusted cohort graduation rate.
- Guides States in setting a single graduation rate goal and annual graduation rate targets.
- Outlines requirements for reporting graduation rates.

- Answers questions about how States include the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate in AYP determinations, including the use of disaggregated rates for student subgroups.
- Explains how a State must revise its Consolidated State Application Accountability Workbook to include certain information and submit its revisions to the Department for technical assistance and peer review.
- Clarifies the timeline for implementing the new graduation rate provisions, as well as the process for how a State that cannot meet the deadlines outlined in the final regulations may request, from the Secretary, an extension of time to meet the requirements.

To read the high school graduation rate non-regulatory guidance, please visit www.ed.gov/policy/elsec/guid/hsgrguidance.pdf.

For information on the graduation rate regulations announced in October, please visit www.ed.gov/policy/elsec/reg/proposal/uniform-grad-rate.html.

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

News You Can Use

[Speech & Language: Scientifically Based Professional Practice](#)

Over the past several years, the need has grown for speech-language pathologists and audiologists to use evidence-based practice (EBP) in clinical decision-making, but for our discipline, like most others, the transition is not easy. One challenge we face is the scarcity of clinical practice research to guide clinical decisions and policy. Even where relevant literature exists, professionals often lack the time to evaluate and synthesize the research. - **American Speech-Language-Hearing Association (ASHA)**

[Preparation by Eighth Grade Critical to College/Career Readiness](#)

Most U.S. Eighth-Graders Aren't On Track, Will Face Uphill Battle to Catch Up. The findings suggest the level of academic achievement that students attain by eighth grade has a bigger impact on whether they are ready for college and career by the time they graduate than any single factor examined, including courses taken, grades earned in high school and demographic characteristics such as gender, race, and household income. - **eSchool News**

[Microsoft Unveils Career Resource for Students](#)

CareerForward, a free online course, aims to help prepare America's young people for 21st-century jobs. - **eSchool News**

[Promising Instructional Reforms in Developmental Education](#)

A large proportion of first-time community college students enter schools each year in need of developmental education, but few succeed in making it through these programs to college-level courses, let alone earning a certificate or a degree. - **MDRC**

Policy and Research Recommendations for a New Administration and Congress

At a time when limited government resources demand that the nation make the most of investments in social and education programs, policymakers will increasingly need to make decisions on the basis of reliable evidence. To assist the incoming Obama Administration and the new Congress, MDRC has developed a series of 15 two-page, evidence-based framing memos on pressing education and social issues — from preschool to prisoner reentry, from disability insurance to after-school programs. - **MDRC**

When It's More Than The 'Terrible Twos'

We all know how infants can act up during their terrible twos, but when these behaviors are accompanied by developmental setbacks, they could point to something more serious. - **Science Daily**

RTI's Role in Traditional Testing and Assessment

Exploring Response to Intervention is the place to exchange ideas and strategies for this important framework for working with struggling learners. For December, David F. Bateman, co-author of "The Special Education Due Process Handbook" and "A Principal's Guide to Special Education," will be discussing the legal aspects of RTI. - **CEC RTI Blog**

How to Help Your Child Have a Happy Holiday

The holiday season is a time for family togetherness, community, and friendship when we enjoy parties and fun celebrations. Unfortunately, children who struggle with social and behavioral problems can feel lonely and excluded during this happy time. - **LD Online**

A New Face for A.D.H.D., and a Debate

When pediatricians diagnose attention deficit hyperactivity disorder, they often ask their patients whether they know anybody else with the problem. These days, children are likely to reply with a household name: Michael Phelps, the Olympic superstar, who is emerging as an inspirational role model among parents and children whose lives are affected by attention problems. - **New York Times**

Planning for Postsecondary Transition

With the first half of the school year almost complete, I think it's safe to say that everyone (parents, educators, students) is looking forward to some holiday time away from the classroom. But for students who will be finishing high school in the spring, the next few weeks are likely to be filled with paperwork and planning, meetings with guidance counselors, conversations with college admissions personnel, and hours of online research. - **National Center for Learning Disabilities**

Dropouts Establish Patterns Early On

Warning signs of high school academic woes can be seen in students as young as 11 and addressed, researchers say. - **Denver Post**

It All Starts In Families and Communities

Support for families

Find families in your own neighborhood, add resources, disability organizations, events, and discussion topics. Start your own online community or join existing groups for support and friendship. <http://www.oneplaceforspecialneeds.com/>

Autism: A hangout for caregivers

Autism Hangout, a new website, is for the 12 to 17 million caregivers looking for daily insights on how to assist those living with autism.

<http://www.autismhangout.com/default.asp>

BrainLine: On traumatic brain injury

Individuals with traumatic brain injury (TBI), their families, friends, and teachers will find useful timely information and resources at this comprehensive new website 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. - <http://www.brainline.org/>

Questions about EPSDT, answered

EPSDT stands for the Early and Periodic Screening, Diagnostic and Treatment service, a comprehensive set of benefits available to children and youth under age 21 who are enrolled in Medicaid. Here's a 10-page fact sheet that answers commonly asked questions about EPSDT.

<http://www.healthlaw.org/library/attachment.134266.pdf>

Learning opportunities for your child through alternate assessment

Wondering about alternate assessments? Wondering what the differences are between alternate assessments based on alternate academic achievement standards and those based on modified academic achievement standards? (So are we.) Then you'll appreciate these two documents from NCEO, the National Center on Educational Outcomes. The 1st link explains alternate and the 2nd link explains modified.

<http://cehd.umn.edu/nceo/OnlinePubs/LearningOpportunities.pdf>

<http://cehd.umn.edu/nceo/OnlinePubs/AAMASParentGuide.pdf>

The Little Ones: Early Intervention/Early Childhood

Developing your child's literacy

From the Center for Early Literacy Learning (CELL), the new CELLpractices Practice Guides Especially for Parents can be used by parents to give their infants, toddlers, or preschoolers fun and exciting literacy-learning experiences and opportunities. Practitioners will also find the guides useful for working with parents to promote their use of literacy learning activities with their children.

<http://www.earlyliteracylearning.org/pgparents.php>

Speaking the language of acronyms

Find out what those early intervention and early childhood acronyms mean! Just out from NECTAC, the National Early Childhood Technical Assistance Center.

<http://www.nectac.org/~pdfs/pubs/acronyms.pdf>

Outcomes 101

The Early Childhood Outcomes Center summarizes many questions frequently asked about the child and family outcomes measurement process and provides brief answers.

<http://www.fpg.unc.edu/~eco/faqs.cfm>

Early childhood assessment: Why, what, and how

This National Research Council Report identifies the important outcomes for children from birth

to age 5 and the quality and purposes of different techniques and instruments for developmental assessments.

http://www.nap.edu/catalog.php?record_id=12446

What do we mean by professional development in the early childhood field?

This concept paper, from the National Professional Development Center on Inclusion (NPDCI), presents a definition and framework for professional development in early childhood. Defining what is meant by professional development is intended to guide efforts aimed at ensuring that the early childhood workforce is highly qualified and effective in working with young children (birth through 8) and their families.

<http://community.fpg.unc.edu/resources/articles/NDPCI-ProfessionalDevelopment-03-04-08.pdf>

How occupational therapy can help children make transitions.

The American Occupational Therapy Association offers a short paper about the role of occupational therapists in supporting families and children with disabilities as they transition between early intervention, preschool, kindergarten, middle school, high school, and ultimately, from school to adult life.

<http://www.aota.org/Consumers/WhatisOT/FactSheets/Children/Transitions.aspx>

Schools, K-12

The Family Connection

A resource to help busy principals and assistant principals with their communications to parents and families. The National Middle School Association offers the Family Connection as a free service to NMSA members, who can use the publication "as is" or cut and paste articles as they see fit. Not a member? Take a look at the free sample issue available online at:

<http://www.nmsa.org/Publications/TheFamilyConnection/tabid/208/Default.aspx>

Encourage student reading at home

How can teachers encourage reading at home and support the role of parents as educators? One way is through the use of family literacy bags-a paired set of theme-based fiction and nonfiction books and related interactive activities that kids bring home from school to share with their family. Reading Rockets has developed a set of six family literacy bags appropriate for a kindergarten or first-grade listening level to encourage some hands-on fun and learning. Just assemble everything into a two-gallon zip top bag, and send home with your students. -

<http://www.readingrockets.org/article/27935>

A new online community for educators

You can now join the Learning Community free for 30 days and receive access to everything PD 360 has to offer, including nearly 1,000 research-based video segments on educational topics. PD 360 is an on-demand subscription professional learning resource that now includes a Learning Community where educators can share ideas and resources, upload files, discuss hot topics and issues, and participate in forums. At the web address below, click on Free Trial and enter your information and the referral code Nov-EM. (Note: Each subscribing state, district, and school has a private community exclusively for its teachers and administrators. The public community allows PD 360 users from around the world to communicate and collaborate.) -

<http://www.pd360.com>

A professional learning module: Culturally Responsive Response to Intervention (RTI)

New, from NCCRESt, the National Center for Culturally Responsive Educational Systems.

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

Has Reading First improved students' reading comprehension?

The final report is out from the Institute of Education Sciences. While IES' evaluation found no statistically significant improvement in the reading comprehension of students, Reading First did have a significant impact on students' decoding, phonics, and fluency skills-three of five basic components of reading. It also had a statistically significant impact on the total time that teachers spent on the five essential components (phonemic awareness, phonics, vocabulary, fluency, and comprehension) of reading instruction promoted by the program in grades 1 and 2. Lots of other interesting findings...

<http://ies.ed.gov/ncee/pubs/20094038.asp>

Training modules on PALS (Peer Assisted Learning Strategies) in reading

The IRIS Center shares a trio of training modules for teachers, all related to research-based information and strategies for implementing PALS in your classroom. Two modules are newly revised (PALS: A Reading Strategy for Grades K-1 and PALS: A Reading Strategy for Grades 2-6), and one (PALS: A Reading Strategy for High School) is completely new.

http://iris.peabody.vanderbilt.edu/iris_new_materials.htm

Special education instruction, math, reading, science, and English language learners

Lots and lots of excellent materials are available online, courtesy of the Center on Instruction, one of the five Content Centers serving the Comprehensive Center network. Pick your instructional area!

<http://centeroninstruction.org/>

State and System Tools

Special education in America

A new report, from the EPE Research Center.

http://www.edweek.org/rc/articles/2008/10/27/special_education_in_america.html

And the survey says...

Find out what the states said about activities, changes, and challenges in special education in 2007, newly available online at NCEO, the National Center on Educational Outcomes.

<http://cehd.umn.edu/nceo/OnlinePubs/2007StateSurvey/2007StateSurveyReport.pdf>

Letters of clarification from OSEP

Policy letters from OSEP dated April 1, 2008 through June 30, 2008 are now available online at the address above.

<http://www.ed.gov/policy/speced/guid/idea/letters/2008-2/index.html>

(A subset specifically addressing Part C and Section 619 of IDEA can be accessed via the NECTAC website at

<http://www.nectac.org/idea/clarfctnltrs.asp>)

Scaling up of evidence-based practices: Annotated bibliography

SISEP, the OSEP-funded project State Implementation & Scaling-up of Evidence-based Practices, offers this brief overview of the scale-up literature as it relates to system transformation, capacity development, implementation science and practice, school reform, high-fidelity implementation, innovation zones, and usability testing. -

<http://www.fpg.unc.edu/~sisep/resources.cfm>

High school graduation: What's required?

Visit the National High School Center's Interactive Map, which compares high school graduation requirements ((English, mathematics, social studies, science, foreign language, art, and electives) and state university entrance requirements for 50 States and DC. The state profiles also capture national high school improvement initiatives, as well as a brief description of the programs/strategies and the related research base.

<http://www.betterhighschools.org/map/default.asp>

Share your thoughts about RTI with your colleagues

Would you like to know what others are doing to promote implementation of RTI in their states? Or would you like to join (or start!) a dialogue about how RTI is working at the secondary level? The National Center on Response to Intervention is waiting for you. All you need to do is register (at the address below).

http://www.rti4success.org/index.php?option=com_registration&task=register

And speaking of RTI...

Visit the National Center on RTI's online library (select the 3rd tab at the top), where you'll find briefs, fact sheets, presentations, media, and training modules relevant to RTI that are divided into 18 separate categories. Many of the current resources were created by organizations, associations, state departments, or districts. - <http://www.rti4success.org>

Financial responsibility for students with disabilities: A special case

A 14-page article from Project Forum, available online at:

<http://www.projectforum.org/docs/FinancialResponsibilityforSWD-ASpecialCase.pdf>

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Legislative Announcements

Assistance to States for the Education of Children With Disabilities (Office of Special Education and Rehabilitative Services, U.S. Department of Education)

<http://edocket.access.gpo.gov/2008/E8-28175.htm>

Final regulations governing the Assistance to States for Education of Children with Disabilities Program and the Preschool Grants for Children with Disabilities Program in the areas of parental consent for continued special education and related services; non-attorney representation in due process hearings; State monitoring, technical assistance, and enforcement; and allocation of funds. The regulations also incorporate a statutory requirement relating to positive efforts to employ and advance in employment individuals with disabilities that was inadvertently omitted from the 2006 regulations.

FERPA Final Rule, U.S. Department of Education

<http://edocket.access.gpo.gov/2008/pdf/E8-28864.pdf>

Final Family Educational Rights and Privacy (FERPA) regulations addressing the issues in last March's proposed rule have been released. Available in pdf (51 pages, 296 KB).

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

Center for Self-Determination Announces Call for Papers for May 3-5 Conference on Self-Determination

<http://www.self-determination.com/images/stories/misc/ICSD%20Call%20for%20Papers.pdf>

The International Conference on Self-Determination (May 3-5, 2009, at the Benton Convention Center, Winston-Salem NC) is open through January 16, 2009 for proposals for papers on self-determination. Selected submissions will be notified by February 2, 2009. Available in pdf (2 pages, 364 KB).

Extended APSE Deadline: January 9th

<http://www.apse.org/conference/rfp.cfm>

The deadline for submission of proposals to present at the 20th National APSE Conference on Integrated Employment (June 30-July 2, 2009, in Milwaukee, WI) has been extended to January 9, 2009. Details and information on submitting proposals are on the APSE Web site. For additional questions regarding submitting conference proposals, David Hoff can be contacted (email david.hoff@umb.edu, phone 617-287-4308, or TTY: 617-287-4350).

NYLN Seeks New Leaders For 2009-2010 Governing Board

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

The National Youth Leadership Network (NYLN), a non-profit organization run by young people with disabilities with the goal of empowering all young people to reach their maximum potential, is looking for new leaders. Applicants to the Governing Board must: be between the ages of 16 and 28, have a disability, and have leadership and advocacy skills. The Governing Board application can be found at the Web site. Applications are due February 8, 2009.

Online Discussion - Parent Advocacy and Family-School Partnership

<http://www.fctd.info/webboard/index.php>

The Family Center on Technology and Disability is hosting a discussion of effective family-school partnerships that result in successful use of technology throughout the month of December. Assistive and instructional technology (AT/IT) can help both IEP (Individualized Education Program) students and General Education classes addressing a range of learning needs. The discussion will be moderated by AT/IT technologist Lon Thornburg and parent advocate Charles DiPietro.

Research and Training Center on Family Support and Children's Mental Health Announces Call for Papers for June 23-25 Building on Family Strengths Conference

www.rtc.pdx.edu

The Building on Family Strengths Conference (June 23-25, 2009, in Portland, OR) is open through January 30, 2009 for papers on family support and children's mental health. The conference will feature developments in two areas: Youth empowerment and participation in designing, delivering, and evaluating services, supports, and systems; and Wraparound: practice, supervision, fidelity measurement, outcome studies, system support, and more. Proposals can be submitted online.

RWJF Commission to Build a Healthier America: Promising Programs and Policies

<http://ideas.commissiononhealth.org>

The Robert Wood Johnson Foundation Commission to Build a Healthier America is a national group seeking ways to improve the health of all Americans. The Commission expects to issue a

set of recommendations in April 2009, and to inform these recommendations, is soliciting ideas and examples of promising policies, innovations, and interventions that can help Americans live healthier lives.

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

Can High Schools Prepare Students for Careers and College?

Study

http://www.mdrc.org/area_issue_29.html

Yes high schools can prepare students for careers and college, according to this MDRC long-term study of Career Academies, which connect students with personalized supports and work experience. The study finds that the choice between academics and careers is “a false dichotomy” and that these Academies produce sustained employment and earnings gains without sacrificing academic preparation.

Changing Circumstances: Experiences of Pre- and Post-SSI Youth

Study Summary

<http://digitalcommons.ilr.cornell.edu/edicollect/1253/>

The results of a new study, summarized in the paper “Changing Circumstances: Experiences of Child Supplemental Security Income (SSI) Recipients Before and After Their Age-18 Redetermination for Adult Benefits,” analyze the dynamics of the transition of child recipients of SSI into adulthood. Findings suggest that youth with mental and behavioral disorders are much less likely to receive SSI benefits after turning 19. A major concern is that these youth are not sufficiently prepared for life without SSI.

Co-Teaching in Inclusive Classrooms

Report

http://www.accessmylibrary.com/coms2/summary_0286-32297231_ITM

Co-teaching is the pairing of two teachers together to take responsibility for meeting the educational needs of children in the classroom. Shared instruction allows special educators to teach beside the general education teacher, enhancing instruction. Students benefit from this type of teaching because it creates inclusive classrooms where children with disabilities are learning the same material as those without disabilities, albeit with extra support.

Creating a Path to Employment: Tips for Parents with Children with Disabilities

Fact Sheet

http://www.dol.gov/odep/documents/creating_path_to_Employment.pdf

“Creating a Path to Employment: Tips for Parents with Children with Disabilities” is one of three

new, easy-to-read fact sheets from the Office of Disability Employment Policy with disability employment information for parents, youth, and employers. Available in pdf (2 pages, 1.58 MB).

Essential Skills to Getting a Job: What Young People with Disabilities Need to Know
Fact Sheet

http://www.dol.gov/odep/documents/essential_job_skills.pdf

“Essential Skills to Getting a Job: What Young People with Disabilities Need to Know” is one of three new, easy-to-read fact sheets from the Office of Disability Employment Policy with disability employment information for parents, youth and, employers. Available in pdf (4 pages, 1.85 MB).

Hopes, Fears, & Reality: A Balanced Look at American Charter Schools in 2008
Report

http://www.crpe.org/cs/crpe/view/csr_pubs/255

“Hopes, Fears, & Reality: A Balanced Look at American Charter Schools in 2008,” is a new report from the Center on Reinventing Public Education, the fourth annual analysis from the National Charter School Research Project. It looks at what’s going on in charter schools, how well they’re doing, where they need to improve, and what can be learned from the research on these types of public schools. The report concludes that a more sophisticated understanding of its diverse constituent demand is needed to effectively grow the charter sector.

Jumpstart on College and Careers: Dual Enrollment Research, Policies, and Effective Practice
Report

<http://www.aypf.org/forumbriefs/2008/fb092608.htm>

Dual enrollment, in which high school students take college courses, has become a popular strategy to help students transition to, and be successful in, college. The American Youth Policy Forum developed this status report on dual enrollment: what the newest data show, how policy is stimulating participation and shaping practice, and ways in which dual enrollment is being incorporated into career and technical programs to prepare students for both college and careers.

New NCCRESt Professional Learning Module, Culturally Responsive Pedagogy and Practice
Learning Module

http://nccrest.org/professional/culturally_responsive_pedagogy-and.html

The National Center for Culturally Responsive Educational systems (NCCRESt) has released a new professional learning module, “Culturally Responsive Pedagogy and Practice,” designed to help educators understand and create a classroom atmosphere and curriculum that integrate and respond to the vast diversity of cultures present today in our schools.

School Improvement and School Turnaround: Local Accomplishments of MetLife Foundation/NASSP Breakthrough Schools
Forum

<http://www.aypf.org/forumbriefs/2008/fb102408.htm>

The first of a recent series of American Youth Policy Forum (AYPF) forums examining efforts to improve academic outcomes for students focused on a project by the MetLife Foundation and the National Association of Secondary School Principals which identified, showcased, and recognized middle level and high schools that are high achieving or dramatically improving student achievement and serve large numbers of students living in poverty.

Shaping Tomorrow's Workforce: Including Talents of Young People with Disabilities

Fact Sheet

http://www.dol.gov/odep/documents/shaping_tomorrows_workforce.pdf

“Shaping Tomorrow's Workforce: Including Talents of Young People with Disabilities” is one of three new, easy-to-read fact sheets from the Office of Disability Employment Policy with disability employment information for parents, youth and employers. Available in pdf (4 pages, 3.45 MB).

Strengthening Out-Of-School Time Nonprofits: The Role of Foundations in Building Organizational Capacity

Report

http://www.wallacefoundation.org/wallace/whitepaper_weiss.pdf

Commissioned by the Wallace Foundation, this paper looks at the role that foundations can play in building out-of-school time (OST) nonprofits' organizational capacity. It suggests seven approaches to strengthening OST organizations, including methods to ensure that providers become stronger partners with other groups and more adept advocates for their field. Available in pdf (27 pages, 414 KB).

NASDSE Professional Development Telecasts

Telecasts

<http://www.nasdse.org>

The National Association of State Directors of Special Education (NASDSE) is offering conferences for purchase by the state directors of special education. Subscribing states receive unlimited rights to rebroadcast and reproduce these telecasts for in-state use in local and statewide professional development. Conferences on “Resources and Supports for Students with Autism and their Families” (October 10, 2008) and “Partners in Progress: Youth/Young Adult Leaders for Systems Change” (December 05, 2008) have been held. Upcoming are “From Computers to Classrooms: Tackling Bullying in Today's Schools: (March 20, 2009) and “Understanding the Big Picture: Federal Policy and its Impact on the Classroom” (May 1, 2009). People interested in seeing the conferences can find out from their state department if their state subscribes to the series, or visit NASDSE online.

NCEO State Report on 2007 Survey of States: Activities, Changes, and Challenges for Special Education

Report

<http://cehd.umn.edu/nceo/OnlinePubs/2007StateSurvey/2007StateSurveyReport.pdf>

This report summarizes the eleventh survey of states from the National Center on Educational Outcomes (NCEO). Results are presented for all 50 states and three of the 11 federally funded entities (unique states). The report provides a snapshot of the new initiatives, trends, accomplishments, and emerging issues during this important period of standards-based education reform as states document the academic achievement of students with disabilities. Available in pdf (54 pages, 1.15 MB).

NCWD/Youth Releases “Making the Right Turn: A Guide About Improving Transition Outcomes for Youth Involved in the Juvenile Corrections System”

http://www.ncwd-youth.info/assets/juvenile_justice/10301_yj.pdf

Youth with emotional disturbances comprise over 47.4% of students with disabilities in secure care, while within public schools they account for only about 8% of students with disabilities. Students with Learning Disabilities are also overrepresented in the juvenile justice system and account for 38.6% of students with disabilities in these settings. This Guide on transition for

youth involved (or at risk of becoming involved) in the juvenile corrections system provides professionals with evidence-based research, highlights promising practices, and provides the “Guideposts for Success for Youth Involved in the Juvenile Corrections System,” in addition to pointing out areas requiring further attention by policymakers and identifying promising practices. Available in pdf (71 pages, 757 KB).

New Resource Helps Prepare Girls with Disabilities for Work)

Brief

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

The Institute on Community Integration, University of Minnesota, has published "Impact: Feature Issue on Employment and Women with Disabilities," a publication offering personal stories, strategies, research, and resources to enhance employment options for girls and women with disabilities.

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/postsecpthyouth.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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NYC Department of Education, District 75

Online Conference on Working with Students with Challenging Behaviors

District 75, Office of Positive Behavior Supports is pleased to present an interactive, online conference for staff and parents working with students who present challenging behaviors. Nationally-recognized researchers and experts will outline evidence-based systems and practical tips. Speakers will include: Dr. Lucille Eber (Director, IL PBIS Network), Dr. Nicholas Long (founder of the Life Space Crisis Intervention Institute), Dr. Marc Brackett (Yale University), and Dr. Laura Riffel (Behavior Doctor Seminars). This conference is probably the most practical event you'll attend all year!

- Learn Practical tips for working with youngsters who display challenging behaviors
- Find out how to break in to the conflict cycle
- Become familiar with the basic tenets of emotional literacy

Conference Title:

Educating Children with Disruptive Behavior: Strategies for Classroom and Community

DATE: January 21st and 22nd **TIME:** 3:15 pm -5:00 pm

To register for the conference please visit the link below: <http://district75.net/behaviorconference>



Upcoming Conferences, Workshops and Events

January 2009

Educating Children with Disruptive Behavior: Strategies for Classroom and Community

Date: January 21st and 22nd, Time: 3:15 pm -5:00 pm

Location: Online Conference

Abstract: District 75, Office of Positive Behavior Supports is pleased to present an interactive, online conference for staff and parents working with students who present challenging behaviors. Nationally-recognized researchers and experts will outline evidence-based systems and practical tips. Speakers will include: Dr. Lucille Eber (Director, IL PBIS Network), Dr. Nicholas Long (founder of the Life Space Crisis Intervention Institute), Dr. Marc Brackett (Yale University), and Dr. Laura Riffel (Behavior Doctor Seminars). This conference is probably the most practical event you'll attend all year!

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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.

OSEP National Parent Center Conference

Date: January 28-30, 2009

Location: Crystal City, VA

Abstract: Parent Center leaders and colleagues will come together to learn about current topics and reflect on their work, united by the common goal of improving outcomes for children with disabilities.

Website: <http://www.taalliance.org/conferences/2009/index.asp>

February 2009

2009 Conference On Inclusive Education: Energizing Learning Conference

Date: February 12, 2009 - February 14, 2009

Location: Denver, CO

Website: <http://peakparent.org/conferences.asp>

Abstract: Sponsored by PEAK Parent Center, this conference focuses on practical strategies that boost the academic success and inclusion of students with disabilities in their classrooms, schools, homes, and communities.

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.”)

2009 Biennial Autism Congress Conference

Date: February 26, 2009 - March 1, 2009

Location: Vancouver, BC

Website: <http://www.autismvancouver.com>

Abstract: The theme “Autism Through the Lifespan” reflects the evolving set of personal, familial, societal, and therapeutic issues that autism spectrum disorders present as affected individuals pass from infancy, childhood through adolescence, adulthood, and finally old age. Adopting a life-span perspective is fundamental in developing comprehensive services to individuals and families who are dealing with Autism Spectrum Disorder. The Congress features over 18 of the world's foremost autism experts speaking on topics covering the full range of issues of autism spectrum disorders across the lifespan.

2nd Annual Rare Disease Day

Date: February 28, 2009

Abstract: NORD, the National Organization on Rare Disorders, is partnering with EURORDIS, the European Rare Disease Organization.

Website: http://www.eurordis.org/article.php3?id_article=1862

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: tknoster@bloomu.edu

April 2009

Council for Exceptional Children's 2009 Convention and Expo

Conference

Date: April 1, 2009 - April 4, 2009

Location: Seattle, WA

Website: - [Click Here](#)

Abstract: CEC's 2009 Convention and Expo will discuss the latest issues in special and gifted education, share teaching strategies, and explore the latest special education legislation and trends and in new products and services in the exhibit hall, for those working with children with exceptionalities and their families.

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.

The National Center for Education Research's Summer Research Training Institute on Cluster-Randomized Trials

Conference

Date: June 21, 2009 - July 3, 2009

Location: Nashville, TN

Website: <http://ies.ed.gov/whatsnew/conferences/?id=394&cid=5>

Abstract: The National Center for Education Research, Institute of Education Sciences, announces its third Summer Research Training Institute on Cluster-Randomized Trials at Vanderbilt University. This Training Institute is held to increase the national capacity of researchers to develop and conduct rigorous evaluations of the impact of education interventions. Application information will be available on the IES Web site by mid-January. For assistance contact Dr. Christina Chhin, at (202) 219-2280 or christina.chhin@ed.gov.

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Get Wired! - The Latest on Websites

National Center for Urban School Transformation (NCUST)

<http://ncust.org/dnn/Default.aspx?base>

NCUST is an organization housed at San Diego State University that is dedicated to improving achievement in urban schools. This site contains information on research, principal coaching, and strategies for improving instruction and academic achievement in urban schools.

NCES Expansion of State Education Reforms (SER) Web site

<http://nces.ed.gov/programs/statereform/>

The National Center for Education Statistics (NCES) State Education Reforms (SER) Web site is based on the report "Overview and Inventory of State Education Reforms: 1990 to 2000," and is updated periodically to incorporate new data on state education reform activities. It draws primarily on data collected by organizations other than NCES and compiles and disseminates data on state-level education reform efforts in four areas: (1) standards, assessment, and accountability, (2) school finance reforms, (3) resources for learning, and (4) state support for school choice options. Specific reform areas include student and teacher assessments, adequate yearly progress, statewide exit exams, highly qualified teachers, open enrollment laws, and charter schools.

Niusi-Leadscape Conversation: Another Inclusion Effort

<http://www.niusileadscape.org/bl>

Another Inclusion Effort: Education for Social Justice for Students with Disabilities by Dr. Carole Edelsky is the newest blog in a guest writers' blog series hosted by Niusi-Leadscape. Dr. Edelsky talks about the roles of educators and administrators in creating a new curriculum which supports the sharing of ideas surrounding equity and social justice. This semi-weekly blog series offers opportunities to engage in substantive conversations with experts on issues around inclusive education practices.

PALMS Project

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

The Postsecondary Access for Latino Middle-Grades Students Project seeks to improve the lives of Latino youth by opening doors to postsecondary education, providing information about how to equip and support students and families in pursuing education beyond high school.

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.

AmeriCorps State and National Grants

http://www.nationalservice.gov/pdf/08_0531_nofa_ac.pdf

The U.S. Corporation for National and Community Service supports programs that improve lives, strengthen communities, and foster civic engagement through service and volunteering, offering grants to award new and re-competing AmeriCorps State and National grants. Available in pdf (10 pages, 45 KB). Deadline January 13, 2009

Coming Up Taller Program Invites Nominations of Arts Programs for Underserved Children and Youth

<http://www.pcah.gov/cut.htm>

Youth Programs using school-based components or school spaces in underserved communities will be recognized with \$10,000 and an invitation to attend the upcoming conference. Programs must concentrate on children and youth who live in family and community circumstances that limit their opportunities, and must involve those children and youth as active participants in the arts or humanities experience. (Cultural programs in which children function only as an audience are not eligible.) Programs must provide participants with regularly scheduled sessions on an ongoing basis. (One-time or occasional programs will not be considered.) Programs must have been operational since January 2005 and must be administered by a nonprofit, tax-exempt 501(c)(3) organization, unit of state or local government, or federally recognized tribal community or tribe. Deadline: January 30, 2009

Easter Seals and AUCD Announce New Grant for Students to Develop Solutions to Challenges Faced by People with Disabilities in Public Transportation

http://www.aucd.org/template/news.cfm?news_id=3189&id=26&parent=26

Easter Seals and the Association of University Centers on Disabilities (AUCD) has announced the availability of up to \$5,000 in grant money for two student applicants interested in working on a project designed to make public transportation more accessible to people with disabilities. Deadline: January 5, 2009.

General Mills Foundation Invites Applications for Champions for Healthy Kids Grant Program

http://foundationcenter.org/pnd/rfp/rfp_item.jhtml?id=235100009

Fifty grants of \$10,000 each will be awarded to nonprofits working to encourage balanced diets and physically active lifestyles for young people between the ages of two and eighteen. Grants will support community-based groups that develop creative ways to help youth adopt balanced diet and active lifestyle and will be awarded only to 501(c)(3) and 509(a) not-for-profit organizations and agencies (including park districts, health departments, government agencies, Native American tribes, municipal organizations, churches, and schools). Priority will be given to organizations working with communities that demonstrate the greatest need and likelihood of sustainable impact on young people's nutrition and activity levels through innovative programs. Deadline: January 15, 2009

Heinz Ketchup Creativity Contest

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

The H.J. Heinz Co. is sponsoring a contest for young artists: winners' designs will be on single-serving Heinz Ketchup packets for 2009. Maximum award of \$1,000 award for art supplies, \$1,000 worth of Heinz Ketchup, and the winner's art framed for display. Eligibility: students grades 1-12. Deadline: February 28, 2009.

Music Matters Announces Music Education Grant Guidelines

<http://heart.muzak.com/what/grants.aspx>

Music Matters grants for 2009 focus on educational reform in school music programs and independent music programs throughout the United States. Grant amounts for this cycle are between \$1,000-\$12,000 each and are made on an annual one-time basis. Music education, vocal or instrumental, must be the key component of any music program requesting funds. Public school programs (qualifying for Title I federal funding and serving a minimum of 70 percent low-income students) or nonprofit 501(c)(3) programs directly funding music education (serving students regardless of ability to pay) are eligible to apply. Priority will be given to programs serving students in grades K-12, programs involving innovative educational reform, programs serving economically disadvantaged children, programs having established collaborative partnerships with parent-teacher-student associations and other community groups, and programs focused on the basic need of music instruments and educational materials. Deadline: February 4, 2009

NEA Foundation Accepting Applications for Student Achievement and Learning & Leadership Grants Programs

http://foundationcenter.org/pnd/rfp/rfp_item.jhtml?id=237100008

Grants will be awarded to K-12 public school teachers, education support professionals, and higher education faculty working to improve their own professional development and the academic achievement of students. The Student Achievement Grants (\$5,000 each) should improve students' critical thinking and problem solving and habits of inquiry, self-directed learning, and critical reflection. Proposals for work resulting in low-income and minority student success with challenging curricula are particularly encouraged. The Learning & Leadership Grants are to individuals (\$2,000 each) fund participation in professional development experiences such as summer institutes and action research or to groups (\$5,000 each) to fund collegial study, including study groups, action research, lesson study, and mentoring experiences for faculty or staff new to an assignment. Deadline: February 1, 2009; June 1, 2009; and October 15, 2009.

UnitedHealth Heroes Service Learning Grants

http://foundationcenter.org/pnd/rfp/rfp_item.jhtml?id=233300022

Applications are invited for UnitedHealth Heroes Service Learning Grants of up to \$1,000, awarded to teachers, service-learning coordinators, and students in the health professions working on projects that address childhood obesity and engage youth volunteers between the ages of five and 25. The program encourages semester-long projects that launch in February, and celebrate Global Youth Service Day, April 24-26, 2009. Deadline: January 15, 2009

Directory of Foundation Workforce and Economic Development Grants

<http://www.dol.gov/cfbci/DFWGO.pdf>

The Directory of Foundation Workforce Development Grant Opportunities booklet is a resource for faith-based and community organizations (FBCOs) that focus on workforce/economic development and job training and are looking for funding opportunities for their programs. It provides a detailed list of private and corporate foundations that provide grant opportunities to FBCOs, with explanations of grants and contact information to more easily determine eligibility. Available in pdf (54 pages, 720 KB).

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

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

The annual Intel Schools of Distinction Awards recognize U.S. schools that implement innovative, replicable programs that inspire their students and lead to positive educational outcomes in the areas of math and science, developing an environment and curricula that meet or exceed benchmarks, including national mathematics and science content standards. The awards are 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. Six winners will each receive \$10,000 from the Intel Foundation (<http://www.intel.com/intel/corpresponsibility/>) and more than \$100,000 worth of products and services from program sponsors. One of the six will be identified as the Star Innovator for 2009. This school will receive an additional \$15,000 cash grant from the Intel Foundation and additional services and products from sponsors. Deadline: February 17, 2009

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.

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.

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.

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

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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