

NASET Special Educator e-Journal



March 2007

Table of Contents

[Message from the Executive Directors](#)

[NASET Member Survey](#)

[NASET Award Nominations Now Being Accepted](#)

[These Just In](#)

[National Institute of Health: Latest Research on Special Education Issues](#)

[Research Data Base Available from the National Dissemination Center for Children with Disabilities](#)

[Legal Issues Corner](#)

[U.S. Department of Education Update](#)

[Calls to Participate](#)

[Special Education Resources](#)

[Upcoming Conferences, Workshops, and Events](#)

[Funding Forecast and Award Opportunities](#)

[Latest Career Center Classifieds](#)

[Acknowledgements](#)

Message from the Executive Directors

Dr. Roger Pierangelo & Dr. George Giuliani

Welcome to the March, 2007 edition of the **NASET Special Educator e-Journal**. To those of you who are new members (and there sure are a lot of you this month), 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 *Classroom Management Series*, *The Practical Teacher*, *Parent Teacher Conference Handouts*, *News Alerts*, *Special Educator e-Journal*, and so many more practical resources, **NASET** is dedicated to being the only association dedicated to meeting all of the needs of special education teachers. 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.

Remember that **NASET** is your organization, and anything we can do to enhance your professional development, we take very seriously.

Finally, we need your help. Every year, **NASET** does an informal and brief survey of our members. In this edition, we need your insight about NASET. We want to know your thoughts and opinions on **NASET**. Please take the time to answer a few questions about **NASET**. It should only take you 5-10 minutes, at most. We will take your answers very seriously. In order for us to be a community of professionals working together, we need your input on your desires and feelings about us.

We hope that you are having a very enjoyable winter season and wish you another wonderful month during this school year.

Sincerely,

Dr. Roger Pierangelo
Executive Director

Dr. George Giuliani
Executive Director

[To top](#)

NASET Member Survey

Members of **NASET**— Your Feedback is Important!

Members, we need your insight about **NASET**. We want to know your thoughts and opinions on **NASET**. Please take the time to answer a few questions about **NASET**. It should only take you 5-10 minutes, at most. We will take your answers very seriously. In order for us to be a community of professionals working together, we need your input on your desires and feelings about us.

Please take a few minutes to answer the questions below:

We need your feedback to continue to make **NASET** the best it can be

Please email response to membership@naset.org

1. What, if anything, do you find positive about being a member of NASET? Please Explain
 2. As a member of **NASET**, do you feel you are getting everything you need or is there something we can offer that we currently do not offer? Please Explain
 3. If your membership as a **NASET** member expired today, would you renew your membership? Why or Why Not? Please Explain
 4. Final Comments on **NASET** (Please write any final thoughts or comments that you feel would be helpful to us)
-
-



NASET Award Nominations Now Being Accepted

Each year, **NASET** presents awards in a variety of categories for outstanding professional accomplishments. **NASET** takes great pride in the accomplishments and service of its members, and therefore bestows on to them awards and recognition for their work in the field of special education.

This year, we have created a very simple awards form to be completed online. If you have someone you feel is worthy of any of the **NASET** awards below, take the time to nominate him or her.

Visit <http://www.naset.org/788.0.html> for more information

Outstanding Special Education Teacher Award

This award is bestowed on special education teachers who have demonstrated outstanding achievement as a teacher in the field of special education. It recognizes and rewards the special skills and excellence of special education teachers throughout the United States.

Outstanding Graduate Student Performance Awards

For the 2006-2007 academic year, the National Association of Special Education Teachers (**NASET**) is awarding The **NASET** Outstanding Graduate Student Performance Award to graduate students who are entering the field of teaching with degrees in special education.

Only nominations from Graduate Schools of Education are permitted to submit nominations for winners of this award. If your institution has students who are worthy of this award, **NASET** would like to send you the respective award certificates to bestow upon them either prior to or at graduation.

You may give **NASET** up to three names of students whom you feel should receive The **NASET** Outstanding Graduate Student Performance Award. You can simply discuss it amongst your faculty and let us know the names of the students you have chosen.

Certificate of Merit for Excellence in Special Education

The **NASET** Certificate of Merit for Excellence in Special Education is an award given annually to schools that **NASET** members believe have exhibited excellence in the education of exceptional students.

The **NASET** Certificate of Merit for Excellence in Special Education is bestowed upon schools that have shown great dedication and commitment to the education of children with special needs.

Distinguished Service Award in Special Education

The **NASET** Distinguished Service Award in Special Education is given to an individual(s) that has made a commitment to educate and/or advocate for children with disabilities and their families on a national or international level.

The **NASET** Distinguished Service Award in Special Education is NASET's most prestigious award and is bestowed annually. The winner of this award exemplifies a genuine concern for the education and well being of children with special needs.

NASET Exemplary Service Award

The **NASET** Exemplary Service Award is presented to a member, or members of **NASET**, who have distinguished themselves in the field of special education, as well as having attained long-term service to the field of teaching exceptional children.

NASET's Excellence in Special Education Award

NASET's Excellence in Special Education Award is open to organizations who have made a commitment to educate, and or advocate for children with disabilities and their families. The **NASET's** Excellence in Special Education Award is one of **NASET's** most distinguished awards which will be bestowed no more than once a year and not necessarily every year.

Previous winners of this award include the National Dissemination Center for Children with Disabilities (www.nichcy.org) and Learning Disabilities Online (LDonline.org)

[To top](#)

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These Just In....

Researchers to Create Autism Databank

<http://www.ns.umich.edu/htdocs/releases/story.php?id=3085>

Scientists at the University of Michigan and 10 other universities will use a \$10 million gift from a New York-based foundation to create a databank of DNA samples from 3,000 autism patients that they hope will help them identify different kinds of autism and develop treatments.

Lead Removal Times Too Lengthy: *Clean-up of home toxins getting quicker but lag endangers children*

It takes an "unacceptable" length of time to remove lead hazards from homes after the threat has been detected. Lead can harm a child's IQ and cause cognitive impairments, plus hearing and behavioral problems. In extreme cases, lead poisoning can cause death.

The four-year study (1996-1999) looked at 382 children, ages 6 months to 6 years, who had blood lead levels of 20 micrograms per deciliter or greater. Overall, 18 percent of homes were cleared of lead hazards within six months, while 46 percent took more than 18 months. The study also found that black children were nearly twice as likely as other children to live in homes that took longer than six months to be considered lead safe. This may be because many of the black children in the study lived in rental housing, where the landlord is responsible for dealing with lead hazards, said study lead author Kristina M. Zierold.

<http://healthfinder.gov/news/newsstory.asp?docid=601769>

Eye Movements May Spot Fetal Alcohol Syndrome Disorders

Simple test tracking child's ocular range might help diagnose other problems

A simple test may be able to diagnose children with fetal alcohol spectrum disorders, Canadian researchers say. Fetal alcohol spectrum disorders (FASD) are a wide array of adverse developmental outcomes in children caused by prenatal alcohol exposure. FASD is more widespread and less severe than fetal alcohol syndrome, but FASD is harder to diagnose because of a lack of objective diagnostic tools. In a study published in the March issue of *Alcoholism: Clinical & Experimental Research*, James Reynolds and Doug Munoz of Queen's University in Kingston, Ontario, collaborated with colleagues to find out if eye movement, or oculomotor, tasks could be used to assess FASD in children.

<http://healthfinder.gov/news/newsstory.asp?docid=602072>

Summary Available on National Institute on Deafness and Other Communication Disorders (NIDCD) Research Workshop on Children with Hearing Loss

The NIDCD sponsored a workshop titled Outcomes Research in Children with Hearing Loss on December 12-13, 2006, in Bethesda, Maryland. The purpose of the workshop was to determine and prioritize research needs and discuss the design of research studies. The workshop focused specifically on children with degrees of hearing loss ranging from mild to severe. Participants were asked to consider not only the auditory, speech, and linguistic capabilities of children, but also to consider all factors influencing the child as a whole, such as family, cultural, demographic and individual characteristics. The goal was to define critical issues, to weigh the pros and cons of conceptual and statistical approaches, and to identify feasible research questions and research needs that could be addressed over the next few years.

<http://www.nidcd.nih.gov/funding/programs/hb/outcomes/>

Puerto Rican Children Seem to Have More Asthma

The latest issue of *Morbidity and Mortality Weekly Report* cites National Health Interview Surveys for the years 2003-2005 that show a higher prevalence of asthma in Puerto Rican children than in Mexican-American, non-Hispanic white, or non-Hispanic black children.

http://www.healthinschools.org/2007/feb12_alert.asp

What is Asperger Syndrome?

Asperger syndrome is an autism spectrum disorder, a group of conditions that include autism and other disorders with similar symptoms, such as problems with language and communication, and repetitive or restrictive patterns of thoughts and behavior. People with Asperger syndrome have autism-like problems in areas of social interaction and communication, but have normal intelligence and verbal skills. Asperger syndrome is usually thought to be the mildest of the autism spectrum disorders. To learn more, visit, http://www.nichd.nih.gov/health/topics/asperger_syndrome.cfm

AAMR Becomes AAIDD

http://www.aamr.org/About_AAIDD/name.shtml

Effective January 1, 2007, the American Association on Mental Retardation, a 130-year-old association representing developmental disability professionals worldwide, officially changed its name to the American Association on Intellectual and Developmental Disabilities (AAIDD).

New Information About Pendred Syndrome Released

Research from the National Institute on Deafness and Other Communication Disorders (NIDCD) describes the causes, diagnosis, and treatment of this genetic disorder, which causes early and progressive childhood hearing loss and also may affect the thyroid and the vestibular, or balance, system. Pendred syndrome is a genetic disorder that causes early hearing loss in children. It also can affect the thyroid gland and sometimes may affect a person's balance. The syndrome is named after Vaughan Pendred, the physician who first described individuals with the disorder.

Children who are born with Pendred syndrome may begin to lose their hearing at birth or by the time they are three years old. The hearing loss is progressive, which means that a child will have less hearing over time. Some individuals may become totally deaf.

The loss of hearing often happens suddenly and in stages. Sometimes, after a sudden decrease in hearing, a person's hearing will nearly return to its previous level. Almost all people with Pendred syndrome have bilateral hearing loss, or hearing loss in both ears. The hearing loss often is greater in one ear than in the other.

<http://www.nidcd.nih.gov/health/hearing/pendred.htm>

[To top](#)

National Institute of Health: Latest Research on Special Education Issues

Largest-Ever Search for Autism Genes Reveals New Clues

<http://www.nimh.nih.gov/press/largest-ever-search-for-autism-genes-reveals-new-clues.cfm>

Half of Adults With Anxiety Disorders Had Psychiatric Diagnoses in Youth

<http://www.nimh.nih.gov/press/anxietyhistory.cfm>

Study Tracks Prevalence of Eating Disorders

<http://www.nimh.nih.gov/press/prevalence-of-eatingdisorders.cfm>

Common Gene Version Optimizes Thinking - but With a Possible Downside

<http://www.nimh.nih.gov/press/darpp-32variations.cfm>

Autism Research Efforts Highlighted in Biological Psychiatry Special Issue

http://www.nimh.nih.gov/press/autism_biopsychiatry.cfm

Extreme Irritability: Is It Childhood Bipolar Disorder?

<http://www.nimh.nih.gov/press/ped-bipolar-irritability.cfm>

New Tests May Help Researchers Detect Genetic Basis For Autism

<http://www.nimh.nih.gov/press/moy-crawley-autism.cfm>

[To top](#)

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For More Information click on the image above or [Click Here](#)



Research Data Base Available from the National Dissemination Center for Children with Disabilities

Looking for research-based information to guide your work with children with disabilities?
You've come to the right place! We're pleased to connect you to the knowledge base that the field has accumulated over years of investigation and practice. Be sure to check back often as we continue to gather, review, and organize this information!

<http://research.nichcy.org/default.asp>

Playtime Benefits Children's Development:

Children's mental development can benefit from stimulating play even if the child is malnourished or living in poverty, says a new study in the medical journal The Lancet.

-The National Academies

<http://nationalacademies.org/headlines/20070123.html>

QIAT Please: Quality Indicators for Assistive Technology

This issue looks at how a whole community can engage in education and create demand and support for improvement.

-The Family Center on Technology and Disability

<http://www.fctd.info/resources/newsletters/displayNewsletter.php?newsletterID=10042>

OSEP Parent Tool Kit on Teaching and Assessing Students With Disabilities

Offers a collection of parent-focused resources on the same substantive areas addressed in the initial release of the Tool Kit, including assessment, instructional practices, behavior, and accommodations.

-U.S. Office of Special Education Programs (OSEP)

<http://www.osepideasthatwork.org/parentkit/index.asp>

No One Strategy Is Best For Teaching Reading, Professor Shows

Lots of individualized instruction, combined with the use of diagnostic tools that help teachers match each child with the amounts and types of reading instruction that are most effective for him or her, is vastly preferable to the standard "one size fits all" approach to reading education that is prevalent in many American elementary schools.

-Science Daily

<http://www.sciencedaily.com/releases/2007/01/070125173154.htm>

Factors Predict Special Ed Placement

Preschool is often the time when learning and behavioral disabilities are first identified, according to a new study from the Elementary School Journal

-WESH.com

<http://www.wesh.com/education/10883301/detail.html>

[To top](#)



Legal Issues Corner

Building on Results: A Blueprint for Strengthening the No Child Left Behind Act

<http://www.ed.gov/policy/elsec/leg/nclb/buildingonresults.html>

This report from the U.S. Department of Education sets forth the policy proposals of Secretary of Education Margaret Spellings for reauthorizing the No Child Left Behind Act. Proposals relating to high schools include steps to improve graduation rates and promote rigor, and increased funding for schools serving low-income students.

Utah House OKs bill rewarding Special Education Teachers

A bill that would give teachers in the 'shortage' areas of math, science and special education teachers a pay boost cleared the House of Representatives in the State of Utah this month. HB381, sponsored by Rep. Ronda Rudd Menlove, R-Garland, would allocate \$5,000 annually to educators who teach in those areas where there are significant shortages. Lawmakers are asking for \$28.5 million for the Professional Excellence Program, ProExcel, to establish a teacher-induction program, recruit and retain teachers in shortage areas and look into merit pay.

<http://deseretnews.com/dn/view/0,1249,660197693,00.html>

Special Education Official Leads Data-Collection Push

<http://www.jfanow.org/jfanow/index.php?mode=N&id=3046>

Beginning next month, states will have to report more information on their students with disabilities to the federal government than they have ever been required to under previous incarnations of federal special education law. The data-collection effort is not only a challenge for state officials—it is also one of the first major activities to be entirely overseen by Alexa Posny, who took over as Director of the Department of Education's Office of Special Education Programs last April.

Twenty-Sixth Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act

<http://www.ed.gov/about/reports/annual/osep/2004/>

The Twenty-Sixth Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act (IDEA) is now available online. Volume 1 focuses on the children and students being served under IDEA and provides profiles of individual states' special education environments. Volume 2 contains state-reported data tables and appendices.

NCLB and IDEA: What Parents of Students with Disabilities Need to Know & Do

<http://education.umn.edu/nceo/OnlinePubs/Parents.pdf>

This guide from the National Center for Educational Outcomes informs parents of students with disabilities about The No Child Left Behind Act (NCLB) and the Individuals with Disabilities Education Act (IDEA), two of the most important federal laws relating to public education.

Available in PDF (23 pages, 753 KB).

Final regulations of IDEA Now Available

You've no doubt heard that final regulations for IDEA 2004 have been published. They're only 307 pages long--- including the comments and analysis of changes--- perfect reading for a 3-day weekend. Pick up your copy of the regs (in PDF), at:

<http://www.nichcy.org/reauth/IDEA2004regulations.pdf>

How Has IDEA Changed?-- *Comparing IDEA 2004 to IDEA 1997*

The Office of Special Education Programs (OSEP) answers this question with its Topic Briefs prepared just for the new regulations. Hook up with available briefs at:

<http://www.nichcy.org/idealist.htm>

Implementing IDEA: *How Are We Doing?*

www.abt.sliidea.org/reports.htm

Marking the Progress of IDEA Implementation discusses the implications from the six-year Study of State and Local Implementation and Impact of IDEA (SLIIDEA). SLIIDEA addressed how states, districts, and schools made progress toward issues of concern identified by Congress in the 1997 amendments to IDEA. A three-volume Sourcebook has been prepared to complement the report provided at the link above. Volume I summarizes study findings for each of the Congressional topics. Volume II consists of tables that display state, district, and school-level data for each data collection year and that show changes, including trends over time, in responses to individual survey items for each Congressional topic. Volume III provides a complete description of the sampling design and analytic approach used in SLIIDEA. Where would you find these three volumes? At the link above as well, where all the reports from the project can be found.

OSEP-Reviewed Materials on IDEA 2004

<http://www.nichcy.org/idealist.htm>

The materials listed on this Web page from NICHCY, the National Dissemination Center for Children and Youth with Disabilities, relate to IDEA 2004 and its implementing regulations. They have been reviewed by the U.S. Department of Education, Office of Special Education Programs for consistency with the IDEA Amendments of 2004. Materials are available on the following topics: assessment, behavior/discipline, disproportionality, due process, early intervening services, evaluations/reevaluations, funding, highly qualified teachers, IEPs/IFSPs, learning disabilities, mediation, model forms, NCLB, NIMAS, Part C, preschool, prior written notice, private schools, procedural safeguards, state complaint procedures, and transition.

[To top](#)



U.S. Department of Education Update

No Child Left Behind: Key Focus in State of the Union President Aims for Reauthorization In Annual Address

In his State of the Union address to the U.S. Congress on Jan. 23, President Bush spoke about the importance of reauthorizing the No Child Left Behind Act among his domestic policy proposals for ensuring a more prosperous nation.

"Spreading opportunity and hope in America also requires public schools to give children the knowledge and character they need in life," he said. "Five years ago, we rose above partisan differences to pass the No Child Left Behind Act, preserving local control, raising standards and holding those schools accountable for results. And because we acted, students are performing better in reading and math, and minority students are closing the achievement gap.

"Now the task is to build on the success, without watering down standards, without taking control from local communities, and without backsliding and calling it reform."

The president unveiled the administration's plan for reauthorizing the legislation, titled Building on Results, which seeks to:

- Encourage higher academic standards and further increase the quality of available information on student performance
- Strengthen public schools with incentives for school reform and empower parents with options for students to receive after-school tutoring and attend higher-performing schools
- Provide effective teachers greater incentives for raising achievement and teaching in hard-to-fill positions
- Incorporate the education components of the American Competitiveness Initiative to prepare students for a global economy
- Measure individual student progress and focus interventions on students who have not reached grade level.

No Child Left Behind is the bipartisan legislation signed into law by President Bush on Jan. 8, 2002, to reform America's public schools. The law is based on four principles: 1) stronger accountability for results; 2) greater flexibility for states and communities; 3) proven education methods; and 4) more choices for parents.

For a copy of Building on Results, the policy plan for reauthorization, visit <http://www.ed.gov/nclb/>.

Spellings Celebrates Law's Fifth Anniversary, Displays New Logo

On Jan. 8, in celebration of the fifth anniversary of the No Child Left Behind Act, U.S. Secretary of Education Margaret Spellings gave a speech to education and business leaders at the U.S. Chamber of Commerce in Washington, D.C. Following is an excerpt from her remarks.

"Anniversaries remind us that every day, we have to recommit ourselves to the things that are important to us. And when it comes to education policy, this is a critical moment. With No Child Left Behind, we set the goal to have every student reading and doing math at grade level by 2014.

And it's working! The Nation's Report Card showed that our younger students made more reading progress in five years than in the previous 28 combined. Reading and math scores are reaching all-time highs for younger students. ...

Everybody here knows that before this act became law, kids often moved from grade to grade, and nobody knew whether or not they had learned to read, write, add or subtract. We invested billions of dollars and basically just hoped for the best. The lack of accountability helped create an achievement gap where poor and minority students lagged far behind their peers.

So when President Bush first came to Washington, D.C., back in 2001, the nation was ready for reform. The President made No Child Left Behind his first priority—literally from his first day and his first week in office. And so did members of Congress from both sides of the aisle.

I'm counting on you to be on the front lines as we head into the process of renewing this law. There are a lot of myths and misconceptions out there, and we must set them straight.

We've heard it all before ... we're testing too much. We're teaching to the test. We're narrowing the curriculum. The law is unfunded. It's punitive. It unfairly labels schools as "failing." And its goal of having all students [performing at] grade level by 2014 is simply not possible.

But as I've traveled around the country, I've met thousands of parents who are grateful to have more information on how their students are doing. ... Not once in all my travels have I met a parent who didn't want their child learning at grade level now—let alone by 2014. ...

Of course we know that there are a few students who may need additional time or accommodations to reach grade level—such as those with significant disabilities, or those who have just arrived in our country and are still learning English. And we at the Education Department have already made changes to help states and schools factor that into their measuring systems. ...

To help schools in need of improvement, No Child Left Behind provides resources—including free tutoring for struggling students. And President Bush and the Congress have increased federal K-12 spending by 41 percent over the last five years. ...

The truth is, No Child Left Behind helps kids by measuring their progress and holding schools accountable for helping them improve. It helps teachers by providing them with information to better manage their classrooms, and resources to improve and enrich their teaching. And it helps businesses by helping students gain the skills they need to succeed. ...

As we move forward with reauthorization, we must preserve these principles while improving the law. I look forward to working with the Congress to get this very important job done. ..."

For the full Jan. 8, 2007, remarks, visit <http://www.ed.gov/news/speeches/2007/01/01082007.html>

2007 American Stars of Teaching Awards

The U.S. Department of Education is accepting nominations for its 2007 American Stars of Teaching awards, which recognize superior teachers with a track record of improving student achievement, using innovative instructional strategies, and making a difference in the lives of their students.

Nomination forms, due April 1, are available at <http://www.ed.gov/teacherinitiative>.



Calls to Participate

Best Practices for Retention/Recovery of At-Risk Latino Male High School Students Sought

<http://copp.asu.edu/zi1/cdcr.asu.edu/portal/Programs/latino-males>

The Latino Male High School/College Achievement Program at Arizona State University's Center for Community Development and Civil Rights is identifying and cataloging best practices relating to the retention and recovery of at-risk Latino male high school students. They invite anyone working with intervention, retention, and prevention programs for at-risk students or parenting teens to contribute ideas and information. Contact Robert Soza at Robert.A.Soza@asu.edu or 602-496-0440 to participate or to refer an expert practitioner.

Parents of Young Adults with Significant Intellectual Disabilities who have Transitioned Successfully: *Seeking Your Wisdom*

The Beach Center on Disability, University of Kansas is looking for families who have successfully set up supports for their young adult child (age 19+) with a significant intellectual disability. The child, with family support, should have control over at least some of his/her Medicaid budget and should be able to decide whom to employ and how much to pay them. The family should have found creative solutions to the complexities of community living, including having a home, job, friends, hangouts, and/or transportation. If you know of or are a member of such a family, please contact Ann Turnbull at turnbull@ku.edu or 785-864-7608.

Secondary and Postsecondary Students in Career and Technical Education: Enter an Essay Contest

<http://www.acteonline.org/about/awards/CWMEC/>

Secondary or postsecondary students enrolled in at least one career and technical education (CTE) course are invited to enter an essay contest. The question to be answered is, "How will what you learned in CTE help the American economy in five years?" Secondary students must submit an essay no more than 500 words in length; postsecondary students must submit an essay at least 500 words in length. One entry in each category, secondary and postsecondary, will receive an award of \$250. Entry deadline: March 30, 2007.

Secondary Special Educators and Rehabilitation Personnel: *Apply to The George Washington University's Transition Special Education Certificate Distance Education Program*

<http://gsehd.gwu.edu/Transition+Special+Education+Certificate>

The George Washington University will offer its Transition Special Education Certificate program through distance education again this fall. The program provides secondary special educators and rehabilitation personnel with the knowledge, skills, and competencies required to assist youth as they transition to postsecondary opportunities. It will begin with SPED 236.DE: Introduction to Career, Vocational, and Transition Services, to be offered this fall.

Young Leaders with Disabilities: *Apply to Participate in the 2007 Youth Transit Talk*

<http://www.cilberkeley.org/youthtalk/>

Young leaders with disabilities (ages 16-28) with an interest in improving access to public transit are

invited to apply to attend the National Youth Transit Talk, to be held July 27-28, 2007 in Washington, DC. Participants will discover how to work within their communities, find out how to identify and resolve local transit issues, learn transit rules under the Americans with Disabilities Act (ADA), share ideas for improving access to public transit, and network with past and future leaders from across the country. Application deadline: March 1, 2007.

Young Playwrights With and Without Disabilities: *Enter VSA's Playwright Discovery*

<http://www.vsarts.org/x1548.xml>

The VSA arts Playwright Discovery Program invites middle and high school students with and without disabilities to examine how disability affects their lives and others' lives and express their observations through playwriting. Entries may be the work of an individual student or a group or class of students. The selected script will be professionally staged or produced at the John F. Kennedy Center for the Performing Arts. The award recipient will receive up to \$2,000 and a trip to Washington, DC to see their work performed. Application deadline: April 13, 2007.

Youth with Ongoing Health Needs: *Take a Survey*

<http://www.surveymonkey.com/s.asp?u=515192928222>

14-21 year olds who have a chronic health condition that has lasted at least a year are invited to take this Web-based survey. Information from the survey will be used to help other youth with chronic health conditions learn to become more independent in taking care of their health. Survey ends April 15, 2007.

Adolescents with Intellectual Disabilities: *Create or Join a Next Chapter Book Club*

The Next Chapter Book Club (NCBC) provides adolescents and adults with intellectual disabilities the opportunity to read and learn to read, talk about books, and make friends in a fun community setting. NCBCs meet weekly in local bookstores and cafés across the country to read and discuss books of their choosing. NCBC members range from those who read well to those who do not read at all. On this Web site, you can sign up to be a member, facilitator, host site, or sponsor organization of an NCBC.

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

Children and Youth with Learning Disabilities: *Enter the "30 Voices of LD" Competition*

The National Center for Learning Disabilities (NCLD) is seeking works of art, photography, poetry, videos, essays, short stories, websites, blogs, etc. that express what life is like for individuals with learning disabilities. From the works submitted, NCLD will select 30 entries to showcase on its Web site and at its benefit dinner in April. In addition, NCLD is offering a grand prize of \$500 for outstanding works from each of the following age groups: children (ages 4-13), teens (ages 14-17), and adults (ages 18+).

<http://www.nclld.org/content/view/1104/874>

Secondary Special Education Professionals: *Apply to the KU Online TransCert Program*

University of Kansas (KU) TransCert is a project providing online graduate training for secondary special education professionals through a 12-hour block of online graduate courses plus a 3-hour culminating experience. The program provides a comprehensive approach to preservice transition training and an opportunity for current special education professionals to increase their instructional strategies in transition service and delivery. Applicants for Fall 2007 are now being sought. Student stipends are available. Application deadline: March 16, 2007. [Click here for more information](#)

Teachers, Share Your Alternate Assessment Administration Experiences

The National Alternate Assessment Center (NAAC) is gathering stories about effective and/or ineffective practices in administering alternate assessments. Share your administration stories to help NAAC identify successful alternate assessment administration practices used across the nation.

<http://www.naacpartners.org/OTS/default.aspx>

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For More Information click on the image above or [Click Here](#)

Special Education Resources

Fetal Alcohol Spectrum Disorder: Several State Initiatives

<http://projectforum.org/docs/FetalAlcoholSpectrumDisorder-SeveralStateInitiatives.pdf>

This In-Brief Policy Analysis from the National Association of State Directors of Special Education describes the characteristics of Fetal Alcohol Spectrum Disorder (FASD), identifies several federal initiatives that emphasize education, and describes four state FASD initiatives that involve state education agencies (SEAs). The breadth and scope of the four states' initiatives vary considerably. Interagency collaboration is seen as essential to addressing FASD challenges but has been an ongoing challenge. Available in PDF (8 pages, 155 KB).

Finding Our Voice Video and Resource Guide

<http://ici1.umn.edu/etc/>

This 45-minute video (DVD format) from the Institute on Community Integration tells the stories of four American Indian youth who are developing the leadership skills necessary to make a successful transition to life after high school. These students were filmed in a variety of settings, including the National Youth Leadership Training and the Outward Bound Wilderness in Ely, Minnesota. A Resource Guide included on the DVD in PDF format provides discussion questions, lesson plans, and activities. Cost: \$55. To order, visit the Expanding the Circle Web site or contact Jean Ness at 612-625-5322 or nessx008@umn.edu.

Impact: Feature Issue on Supporting Success in School and Beyond for Students with Autism Spectrum Disorders

<http://ici.umn.edu/products/impact/193/>

Autism Spectrum Disorders (ASD) are the sixth most common disability among young people receiving special education services in the U.S., and it has been estimated that as many as 500,000 American young people have an Autism Spectrum Disorder. This publication from the University of Minnesota's Institute on Community Integration (ICI) provides information on strategies and resources that can help educators, families, and others support the academic, social, and vocational success of PreK-12 students with ASD. It is available online; print copies are also available—contact the ICI Publications Office at 612-624-4512 or publications@icimail.umn.edu.

Juvenile Justice and Students with Disabilities: Profiles of Several Initiatives

<http://projectforum.org/docs/JuvenileJusticeandSWD-ProfilesofSeveralStateInitiatives.pdf>

Youth with disabilities are significantly overrepresented in the juvenile justice system. A number of states have developed initiatives to better meet the needs of these students. This In-Depth Policy Analysis from the National Association of State Directors of Special Education provides a snapshot of several of these initiatives. Available in PDF (16 pages, 192 KB).

State Approaches to Serving Students with Autism Spectrum Disorders

<http://projectforum.org/docs/StateApproachestoServingStudentswithAutismSpectrumDisorders.pdf>

In recent years, states have begun to institute specialized infrastructures and/or programs to serve children and youth with autism and other Autism Spectrum Disorders. This Brief Policy Analysis from the National Association of State Directors of Special Education describes state approaches to serving this growing population. Available in PDF (7 pages, 140 KB).

“Making Tracks to Transition” Program Resources

<http://www.hcbs.org/moreInfo.php/nb/doc/1725>

This page lists resources from Schwab Rehabilitation Hospital, which has designed supports for transition-age youth with disabilities and their families. Its three-stage program creates a “medical home” for youth, creating relevant goals and working with schools and community agencies to meet objectives. Resources include an initial assessment form, checklists for three areas of development (medical, psychosocial, and independent living), a parent checklist, and a bibliography.

A Child's Day 2003 (Selected Indicators of Child Well-Being)

<http://www.census.gov/prod/2007pubs/p70-109.pdf>

This report from the U.S. Census Bureau provides data on children's living arrangements and their family characteristics, early childcare experiences, daily interaction with parents, extracurricular activities, academic experiences, and parents' educational expectations. Available in PDF (22 pages, 677 KB).

Aging Out of Early and Periodic Screening, Diagnostic and Treatment (EPSDT): Issues for Young Adults with Disabilities

<http://www.kff.org/medicaid/upload/7491.pdf>

Early and Periodic Screening, Diagnostic, and Treatment (EPSDT) coverage offered through the Medicaid program has played an important and unique role for low-income children with disabilities. This Issue Brief from the Henry J. Kaiser Family Foundation discusses the implications for youth with disabilities when they become adults and lose their EPSDT benefits and how recent changes to the Deficit Reduction Act give states an opportunity to increase the availability of services that allow people with disabilities to lead as normal a life as possible as they move into

adulthood. Available in PDF (14 pages, 490 KB).

Career Academies: Preparing Students for the World Beyond High School

http://www.mdrc.org/area_issue_20.html

Among the high school reform initiatives studied by MDRC, the Career Academy model is most clearly oriented toward helping students prepare for a productive future by giving them work-based learning opportunities while in high school. This Web page describes Career Academies and shares some findings from MDRC's Career Academies study.

Community and Family Engagement: Principals Share What Works

<http://www.communityschools.org/index.php?option=content&task=view&id=46&Itemid=49>

Informed by the work of principals, these documents from the Coalition for Community Schools describe six keys to community engagement that help school leaders engage families, staff, partners, and the larger community in the life of the school. Documents available: Report, Executive Summary, Six Keys to Engaging Stakeholders, and Principal Leadership Resources.

Confronting Ableism

<http://r.smartbrief.com/resp/gfgUcWwHCahBxYfCcWgxxltm>

An ableist perspective asserts that it is preferable for a child to read print rather than Braille, walk rather than use a wheelchair, and spell independently rather than use a spell-checker. This Educational Leadership article by Thomas Hehir examines the purpose of special education and describes what happens when ableist assumptions become dysfunctional.

Disability Statistics with a Caveat

<http://www.jan.wvu.edu/corner/>

This issue of Consultant's Corner, a project of the Job Accommodation Network, discusses how statistics, especially those conveying disability-related information, can sometimes be inconsistent. It identifies some sources of disability data and provides a five-step process to help you find the disability statistic that meets your need.

Field Notes from the International Youth Foundation

<http://www.iyfnet.org/section.cfm/31/279>

The International Youth Foundation (IYF) has created a publication series that promotes best practices and innovative approaches in youth development. Field Notes is a 4-page report targeting practitioners, donors, and policymakers, drawn from IYF-supported activities around the globe. Six Field Notes have been published to date: Developing an E-Mentoring Initiative, Conducting Media Outreach, Engaging Alumni, Influencing the National Youth Agenda, Technology and Life Skills Education, and Implementing Life Skills for Employability.

Health Guide for Adults Living with Spina Bifida

http://www.sbaa.org/site/c.gpILKXOEJqG/b.2417047/k.BD05/Adult_Health_Guide.htm

The Spina Bifida Association's "Health Guide for Adults Living with Spina Bifida" provides information and resources to help adults with spina bifida manage their health and prevent complications. Special discounted bulk-rate pricing is available until March 15, 2007.

Hispanic Education in the U.S.

http://www.nclr.org/files/43582_file_SB8_HispEd_fnl.pdf

Hispanics have become the largest and fastest-growing minority group in the U.S. While there has been some improvement in the status of Latino education over the past decade, the data continue to

show that Hispanic educational attainment does not match that of non-Hispanics. This statistical brief from the National Council of La Raza summarizes the key data concerning Latinos in the U.S. education system. Available in PDF (16 pages, 131 KB).

Over the Horizon: Potential Impact of Emerging Trends in Information and Communication Technology on Disability Policy and Practice Report

http://www.ncd.gov/newsroom/publications/2006/pdf/emerging_trends.pdf

This report from the National Council on Disability explores trends in information and communication technology and the potential opportunities and problems these trends pose for people with disabilities. Available in PDF (55 pages, 164 KB).

Recycle Your Assistive Technology

<http://www.ed.gov/programs/atsg/at-reuse.html>

This brochure from the Office of Special Education and Rehabilitative Services answers the following questions: What is Assistive Technology (AT) Reuse? Why Reuse AT? Who is Involved in AT Reuse? and How Can We Improve AT Reuse?

Rethinking Autism: Toward a Whole Body Paradigm

http://www.healthandenvironment.org/articles/partnership_calls/788

Driven by evidence that incidence is increasing and that some children are responding to biomedical treatment, a new paradigm of autism as a set of phenotypes involving environmental modulation or triggering of genetic vulnerability is emerging. During this Collaborative on Health and the Environment teleconference, held December 12, 2006, Harvard neuroscientist Martha Herbert, M.D., Ph.D., discussed this paradigm with comments from Lee Grossman, President of the Autism Society of America and the parent of a child with autism. Materials from this event are now available online, including background information, related resources, a blog, and an MP3 recording of the teleconference.

Review from the What Works Clearinghouse: Talent Search Dropout Prevention Intervention

<http://www.whatworks.ed.gov/Intervention.asp?iid=320&tid=06&pg=topic.asp>

The What Works Clearinghouse has reviewed Talent Search, an intervention which aims to help low-income and first-generation college students (those whose parents do not have four-year college degrees) complete high school and access college through a combination of services designed to improve academic achievement and increase access to financial aid. These services include test taking and study skills assistance, academic advising, tutoring, career development, college campus visits, and financial aid application assistance.

Study Shows Teens with “Natural Mentors” Have a Higher Sense of Self and Take More Positive Risks

<http://www.sadd.org/teens today/mentors.htm>

Teens who identify at least one influential “natural” mentor in their life—a person not assigned by a formal mentoring program—report a higher sense of self and are more likely to take positive risks, says data from the 2006 SADD (Students Against Destructive Decisions) and Liberty Mutual seventh annual Teens Today study. Natural mentors can include family members (such as parents, aunts, uncles, and grandparents), other adults (such as teachers, guidance counselors, coaches, neighbors, and clergy) and peers—people who may have frequent opportunities to interact with teens.

The Career Pathways How-To Guide

http://www.workforcestrategy.org/publications/WSC_howto_10.16.06.pdf

This report from the Workforce Strategy Center outlines a step-by-step approach for locally implementing career pathways between K-12 education and the workforce and discusses how state-level officials can support those efforts. Available in PDF (56 pages, 584 KB).

The Connection Between School Design and Learning: *High School Alliance Conference Call Summary*

<http://www.hsalliance.org/downloads/learning/Nov2006CallSummary.pdf>

This High School Alliance teleconference call featured Ron Bogle and Kevin Sullivan of the American Architectural Foundation (AAF), who shared what was learned at AAF's recent Design for Learning Forum and implications of this for the work of the National High School Alliance and its partner organizations. Summary document available in PDF (3 pages, 30 KB).

The Nuts and Bolts of Telework: *Increasing Employment Opportunities for People with Disabilities*

<http://www.worksupport.com/training/viewWebcast.cfm/79>

This VCU Rehabilitation Research and Training Center on Workplace Supports and Job Retention Webcast, held December 7, 2006, discussed the basics of telework. Richard Horne provided an overview of federal interest in telework, Jane Anderson reviewed what telework consists of, and Richard Salnick described the success of Expediter Corp. The presenters also gave an overview of the resources and services available for employers and jobseekers on the new DOL-ODEP TeleworkUSA.net Web site.

The Riot!: *Youth Issue*

<http://www.hsri.org/leaders/theriot/>

This issue of The Riot!, the newsletter of the Self-Advocate Leadership Network at HSRI, was planned and written by youth with disabilities. Topics addressed include “the ‘R’ word”, what youth want and need from service systems, being a young leader in the disability rights movement, advice on romance, and taking action in your community.

[To top](#)



Upcoming Conferences, Workshops, and Events

Stand Up for Public Education: The National Conference on Education

(Conference)

Date: March 1-4, 2007

Location: New Orleans, LA

Abstract: Speakers at this conference will include Sandra Day O'Connor, John P. Kotter, Terrence E. Deal, David Berliner, and Chris Gardner, author of *The Pursuit of Happyness*. Program sessions to be offered fall under the following topics: Instruction, Assessment, and Data Management; Leadership; Policy and Politics; Public Engagement; and Systems Thinking.

<http://www.aasa.org/nce/>

Association of Maternal and Child Health Programs (AMCHP)'s Annual Conference

Dates: March 3 - 7, 2007

Location: Arlington, VA

Sponsor: The Association of Maternal and Child Health Programs (AMCHP)

Contact: The Association of Maternal and Child Health Programs (AMCHP)

1220 19th St., N.W Suite 801

Washington, DC 20036

(202) 775-0436

(202) 775-0061(Fax)

AMCHP@designingevents.com

www.amchp.org

Abstract: The 2007 conference theme is Healthy Communities. Join leaders in maternal and child health, public health practitioners, and family advocates for workshops led by researchers, federal officials, advocates, health care providers and directors of state programs.

Disability Policy Seminar

(Seminar)

Date: March 4-6, 2007

Location: Washington, DC

Abstract: The 2007 Disability Policy Seminar will bring together state and local executives and affiliates, self-advocates, families, providers, and others for two days of in-depth policy discussions focused on issues affecting people with disabilities and their families. On the final day, participants will visit Capitol Hill to deliver a unified message that the federal government cannot continue dismantling the benefits and services important to the disability community. Co-hosted by The Arc of the U.S., United Cerebral Palsy, the American Association on Intellectual and Developmental Disabilities, the Association of University Centers on Disability, and the National Association of Councils on Developmental Disabilities.

<http://www.aamr.org/Events/gas.html>

Access to Community Living: Promoting Independence and Choice: The 2007 New Freedom Initiative Conference

(Conference)

Date: March 5-7, 2007

Location: Baltimore, MD

Abstract: “Choice and Independence” is a key ingredient of the Centers for Medicare & Medicaid Services’ (CMS’) vision for a person-centered long-term services and supports system for the future. This conference will focus on the policies, programs, and tools—including opportunities authorized by the Deficit Reduction Act of 2007—available to shape and carry out that vision. Presentations will present CMS’s Roadmap for Reform and provide perspectives from consumers and advocates. Sessions will address components of programs that promote independence and choice. Participants will have opportunities to meet with CMS officials to discuss the roadmap and available options and offer recommendations for reform.

<http://tinyurl.com/yxd9rz>

The Fourth International Conference on Positive Behavior Support: The Expanding World of PBS: Science, Values, and Vision

Date: March 8-10, 2007

Location: Boston, MA

(Conference)

Abstract: This conference, presented by the Association for Positive Behavior Support, will provide families, professionals, support providers, researchers, and school personnel with innovative positive behavior support (PBS) skills and the latest research findings on a variety of topics related to PBS, including school-wide applications, early intervention, autism, family, and individual supports for adults with disabilities.

Website: <http://www.apbs.org/conference/>

23rd Annual Pacific Rim Conference on Disabilities

(Conference)

Date: March 12-13, 2007

Location: Honolulu, HI

Abstract: The Pacific Rim Conference is one of the top-rated international educational offerings for persons with disabilities, family members, researchers, service providers, policymakers, and professionals in the various disciplines in the diverse field of disabilities. Pac Rim provides opportunities to learn from one another; share resources and ideas that support quality of life, community inclusion, and self-determination for all persons with disabilities and their families; and help shape our world community.

<http://www.pacrim.hawaii.edu/>

Addressing Challenging Behavior National Training Institute

Location: Clearwater Beach, FL

Date: March 14-17, 2007

www.addressingchallengingbehavior.org **Abstract:** Come to the beach for the very latest information on addressing challenging behavior and implementing evidence-based practices. Learn, network, discover, interact, explore and take home...Join us for this popular and intensive learning opportunity.

The Help Group National Autism Foundation – Distinguished Lecturer Series behavior management Strategies for Asperger’s disorder: a practical guide

Date: March 20th, 2007

Location: Irvine, CA

Website: <http://thehelpgroup.org>

Abstract: Dr. Stephens is the Director of The Help Group Center for Autism Spectrum Disorders and is Assistant Clinical Professor at the Semel Institute for Neuroscience & Human Behavior, Geffen School of Medicine at UCLA. Dr. Stephens has lectured on a wide-range of topics related to autism spectrum disorders both nationally and internationally. She oversees the Young Learners Preschool for Autism and provides clinical direction to The Help Group’s Village Glen, Bridgeport and Sunrise Schools, serving the full range of autism spectrum disorders.

The Cincinnati Children’s Hospital Project SEARCH Program—An Innovative Employment Program

Date: March 20, 2007 - 2:00-2:45 p.m. (Eastern)

(Web-based Event)

Abstract: Ten years ago, Cincinnati Children’s Hospital Medical Center partnered with Great Oaks Institute of Technology to create an on-site business-based yearlong transition program for young adults age 19+. The program includes 3-4 internships at the organization, employability curriculum taught on and off the job, and on-site staff, including special education instructors and job coaches. Project SEARCH has since grown to include other business settings and has expanded throughout Ohio and across the country. This Webcast from Worksupport.com will share why the project is so successful and if it could work in your community. Registration is required and a registration fee does apply.

Website: <http://www.worksupport.com/training/webcastDetails.cfm/80>

18th Annual National Service Learning Conference

(Conference)

Date: March 28-31, 2007

Location: Albuquerque, NM

Abstract: The National Service Learning Conference is the largest gathering of youth and practitioners from the service-learning movement: nearly 3,000 participants from all 50 states and 12 countries, including more than 900 youth. More than 200 workshops will be offered, in addition to showcases of service-learning projects and keynote speeches from internationally recognized experts. Those unable to attend can also participate in the conference “virtually.” Presented by the National Youth Leadership Council.

<https://programs.regweb.com/metro/NYLC2007/registration/>

April 2007

Parents as Teachers Conference

Dates: April 2, 2007

Location: Renaissance Grand Hotel St. Louis, MO

Sponsor: Parents as Teachers National Center

Contact: Janet Hinrichs, Special Events Specialist

Parents as Teachers National Center

2228 Ball Drive, St. Louis, MO 63146

Janet.Hinrichs@ParentsAsTeachers.org

www.parentsasteachers.org

Abstract: The conference theme is Why Research Matters. It will focus on the latest early childhood development and parenting research and the implications of this research for practice. The conference is geared towards: parent educators and service providers; child care professionals; and other early childhood specialists, teachers, and administrators.

Multiple Perspectives on Access, Inclusion, and Disability Annual Conference: Rights, Responsibilities, & Social Change Conference

Date: April 3, 2007 - April 4, 2007

Location: Columbus, OH

Abstract: This conference, presented by the ADA Coordinator's Office at The Ohio State University, aims to catalyze positive change and provide a springboard for collaborations with education, business, the public sector, and social service. It will bring a diverse audience together to discuss the full spectrum of disability issues and experiences. Its workshops will provide a forum for individuals and organizations to expand their knowledge and perspectives, and an opportunity to increase community resources through collaboration.

Website: <http://ada.osu.edu/conferences.htm>

Disability Studies in Education Conference: Disability Studies and Inclusive Education: Implications for Practice?

Conference

Date: April 7, 2007 - April 9, 2007

Location: Chicago, IL

Abstract: Disability Studies in Education (DSE) is a special interest group of the American Educational Research Association. The annual DSE conference attracts researchers, professors, teachers, and other individuals who actively seek to change traditional theory and practice around disability within the fields of education and rehabilitation services.

Website: <http://www.nl.edu/dse/>

Employment for Individuals with Disabilities with Criminal Records

Web-based Event

Date: April 16, 2007

Time: 2:00 PM - 2:45 PM (Eastern)

Abstract: This Worksupport.com Webcast will discuss barriers to employment for individuals with disabilities who have criminal records, and supportive interventions that have worked for job placement, development, and retention for such individuals. Registration is required and a registration fee does apply.

Website: <http://www.worksupport.com/training/webcastDetails.cfm/83>

CEC's 2007 Annual Convention & Expo

Conference

Date: April 18, 2007 - April 21, 2007

Location: Louisville, KY

Abstract: The Council for Exceptional Children's 2007 Annual Convention & Expo, the largest conference on special and gifted education in the world, will feature the latest information on topics in special and gifted education, including the new Individuals with Disabilities Education Act (IDEA) regulations, identifying students with learning disabilities with response-to-intervention, assessment and accountability, evidence-based practice, the 2 percent flexibility option, autism, preparing students for transition, effective strategies to teach content, and the newest resources for students with disabilities.

Website: [Click Here](#)

conteduc@cec.sped.org

Autism and the SCERTS Model: A Comprehensive Educational Approach-Two-Day Introductory Seminar

Dates: April 26-27, 2007

Location: New Orleans, LA. Pan-American Life Conference Center
601 Paydras St New Orleans, LA 70130.

Sponsor: Childhood Communication Seminars, Inc.

Contact: Kelly Dickson, 401-467-7008 Fax - 401-383-3980

Email: kelly@ccseminars.com

Website: www.ccseminars.com

Abstract: The SCERTS Model is a new, innovative approach to autism that offers a framework of specific goals and procedures for assessment and educational programming. The SC (Social Communication), ER (Emotional Regulation) and TS (Transactional Support) domains of the Model directly address the core challenges faced by children with ASD.

Meeting the Nation's Need for Personal Assistance Services: State of the Science

Conference

Date: April 27, 2007

Location: Washington, DC

Abstract: Participants in this conference, sponsored by the Center for Personal Assistance Services, will discuss the current research and policy implications for personal assistance services (PAS) in the home, community, and workplace; and identify the potential future directions for research and policy regarding PAS. Agenda items will include PAS: A Public Policy Challenge; Need and Unmet Need for PAS, Its Consequences, and Costs; and Trends in the PAS Workforce.

Website: http://www.pascenter.org/sos_conference/

[To top](#)



Funding Forecast, Grants, and Award Opportunities

Forecast of Funding Opportunities under the Department of Education *Discretionary Grant Programs for Fiscal Year 2007*

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 2006 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. <http://www.ed.gov/fund/grant/find/edlite-forecast.html>

FY 2006-2007 Discretionary Grant Application Packages

This site, from the Department of Education, provides information on grant competitions that are currently open. <http://www.ed.gov/fund/grant/apply/grantapps/>

Abreu Charitable Trust : *Grant Program (Atlanta, GA area)*

The Abreu Charitable Trust supports organizations in areas of children and youth, education and health. Eligible applicants include nonprofit organizations in the Atlanta, Georgia metro area. <http://www.healthinschools.org/grants/ops900.asp>

Jessie B. Cox Charitable Trust -- *New England Health Grants*

The Jessie B. Cox Charitable Trust is accepting applications for its New England Health Grants program. The purpose of this program is to support programs that benefit underserved populations and disadvantaged communities in the New England area. Projects that focus on prevention are preferred. <http://www.healthinschools.org/grants/ops901.asp>

Lucile Packard Foundation -- *Promoting Emotional and Behavioral Health in Preteens in California*

The Lucile Packard Foundation is accepting applications for its Promoting Emotional and Behavioral Health in Preteens grant program. The purpose of this program is to support programs that focus on promoting healthy development in youth to prevent high-risk behaviors. <http://www.healthinschools.org/grants/ops902.asp>

U.S. Department of Health and Human Services -- *Child Health Research Career Development Award*

The Department of Health and Human Services is accepting applications for its Child Health Research Career Development Award program. The purpose of this program is to develop resources to speed the transfer of knowledge gained through studies in basic science to clinical applications that will benefit the health of children. <http://www.healthinschools.org/grants/ops903.asp>

U.S. Department of Education -- *Grants to Reduce Alcohol Abuse*

The U.S. Department of Education is accepting applications for its Grants to Reduce Alcohol Abuse program. The purpose of this program is to develop and implement innovative and effective programs to reduce alcohol abuse in secondary schools.

<http://www.healthinschools.org/grants/ops904.asp>

Faye McBeath Foundation -- *Health Education Grants (Milwaukee, WI area)*

The Faye McBeath Foundation is accepting applications for its Health Education Grants program. The purpose of this program is to support promising programs and innovative approaches to health education, especially those that enhance community programs that promote healthy lifestyles among children.

<http://www.healthinschools.org/grants/ops905.asp>

Coca-Cola Foundation

http://www.thecoca-colacompany.com/citizenship/foundation_guidelines.html

The Coca-Cola Foundation aims to provide youth with the educational opportunities and support systems they need to become knowledgeable and productive citizens. It encourages new solutions to the countless problems that impede educational systems and supports existing programs that work. The Foundation supports innovative K-12 public school programs, teacher development programs, and smaller projects dealing with specific activities in K-12 classrooms. Its Board of Directors reviews funding recommendations quarterly.

Lemelson-MIT InvenTeams

<http://web.mit.edu/inventeams/>

Lemelson-MIT InvenTeams is a national grants initiative to foster inventiveness among high school students. Teams composed of high school students, teachers (of math, science, or technology), and mentors collaboratively identify a problem that they want to solve, research the problem, and then develop a prototype invention as a class or extracurricular project. Grants of up to \$10,000 support each team's efforts. Application deadline: April 27, 2007.

Red, White, & Green Climate Change Grant

http://www.ysa.org/awards/award_grant.cfm#nowavailable

Youth Service America and the Civil Society Institute announce the Red, White, & Green Climate Change Grant of \$500 to support service-learning projects about climate change. All U.S. youth ages 15-25 and organizations that engage them are invited to apply. Applicants are expected to develop and implement a service-learning project about climate change that engages their community and candidates running for election in 2007 and 2008. Projects where youth work in partnership with adults are welcome, but projects should be youth-led. The service must take place between May 1 and October 1, 2007. Application deadline: March 9, 2007.

RGK Foundation

<http://www.rgkfoundation.org/guidelines.php>

The RGK Foundation's primary interests within education include programs that focus on formal K-12 education (particularly mathematics, science, and reading), teacher development, literacy, and higher education. Foundation staff reviews electronic Letters of Inquiry on an ongoing basis. Most grants awarded by the Foundation are under \$25,000.

W.K. Kellogg Foundation - [Click Here](#)

The W.K. Kellogg Foundation supports projects that: 1) mobilize youth, families, and communities to inform policies that affect learning and achievement for vulnerable children and youth; and 2) forge partnerships between educational institutions and communities to promote learning, academic performance, and workforce preparation among vulnerable young people. Its overall goal is to support healthy infant, child, and youth development by mobilizing, strengthening, and aligning systems that affect children's learning. The Foundation accepts and reviews proposals on an ongoing basis. Amount awarded is based on the amount needed for the specific project based on the scope of work and expected outcomes.

Building and Sustaining a Vibrant Local Education Fund

http://transaction.publiceducation.org/LEF_Handbook/

This handbook from the Public Education Network provides step-by-step information on how to establish and run a local education fund, including organizing a 501(c)(3); creating a strong board of directors; writing a mission statement; building partnerships; managing budgets; and raising funds. Cost: \$13 plus shipping.

Yoshiyama Award for Exemplary Service to the Community

Each year, the Hitachi Foundation presents the Yoshiyama Award for Exemplary Service to the Community to 10 high school seniors from across the country who have left a lasting impression on their communities as a result of their community service activities. Many past recipients have started projects and programs or taken on challenges that relate to the corporate citizenship, philanthropic, and corporate social responsibility priorities of the Foundation and Hitachi, Ltd. The Award is accompanied by a gift of \$5,000, dispensed over two years, which recipients may use at their discretion. Nomination deadline: April 1, 2007. <http://www.hitachifoundation.org/yoshiyama/>

Community Schools National Awards for Excellence

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

The Coalition for Community Schools' national awards program highlights the expansion and effectiveness of community schools, which it defines as any school or initiative that is both a place and a set of partnerships between the school and other community resources, whose integrated focus on academics, youth development, family support, health and social services, and community development leads to improved student learning, stronger families, and healthier communities. Winners receive recognition on Capitol Hill. Individual community schools and community-wide initiatives that have been operating for at least three years are eligible to apply. Application deadline: March 22, 2007. ING Unsung Heroes Awards: Funds for Inspirational K-12 Teachers - [Click Here](#) The Unsung Heroes Awards from ING Financial are given to K-12 educators (teachers, principals, paraprofessionals, or classified staff members) at accredited public or private schools with creative and innovative projects they have initiated or would like to pursue. 100 finalists will receive \$2,000 awards. Of these 100 finalists, 3 will be selected for additional awards: \$25,000 for first place; \$10,000 for second place; and \$5,000 for third place. Application deadline: April 30, 2007.

Scholarships for Foster Youth <http://www.orphan.org/scholarships.html>

The Orphan Foundation of America and the Casey Family Scholars Program award \$1.5 million in scholarships annually to help foster youth attend college or training programs. Eligible applicants have been in foster care for one consecutive year at the time of their 18th birthday or high school graduation OR have been adopted or taken into legal guardianship out of foster care after their 16th birthday OR have lost both parents to death before the age of 18 and not been subsequently adopted. Application deadline: March 31, 2007.

Latest Career Center Classifieds

Director of Special Education

Chippewa Falls, WI

Job Category: Director of Special Education

Posted on Wednesday 14. of February 2007

Description: CESA #10 is an intermediate service agency located in Chippewa Falls Wisconsin. CESA provides specialized educational services to 30 school districts in northwest Wisconsin. The Director of Special Education oversees the staff, budget and program evaluation and compliance of all special education services for 22 school districts and provides professional development and consultant help for all 30 member districts. Salary range is \$85,000-\$95,000 with full benefit package. Target start date of June 2007.

Required qualifications: Certification or eligibility as Director of Special Education/Pupil Services (WI License 80/81); three years administrative experience including budgeting, state/federal reporting and supervision of staff; three years providing special education services in a school setting; knowledge of state and federal issues related to special education; experience in leadership and supervision of staff.

Full position description online: [Full Position Description Click Here](#)

Visit CESA website at: www.cesa10.k12.wi.us

Contact: Interested applicants should send a letter of introduction, resume, and current letters of recommendation to Human Resources Manager, 725 W. Park Avenue, Chippewa Falls, WI 54729.

Application deadline is March 9th, 2007.

Special Education Teacher

Baltimore, MD

Job Category: Special Education Teacher

Posted on Tuesday 13. of February 2007

Description: The Search is over...Discover how Columbus can make a difference in your career! The Columbus Organization has formed partnerships with intermediate care facilities (ICF/MR/DD) and school districts nationwide since 1984 to provide needed services for individuals with developmental disabilities and currently has Special Education Teacher (Highly qualified) openings available in Baltimore, MD.

Requirements:

- A minimum education level of a Bachelors degree
- A special education certification
- “Highly qualified” status are required.

Benefits: Salary up to \$69,000 with an additional \$1,000 sign on bonus

A full benefits package inclusive of medical, dental, prescription card, vision plan, \$50,000 life insurance, short/long term disability, 401K retirement with employer contribution, flexible spending account and relocation assistance. Also provided is \$1000 annual continuing education allowance and reimbursement for licensure/certification and professional and society dues.

Contact:

Deb Juliano

Director of Recruitment

email resumes to recruit@columbusorg.com or fax it to (888) 379-2524, attn: Deb Juliano

Visit our website at: www.columbusorg.com for additional information

Special Education Teacher

Oakland, CA

Job Category: Special Education Teacher

Posted on Monday 12. of February 2007

Description: The Search is over...Discover Columbus. You owe it to yourself to explore the difference Columbus can make for you! The Columbus Organization has partnered with intermediate care facilities (ICF/MR) and school districts nationwide since 1984 to provide needed services for children and adults with developmental disabilities, and currently has Special Education Teacher openings located in Oakland, CA.

Mild/Moderate and Moderate/Severe Special Education Teacher positions are available.

Requirements:

- Teaching certification to teach children with special needs
- Knowledge of assistive technology and augmentative communication skills.
- Experience working in urban school districts with children who have emotional and behavioral problems

Benefits: Great salary up to \$68,000 with an additional \$2,000 sign on bonus.

Benefits are inclusive of medical, dental, prescription card, vision plan, \$50,000 life insurance, short/long term disability, 401K plan with employer contribution, flexible spending account and relocation assistance is offered to all Columbus employees. Also provided is a \$1,000 annual

continuing education allowance and reimbursement for licensure/certification and professional and society dues.

Contact: Deb Juliano

Director of Recruitment

Email resumes to recruit@columbusorg.com or fax to (888) 379-2524, ATTN: Deb Juliano

Visit our website at: www.columbusorg.com for additional information

Senior Central Office Administrator

Belvidere, IL

Job Category: Senior Central Office Administrator

Posted on Sunday 11. of February 2007

Description: Belvidere Community Unit School District 100, a growing unit district of about 8500 located in Boone County, in north central Illinois, is seeking a senior central office administrator who will direct student services and special education.

Requirements: The position requires an Illinois administrative certificate with a special education endorsement.

Benefits: Regionally competitive compensation package.

Online application process: www.hyasupersearches.com

or

Contact:

Hazard, Young, Attea & Associates, Ltd.

1151 Waukegan Rd, #200

Glenview, IL 60025

847-724-8465

email: office@hyasearch.com

Lead Teacher

Charlottesville, VA

Job Category: Special Education Teacher - Early Childhood

Posted on Thursday 01. of February 2007

Description: The Virginia Institute of Autism (VIA) in Charlottesville seeks a lead teacher to develop and implement IEPs, ABA-based skill acquisition programs and behavioral support programs for three to four students with the assistance of two to four 1:1 instructors. Located in the foothills of the Blue Ridge, Charlottesville was rated by Fromer's as the "best place to live in America." Breathtaking landscape, excellent schools, home to the University of Virginia. Make a quality of life decision to work with committed colleagues in a friendly atmosphere and live in a beautiful, sophisticated town two hours southwest of Washington, DC.

Requirements: A bachelor's degree in special education, eligibility for or a full Virginia special education teaching license, and a minimum of two years of experience teaching children with autism are required. ABA experience strongly preferred.

Salary: Competitive salary and benefits.

To Apply: VIA is an equal opportunity employer. Send cover letter and resume to Medina Wilkerson, Administrative Coordinator, 1414 Westwood Rd, Charlottesville, VA 22903, fax 434-923-8566. Position open until filled.

About VIA: The Virginia Institute of Autism is celebrating it's 10th anniversary as Virginia's oldest, private special education school specifically serving children with autism. For more information about VIA, visit www.viaschool.org.

Director of Special Education

Brighton, CO

Job Category: Administration

Posted on Wednesday 31. of January 2007

Position Summary: Directly facilitates and/or coordinates District efforts for students with disabilities including ensuring that students receive effective instruction and support services; compliance with state and federal statutes and regulations pertaining to special education; provides supervisory responsibility for evaluation of itinerant staff within the special education area; is a liaison with agencies serving students with disabilities who are placed outside the District; and facilitates and provides problem-solving with building staff and families on matters pertaining to implementation of individual education plans for students.

Experience and Academic Preparation

Formal Education: Masters Degree minimum; other advanced graduate work preferred

Administrative Experience: at least three years in a school or central office related to position

Teacher Experience: at least three years

Certificate: Type D Special Education Director (endorsed in Special Education) Demonstrated leadership experience in collaborative decision making, problem solving and organizational management Administrative experience in an education organization or similar environment

New School Opening! Come be a part of the fastest growing school District in Colorado. Thriving community with many amenities to offer. Centrally located, 20 minutes from Downtown Denver, 10 minutes from DIA, 35 minutes from the beautiful Rocky Mountains.

[View current salary on our website.](#)

Contact: Please go to our website, www.brightonps27j.k12.co.us, download an Administrator Application and submit it along with a resume', transcripts, letter of interest and an entry plan to:

Human Resources
School District 27J
18551 East 160th Avenue
Brighton, CO 80601

Lisette Gonzales

303-655-2969

Email: lgonzales@brightonps27j.k.12.co.us

Special Education Teacher

Mobile, AL

Job Category: Special Education Teacher

Posted on Friday 26. of January 2007

Description: The Learning Tree, Inc. is a private non-profit residential program for students with measured IQ and Adaptive Behavior Rating of below 70 who engage in challenging behaviors, including self injury and aggression. It is the leader in Alabama in the application of the principles of applied behavior analysis as a methodology to teach adaptive pro-social skills and reduce maladaptive behaviors. The school is licensed by the Alabama State Dept.'s of Education and Mental Health/Mental Retardation, and has three sites in the state: Jacksonville, Mobile, and Tallassee.

We are currently interviewing for the position of Special Education Teacher for our school in Mobile, AL.

Working under the supervision of the Coordinator of Educational Services, the role includes:

- development of IEP's

- preparation of quarterly reports
- preparation and implementation of lesson plans
- implementation of Behavior Support Plans (BSP) as developed by Instructional Supports Review Committee (ISRC)
- supervision of up to four Teacher Assistants in classroom
- maintenance of all service documentation required by school
- training of Teacher Assistants in the IEP and BSP implementation
- performance appraisal and feedback on performance of Teacher Assistants
- data collection
- participation on ISRC.

Requirements: The position requires a minimum of a Bachelor's Degree in Special Education, with preference given to holders of a Master's Degree and experience with applied behavior analysis. *** Holders of a Master's Degree in Psychology are eligible, if the applicant is willing to enroll in and complete a minimum of 6 hours per year toward certification in special education.
Job Benefits

Benefits: 12 month position salary starts at \$39,000 for Bachelor's Degree, and \$42,500 for Master's Degree, negotiable with experience; 40 paid leave days provided; health insurance costs with Blue Cross & Blue Shield of Alabama are split by school with employee (\$151 per month each).

Contact:

Leigh Ann Adams, Campus Supervisor

Email: ladams@learning-tree.org

Telephone: 251-649-4420, ext 23

Address:

The Learning Tree, Inc.,

P.O. Box 1306

Semmes, AL 36575

Special Education Teacher

Tallassee, AL

Job Category: Special Education Teacher

Posted on Friday 26. of January 2007

Description: The Learning Tree, Inc. is a private non-profit residential program for students with measured IQ and Adaptive Behavior Rating of below 70 who engage in challenging behaviors, including self injury and aggression. It is the leader in Alabama in the application of the principles of applied behavior analysis as a methodology to teach adaptive pro-social skills and reduce maladaptive behaviors. The school is licensed by the Alabama State Dept.'s of Education and Mental Health/Mental Retardation, and has three sites in the state: Jacksonville, Mobile, and Tallassee.

We are currently interviewing for the position of Special Education Teacher for our school in Tallassee, AL.

Working under the supervision of the Coordinator of Instructional Supports, the role includes:

- development of IEP's
- preparation of quarterly reports
- preparation and implementation of lesson plans
- implementation of Behavior Support Plans (BSP) as developed by Instructional Supports Review Committee (ISRC)
- supervision of up to four Teacher Assistants in classroom
- maintenance of all service documentation required by school
- training of Teacher Assistants in the IEP and BSP implementation
- performance appraisal and feedback on performance of Teacher Assistants
- data collection
- participation on ISRC.

Requirements: The position requires a minimum of a Bachelor's Degree in Special Education, with preference given to holders of a Master's Degree and experience with applied behavior analysis.

*** Holders of a Master's Degree in Psychology are eligible, if the applicant is willing to enroll in and complete a minimum of 6 hours per year toward certification in special education.

Benefits: 12 month position salary starts at \$39,000 for Bachelor's Degree, and \$42,500 for Master's Degree, negotiable with experience; 40 paid leave days provided; health insurance costs with Blue Cross & Blue Shield of Alabama are split by school with employee (\$151 per month each).

Contact:

Dr. Marc Williams, Campus Supervisor

Email: mwilliams@learning-tree.org

Telephone: 334-252-0025, ext 102

Mailing Address:

The Learning Tree, Inc.

P.O. Box 780639

Tallassee, AL 36078

Special Ed Teacher - Hearing Impairment Classroom

Baltimore, MD

Job Category: Special Education Teacher

Posted on Tuesday 19. of December 2006

Description: The Kennedy Krieger Schools, through a partnership with Baltimore City Public Schools, provide special education and related services to eligible students in grades K-8th who attend Lois T. Murray, School 313. Individualized life-skills instruction is based on goals and objectives on students' Individualized Education Plans (IEPs) and is aligned with Alternative Maryland State Assessment (ALT-MSA) reading and math content standards. Enrollment in Lois T. Murray includes students from all areas of Baltimore and is based on a referral from Baltimore City Public Schools. Our students at Lois T. Murray have been diagnosed with Mental Retardation, Multiple Disabilities and other Health Impairments.

Requirements: BA degree in appropriate content area required. BA or MA degree in severe and profound disabilities preferred. Must be eligible for MSDE certification. Knowledge of sign language or experience with students who have communication disorders and hearing impairment required.

Benefits: We offer a competitive salary and excellent benefits, including 100% tuition reimbursement and 401(k) plan with a 50% employer-match.

Contact: Please apply online at www.KennedyKrieger.org and reference **JOB ID 38944**. If you have any questions, please contact Shannell Cockrell at 443-923-5808 or cockrell@kennedykrieger.org. EEO, M/F/D/V

Director of Operations for School Programs

Baltimore, MD

Job Category: Director, Full Time

Posted on Tuesday 19. of December 2006

Description: Kennedy Krieger School programs offer nationally recognized special education and related services in a day-school setting to students aged 6-21 with a wide range of learning, emotional, physical, neurological and developmental disabilities. Special education services focus on the development of academic, social, emotional and behavioral skills through trans-disciplinary comprehensive instruction in an environment that recognizes and capitalizes on the individual strengths of each child.

Kennedy Krieger School is seeking an experienced administrator to be the Director of Operations for School Programs. This key leadership position is part of the school senior management team and reports directly to the Vice President for Education. Responsibilities include oversight of centralized functions within all the school programs, collaboration with research, training, and clinical departments within the Institute, continuous performance improvement, new program development and long range planning.

Requirements: Candidates should have extensive administrative experience and certification in supervision and administration or its equivalent. Master's degree in special education or related area is required.

Benefits: We offer a highly competitive salary and excellent benefits.

Contact: Please apply online at www.kennedykrieger.org and reference **Job ID 39175**. EOE, M/F/D/V.

[To top](#)

Acknowledgements

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- Committee on Education and the Workforce
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- National Collaborative on Workforce and Disability for Youth
- National Dissemination Center for Children with Disabilities
- National Institute of Health
- National Organization on Disability
- Substance Abuse and Mental Health Services Administration
- U.S. Department of Education
- U.S. Department of Education-The Achiever
- U.S. Department of Education-The Education Innovator
- U.S. Department of Labor
- U.S. Food and Drug Administration
- U.S. Office of Special Education
- U.S. Department of Health and Human Services
- Wrightslaw.com

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

[To top](#)