

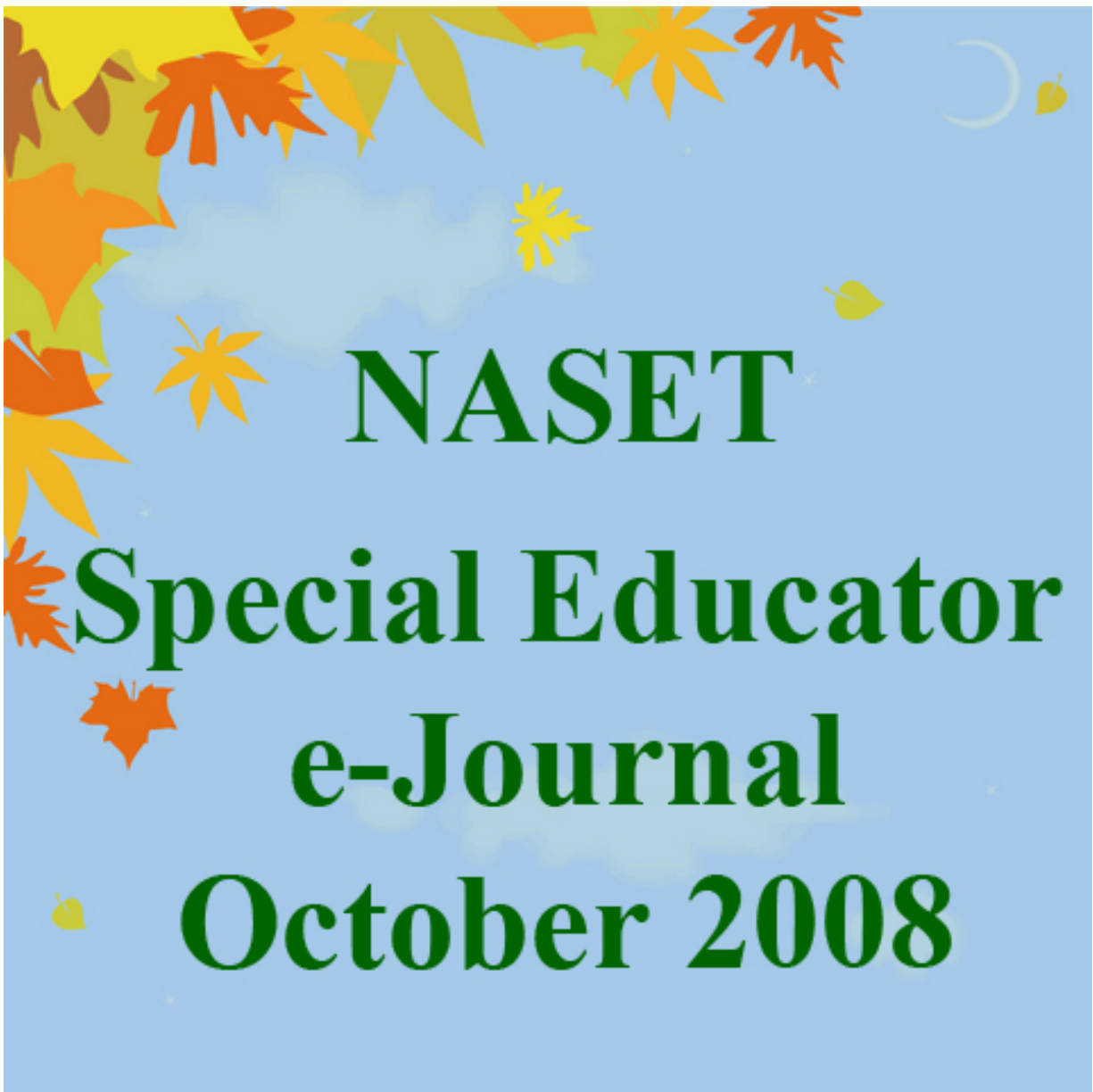


Table of Contents

[Message from the Executive Directors](#)

[Letter to the Editor](#)

[This Just in.... 'Doing What Works' Website Adds New Guidance on Effective Teaching](#)

[Update From The National Dissemination Center for Children with Disabilities](#)

[New Projects](#)

[Calls to Participate](#)

[Special Education Resources](#)

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

[Get Wired!—The Latest on Websites and Listservs](#)

[Funding Forecast and Award Opportunities](#)

[Acknowledgements](#)

Message from the Executive Directors

Dr. Roger Pierangelo & Dr. George Giuliani

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

Membership in **NASET** continues to grow at a phenomenal rate, both with renewals and new members. We thank all of you for referring your colleagues to us. **NASET** is dedicated to meeting all of the needs of special educators throughout the world.

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 the variety of demands placed on special educators, and we hope to continue to furnish you with all of the professional and practical resources that you need.

We hope that this edition meets your needs and keeps you current with everything happening in the field of special education. If you have any questions, comments or feedback that we can address, always be sure to write us at news@naset.org.

Sincerely,

Dr. Roger Pierangelo and Dr. George Giuliani
Executive Directors

[To top](#)

Letter to the Editor

Well, here is what we know so far about RTI:

Responsiveness to Intervention (RTI) is a three step process that may help children get the help they need. The first step, or tier, of intervention is the regular classroom setting. All students would begin in this setting. As teachers introduce instruction, students' progress is monitored. Most students in this group will need additional help from time to time, and the teacher provides that guidance.

Tier two of RTI targets students who do not show progress with regular instructional intervention. In tier two, students receive more individualized instruction and intervention. They may work in smaller groups to allow one-on-one and small group instruction. During this process, teachers carefully evaluate the students' response to these interventions. Students who do well may be phased back into the regular classroom. How did we legally remove these students from the regular classroom. What happened to least restrictive environment? What happened to procedural safeguards? Consent for placement? Does it all go right out the window? Students who demonstrate the need for ongoing, intensive intervention will move into tier three.

Tier three is an ongoing, long-term program of diagnostic and prescriptive teaching and could be thought of as special education. In this level, students receive individualized instruction for as long as is necessary for them to acquire the skills they need to progress in school.

Well, since you have removed them from the regular classroom without any protections in place, I guess it is Special Education, but note there is no funding in place and no protections. Furthermore, as we cram these students into our currently swelling ESE classrooms we are not only degrading our ESE services to ESE children, but we certainly are not delivering quality services to these struggling students. If we are not proposing to use ESE services to provide t his instruction, then who is going to provide services to these children? Remember, there aren't any additional funds available, so guess where they are going!

One of the problems I believe we are having with this new law is that it is a Special Education law impacting regular education students. Aren't we out of our jurisdiction? What it all boils down to is this law was written without much thought to the who, what, when & where. It sounds nice in theory. I want to help these children too, but I feel we may be sliding down a very slippery slope if we do not take these issues into consideration.

What are some possible solutions? Students who are slow learners need to have their own ESE classification. This would include IQ's that fall between 70-85. How can we say that a low IQ is not a disability? Have you seen these children struggling in the classroom? Additionally, they will be struggling their whole lives. How about those children who do not show a sufficient gap between IQ & achievement? I believe those students should meet ESE eligibility for learning disabled perhaps by using some form of RTI & team review, but I think RTI needs a great deal of work before we can truly implement this program legally and effectively. One such change should be an RTI Plan instead of an IEP. This plan should contain the same protections afforded to Special Education students. If we are removing a regular education student from the regular classroom, we will need an education plan, consent for placement & specific procedural safeguards to protect these students' & their parents'rights.

If these things are not needed in this case, then why do we need all of these procedures to implement these changes for a Special Education student? RTI is already proving not to be the panacea for students who do not qualify for ESE services. This law was drafted & enacted without any thought to these issues.

So, where do we go from here? Are we not to question the mighty and all powerful RTI, but simply & ignorantly bow to its will?

Gay Ann Pope
Gifted Teacher & CST Chair
Freedom Elementary
popeg@manateeschools.net

NASET welcomes your comments and suggestions. You may write to us at: news@naset.org

[To top](#)

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This Just in...

'Doing What Works' Website Adds New Guidance on Effective Teaching

What is "spacing" learning and how does it benefit teachers and students? Do students learn more when solved problems are alternated with problems to be solved? And how do "higher order" questions enhance student learning and help students articulate their answers?

Visitors to the U.S. Department of Education's "Doing What Works" Web site can find out the answers to these questions and much more. Just click on <http://dww.ed.gov>, and enjoy an engaging and interactive experience with Psychology of Learning: How to Organize Your Teaching, the latest addition to the site, which will empower educators and administrators with research-based strategies to help instructors organize their teaching and improve student learning.

"These research-based practices can be helpful to every teacher, no matter what grade level or subject area they teach," U.S. Secretary of Education Margaret Spellings said. "It's wonderful that research gives us such clear guidance on how to best structure teaching to be most effective to increase student achievement. The Doing What Works site makes these practices come alive in a very useable, helpful way for all teachers."

The "Doing What Works" site offers a user-friendly interface to quickly locate teaching practices that have been found effective by entities such as the Institute of Education Sciences (IES), the Department's research arm. In addition, it cites examples of possible ways, although not necessarily the only ways, teachers and designers of teaching materials may use this research to help students reach their academic potential.

This latest addition is based on an IES What Works Clearinghouse Practice Guide called Organizing Instruction and Study to Improve Student Learning, which was released in September 2007.

Some of the practices described include:

- **Space learning over time with review and quizzing.**
A key aspect of effective teaching and learning is promoting the ability of students to retain information over the course of the school year and beyond. Research has shown that exposing students to key concepts and facts on at least two occasions, separated by several weeks to several months, greatly reduces the rate at which information is forgotten. This is easily accomplished by spacing and reviewing material over time with short quizzes, review games, targeted homework assignments, and exams.
- **Alternate worked examples with problem-solving practice.**
Students learn more when worked examples, or solved problems, are alternated with problems to be solved. For example, teachers can demonstrate solving a single problem, then have students practice on a similar problem, which is followed by another problem demonstration and opportunity for practice. The benefits are that students learn effective problem-solving strategies, can transfer these strategies more easily, and solve problems faster.
- **Connect abstract and concrete representations of concepts.**
Connecting abstract ideas with concrete contexts can help students understand challenging topics and transfer their understanding to new situations. There are a range of ways teachers can connect the abstract and the concrete, including stories, simulations, hands-on activities, visual representations, and real-world problem solving.
- **Use higher-order questions to help students build explanations.**
Across subject areas, when teachers ask higher-order questions and provide rich opportunities for students to develop explanations, learning is enhanced. The implementation of this practice ranges from creating units of study that provoke question-asking and discussion to simply having students explain their thinking after solving a problem.

The Department's Office of Planning, Evaluation & Policy Development leads the "Doing What Works" site. Other offices and programs within the Department also assist in the initiative.
<http://dww.ed.gov>

[To top](#)

Update From The National Dissemination Center for Children with Disabilities

Evidence for Education Released

NICHCY is pleased to announce two new issues of Evidence for Education. These new pieces on Effective Mathematics Instruction and Social Skills and Academic Achievement complement the existing issues on Assessment and Accommodations and The Power of Strategy Instruction.

The Evidence for Education series is designed to address topics of immediate relevance to those concerned with the challenge of maximizing educational opportunities, expectations, and outcomes for children with disabilities.

With each issue you will find:

- an easy-to-read review of the best available scientific research evidence supporting academic and behavioral interventions for children with disabilities
- several well-researched and practical examples of the topic at hand
- connections to more detailed resources to assist you in moving the research into practice.

And, not only will you find Evidence for Education easy to read, you'll also find it easy to share! Additional copies can be freely viewed and downloaded here.

While online, be sure to explore the wealth of additional information and supportive resources NICHCY has to offer.

To learn more, visit:

<http://www.nichcy.org/Research/EvidenceForEducation/Pages/Default.aspx>

Building the Legacy: A Training Curriculum on IDEA 2004

The "Building the Legacy" training curriculum was produced by NICHCY at the request of the Office of Special Education Programs (OSEP). The curriculum is intended to assist in understanding and implementation of the IDEA 2004 Part B regulations. The training curriculum has five overarching themes with multiple training modules beneath each theme. In addition to the web-based version, a CD versions are available by writing us at nichcy@aed.org.

Theme A: Welcome to IDEA

Take a broad look at IDEA 2004 with:

- Top 10 Basics of Special Education
- Key Changes in the Law and Regulations

Theme B: IDEA and General Education

See how IDEA aligns with No Child Left Behind (NCLB) and explore topics on general education and children with disabilities:

- NCLB
- State and District Assessments
- Disproportionality and Overrepresentation
- Early Intervening Services and Response to Intervention
- Highly Qualified Teachers
- NIMAS

Theme C: Evaluating Children for Disability

Children, evaluation, and eligibility-how it all comes together:

- Introduction to Evaluation
- Initial Evaluation and Reevaluation
- Identification of Children with Specific Learning Disabilities

Theme D: Individualized Education Programs (IEPs)

The IEP is the cornerstone in the education of every child with a disability. Learn about everything IEP and more!

- The IEP Team: Who is a Member?
- Content of the IEP
- Meetings of the IEP Team
- LRE Decision Making
- Children Enrolled by Their Parents in Private Schools

Theme E: Procedural Safeguards

Prior written notice, informed written consent, access to records, just a few of the critical elements in IDEA.

- Introduction to Procedural Safeguards
- Options for Dispute Resolution
- IDEA's Discipline Provisions

To read more, visit <http://www.nichcy.org/Laws/IDEA/Pages/BuildingTheLegacy.aspx>

NICHCY's New Blog

NICHCY's new blog provides you up-to-the-minute news, resources and discussion of the many issues facing special education today. This is an open blog, so feel free to comment and join the conversation!

So far, NICHCY has used the blog to welcome new teachers and examine issues such as RTI, family involvement, and public attitudes toward schools.

NICHCY is adding new material to the blog all the time, so check it out frequently, and be sure to access our RSS feed!

To learn more, visit: <http://www.nichcy.org/blog/default.aspx>

Research News

Below are some of the latest research news topics to be reported in September of 2008. To read any or all of them, visit: <http://www.nichcy.org/News/Pages/Default.aspx>

New Reports on Behavior and Dropout Prevention

The National Center for Education Evaluation and Regional Assistance has released two What Works Clearinghouse reports. The first, "Reducing Behavior Problems in the Elementary School Classroom", is a practice guide offering five concrete recommendations for helping elementary school general education teachers reduce the frequency of the most common types of behavior problems encountered among students. The second, "Dropout Prevention Topic Report", summarizes the Clearinghouse's dropout prevention intervention reports prepared through September 2008. - Institute of Education Sciences (IES)

Interested in College? Check out College.gov

The U.S. Department of Education has launched www.college.gov, a new website that aims to motivate students with inspirational stories and information about planning, preparing and paying for college. Designed with students' input and participation, College.gov was created by the U.S. Department of Education to be a go-to online resource for credible information about college that also provides real life experiences of peers who are already attending college. - U.S. Department of Education

Work-Family Issues for Employed Parents of Children with Disabilities

The Sloan Work and Family Research Network today released an action plan generated from a panel meeting in May on Work-Family Issues for Employed Parents of Children with Disabilities. To address the serious hardships faced by working parents caring for children with disabilities, the report makes two major recommendations: (1) Advance the knowledge base by conducting more extensive research, and (2) Increase the visibility of this issue for employers, policy makers, and the public. - The Sloan Work and Family Research Network

The Bipolar Puzzle - Added September 18, 2008

The Diagnostic and Statistical Manual of Mental Disorders (the current edition is referred to as D.S.M.-IV) describes bipolar disorder as a condition whose average age of onset is 20, but virtually all the leaders in the field now say they believe it exists in children too. What they don't agree on is what, exactly, characterizes the disease in kids, or how prevalent it is; some call it rare, while others say it is common. (Free Registration) - New York Times

Tool Kit on Teaching and Assessing Students with Disabilities

The US Department of Education, Office of Special Education Programs (OSEP) is pleased to announce a new addition to the OSEP Tool Kit on Teaching and Assessing Students With Disabilities (Tool Kit). The Tool Kit addendum focuses on universal design for learning (UDL).

UDL is a framework for designing educational environments that help students engage in learning to increase knowledge and skills. The Tool Kit includes information and resources to support the implementation of UDL and is useful for policymakers, education personnel and parents to implement UDL strategies and practices. This new addition is available at <http://www.osepideasthatwork.org/> and CDs will be available shortly through ED Pubs <http://edpubs.ed.gov/> - US Department of Education

Math Report Available at Center on Instruction

A new resource has just been added to the Center on Instruction website. "Performance Patterns for Students with Disabilities in Grade 4 Mathematics Education in New York State," a report from REL Northeast, describes the mathematics performance of fourth-grade students with disabilities. The document is available for download at:

http://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2008050.pdf.

- Center on Instruction

Center for Early Literacy Learning Publishes Practice Guides

The Center for Early Literacy Learning is pleased to announce the publication of 70 new practice guides which were developed to help practitioners and parents promote the early and emergent literacy skills of young children with disabilities or delays. The practice guides are organized by age and type of literacy skill. There are 31 infant, 22 toddler, and 17 preschool practice guides that can be printed and used by parents or practitioners. - Center for Early Literacy Learning

Project Forum Publishes Policy Analysis

Project Forum has recently published a new policy analysis: State Eligibility Requirements for Specific Learning Disabilities. Project Forum's aim is to facilitate improved services to children and youth with disabilities by gathering and sharing information that supports changes to policy and practice at the national, state, and local levels. - Project Forum

Improvement in Math, Reading and Graduation Linked to Integrated Service Provision

Communities In Schools, the nation's largest dropout prevention organization, has released initial results from the midpoint of its five-year longitudinal study. The study, conducted by ICF International, a global consulting and research firm, has produced three major findings. One of the most notable findings is that the Communities In Schools Model of providing integrated student services has a stronger impact on school-level outcomes than providing services for students in an uncoordinated fashion. - MarketWatch

Dropout Prevention Guide

The National Center for Education Evaluation and Regional Assistance within the Institute of Education Sciences has released a new practice guide from its What Works Clearinghouse (WWC). The "Dropout Prevention Practice Guide" formulates specific and coherent evidence-based recommendations that are intended to be useful to educators in high schools and middle schools, to superintendents and school boards, and to state policymakers in planning and executing dropout prevention strategies. - Institute of Education Sciences

National Center for Education Statistics Publishes Dropout Information

A new report from the National Center for Education Statistics (NCES), "Public School Graduates and Dropouts from the Common Core of Data: School Year 2005-06," presents the number of high school graduates, the Averaged Freshman Graduation Rate (AFGR), and dropout

data for grades 9-12. For more information go to
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2008353>.
- United States Department of Education.

[To top](#)

New Projects

New Radio Talk Show on Autism: Remarkably Able

www.1100KFNX.com

A new radio talk show on autism, “Remarkably Able,” promotes quality of life and creating tangible outcomes for teens and young adults with autism and related disabilities. Hosted by Jackie Marquette, Ph.D, it features a new topic and expert guest each week. Listeners can call or email their comments or questions for Marquette and program guests during the broadcast.

Questions about the show or requests for discussion topics can be directed to

Jackie@drjackiemarquette.com. “Remarkably Able” is broadcast Mondays 9-10 PM, Pacific time by KFNN News, a talk radio station in Phoenix, AZ. Arizona listeners can tune in at AM 1100; others can listen to the live broadcasts from the KFNN Web site.

Online Directory for Finding Community Services for Children and Families Maternal and Child Health Library

http://www.mchlibrary.info/KnowledgePaths/kp_community.html

The Maternal and Child Health Library has released a new edition of the Community Services Locator, an online directory service providers and families can use to find health, mental health, family support, parenting, child care, and other services in their communities. Topics include education and special needs, health and wellness, mental health and well-being, family support, parenting, child care and early childhood education, and financial support.

The Inclusive Schools Network: Connecting Families, Schools and Communities throughout the World

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

The Inclusive Schools Network (ISN) is a web-based resource for families, schools, and communities that promotes inclusive educational practices. ISN’s mission is “to encourage, embolden, and empower people to design and implement effective inclusive schools, by sharing insights and best practices and by providing opportunities for connection.” ISN provides year-round opportunities for families and educators to network and build their knowledge of inclusive education. This resource grew out of Inclusive Schools Week™, an internationally-recognized annual event sponsored by Education Development Center, Inc.

[To top](#)

Calls to Participate

Online Transition Short Courses

<http://www.ContinuingEd.ku.edu/is/sped.shtml>

The University of Kansas will offer five online transition short courses designed to provide education professionals tools to improve transition planning and services for students with disabilities. The courses, each including four week-long sessions with articles, websites, videos, and discussions, are: Introduction to Transition Education and Services, Sep. 22-Oct. 19, 2008; Transition Assessment, Oct. 27-Nov. 23, 2008; Family Involvement and Student Involvement in Transition, Jan. 12-Feb. 8, 2009; Preparing Students for Employment/Postsecondary Education, Feb. 16-March 8, 2009; Interagency Collaboration during Transition Planning, April 6-May 3, 2009. The courses are designed for secondary-level special education personnel, but the content is applicable to parents, educators, adult service personnel and consultants, and they are open to anyone interested in transition planning and services, and can be taken for credit or noncredit. Enrollment is on the Web site (under SPED 798).

Presenters Sought for National Conference on Juvenile Justice

<http://www.ncjfcj.org/content/view/1150/347/>

The National Conference on Juvenile Justice will be held in Orlando, Florida, March 11-14, 2009. Sponsored by the National Council of Juvenile and Family Court Judges, in conjunction with the National District Attorneys Association, the conference will provide presenters with a forum to address a multidisciplinary audience of professionals working in America's juvenile and family courts. Visit their Web site to submit a presentation proposal online or download a submission form.

Disability Mentoring Day

<http://www.dmd-aapd.org/docs/factsheet.php>

Disability Mentoring Day (DMD) is a national program that promotes career development for students and job-seekers with disabilities through job shadowing and hands-on career exploration. DMD is looking for participants from all regions for Disability Mentoring Day, October 15, 2008, as either mentees or employer mentors.

AJMR Special Issue on Cognitive Neuroscience Studies of Persons with Disabilities

http://www.aaidd.org/Reading_Room/pdf/AJMRcognitivespecialissue.pdf

The American Association on Intellectual and Developmental Disabilities is calling for papers for a special issue of the American Journal on Mental Retardation (AJMR) on cognitive neuroscience studies of persons with intellectual and developmental disabilities. Deadline for submissions is December 15, 2008. Available in pdf (1 page, 28 KB).

[To top](#)

Special Education Resources

Dropout and Completion Rates in the United States

Report

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2008053>

The National Center for Education Statistics (NCES), in the Institute of Education Sciences, began reporting on high school dropout and completion rates in 1988. “Dropout and Completion Rates in the United States: 2006” presents estimates of rates for 2006 and data about trends in dropout and completion rates over three decades (1972-2006), including characteristics of dropouts and completers in these years.

Dropout Prevention Practice Guide

Report

<http://ies.ed.gov/ncee/wwc/publications/practiceguides/>

The National Center for Education Evaluation and Regional Assistance, in the Institute of Education Sciences, has released a new practice guide from its What Works Clearinghouse, the “Dropout Prevention Practice Guide,” with specific evidence-based recommendations useful to educators in high schools and middle schools, to superintendents and school boards, and to state policymakers in planning and executing dropout prevention strategies.

Employer Perspectives on High School Diploma Options for Adolescents With Disabilities

Article

<http://dps.sagepub.com/cgi/reprint/19/1/5>

This article from the Journal of Disability Policy Studies discusses a study of employers’ attitudes toward hiring people with disabilities who have earned different types of high school diplomas: (a) standard diplomas; (b) occupational diplomas; (c) certificates of completion, attendance, or achievement; and (d) General Educational Development diplomas (GEDs).

Engaging Youth in Community Change

Report

<http://www.aecf.org/~media/PublicationFiles/YT3622H004.pdf>

Youth programs and organizations have developed a variety of approaches for including young people in decision-making processes that affect them, their peers, and their communities. Despite these efforts, little is known about these approaches. The Annie E. Casey Foundation funded the Finance Project to produce a report by Aracelis Gray and Cheryl D. Hayes on the state of knowledge on financing and sustaining youth engagement programs. Available in pdf (76 pages, 4.4 MB).

Examining American Indian Perspectives in the Central Region on Parent Involvement in Children's Education

Report

<http://tinyurl.com/6mvkwz>

This study examines American Indian parents' perceptions of parent involvement in their children's education and factors that may encourage or discourage involvement.

Exploring an Alternative Approach to Juvenile Justice

Report

http://www.chapinhall.org/article_abstract.aspx?ar=1473

Chapin Hall research fellow Jeffrey Butts provides an overview of the current juvenile justice system and offers suggestions for a new model using a positive youth development approach. This paper was published by the Youth Transition Funders Group as part of its “Beyond the Tunnel Problem: Addressing Cross-Cutting Issues that Impact Vulnerable Youth” series.

Improving Access to Health Coverage for Transitional Youth

Report/Webinar

<http://www.hcbs.org/moreInfo.php/nb/doc/2323>

The National Academy of State Health Policy produced this report and webinar to help states provide Medicaid and SCHIP coverage to youth involved with or exiting foster care and juvenile justice systems. The report focuses on simplifying enrollment, enhancing retention through transitions, and integrating services with partners. The webinar slides summarize the report findings and highlight programs in New Mexico and Washington that focus on the juvenile justice system and youths released from incarceration.

Integrated Student Services Model

Model

<http://tinyurl.com/5gba34>

The model for providing “integrated student services” advanced by Communities In Schools (CIS), a nonprofit group devoted to dropout prevention, yields more positive educational outcomes than services lacking such coordination, according to initial results at the midpoint of a five-year longitudinal study of more than 1,200 schools (half using the integrated model and half not) by ICF International, a global consulting and research firm. The CIS model includes services such as tutoring, mentoring, after-school programs, career development, financial literacy, community service, and life-skills development, all coordinated through a single point of contact at a school. Available in pdf (8 pages, 449 KB).

Math Education Practices for Students with Disabilities and Other Struggling Learners: Case Studies of Six Schools in two Northeast and Islands Region States

Report

<http://tinyurl.com/6dm8oo>

This report from the Institute for Education Sciences describes in-depth practices at six schools that are making targeted efforts to improve math education for students with disabilities and other struggling learners. It examines each school's practices for improving the math learning of all students as well as specific supports for students with disabilities and other struggling learners and identifies the challenges that schools face to serve students with diverse needs.

Measurement Tools for Evaluating Out-of-School Time Programs: An Evaluation Resource

Evaluation Resource

<http://tinyurl.com/6plhp3>

Practical evaluation tools for such purposes as continuous improvement and accountability, are increasingly requested by the out-of-school time (OST) community. As part of the Harvard Family Research Project's continuing efforts to help practitioners and evaluators choose

appropriate evaluation methods, this updated Snapshot describes instruments and tools that can be used for on-the-ground program evaluation.

New Century High Schools Initiative

Report

http://ies.ed.gov/ncee/wwc/reports/dropout/new_century/

The What Works Clearinghouse (WWC) intervention report on the New Century High Schools Initiative provides information on this program that is designed to improve large, underperforming high schools by transforming them into small schools with links to community organizations. The schools choose a curriculum that has a theme or career focus, such as engineering, health science, or theater, and then each school partners with a community organization that can participate in curriculum development, school management, after-school activities, or other operational aspects of the school.

Parent and Family Involvement in Education, 2006-07 School Year

Report

<http://nces.ed.gov/pubs2008/2008050.pdf>

This report, released by the National Center for Education Statistics within the Institute of Education Sciences, presents initial findings from the Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (NHES). The NHES data were collected from January to May of 2007 through interviews with parents of students in kindergarten through grade 12. Available in pdf (57 pages, 532 KB).

Public School Graduates and Dropouts from the Common Core of Data: School Year 2005-06

Report

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2008353>

This report from the National Center for Education Statistics within the Institute of Education Sciences presents the number of high school graduates, the Averaged Freshman Graduation Rate (AFGR), and dropout data for grades 9 through 12 for public schools in school year 2005-06. The counts of graduates, dropouts, and enrollments by grade (which are the denominators for the graduation and dropout rates) are from the Common Core of Data (CCD) nonfiscal surveys of public elementary/secondary education. Available in pdf (30 pages, 208 KB).

Resources for Responding to and Coping with Hurricane Related Events

Resource

<http://smhp.psych.ucla.edu/hurricane.htm>

As natural disasters affect communities and their schools “Resources for Responding to and Coping with Hurricane Related Events” from the School Mental Health Project/Center for Mental Health in Schools, UCLA Department of Psychology, provides easily assessable guides for anticipating the reactions of students and families and how schools can play a role in recovery.

Tracking Foster Youth Outcomes

Report

<http://www.casey.org/Resources/Projects/DOL/>

“The Foster Youth Demonstration Project: Final Evaluation Report,” a new report from Casey Family Programs and the Institute of Educational Leadership, tracks educational and employment outcomes of youth from foster care who participated in one of five programs

sponsored by the Department of Labor. The report describes program participation and outcomes of over 1,000 youth from foster care in the Chicago, Detroit, Houston, Los Angeles, and New York. Based on this information, researchers hope to increase the knowledge base of outcomes for employment-focused programs, identify key elements of successful employment programs, and connect systems (e.g., child welfare, education, workforce, etc.) necessary to successfully serve this population.

Transforming School Improvement to Develop a Comprehensive System of Learning Supports: What District Superintendents Say They Need to Move Forward

Report

<http://smhp.psych.ucla.edu/pdfdocs/superintendentssay.pdf>

This report from the Center for Mental Health in Schools, UCLA Department of Psychology, summarizes superintendents' responses, with a conceptual overview and snapshot of practice considerations and concerns. Resources developed to enhance school improvement policy and practice to ensure that all students have an equal opportunity to succeed at school are presented. Included is a form for responses to stimulate discussion of sharing, learning, and systemic changes for addressing barriers to learning and teaching. Available in pdf (27 pages, 183 KB).

[To top](#)



Upcoming Conferences, Workshops and Events

October 2008

Autism Spectrum Symposium

Date: October 10, 2008

Location: Washington, DC

Website: <http://gwired.gwu.edu/dss>

Abstract: Sponsored by the George Washington University Office of Disability Support Services, the symposium aims to provide academic, student affairs, and rehabilitation professionals with a framework for understanding students with autism spectrum diagnoses and to share best practices when working with these students.

National Conference Disability Inclusion & National Service: Acting Today to Shape the Future

Conference

Date: October 16, 2008 - October 18, 2008

Location: Alexandria, VA

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

Abstract: This event invites the national service and disability communities to convene in a setting that fosters the development of innovative ideas and strong partnerships. With opportunities for learning, reflection and celebration, the conference will inspire current and tomorrow's leaders to direct disability inclusion in national service and enhance the ethic of service and volunteerism in the disability community.

Brewing Best Practices in Transition

Conference

Date: October 16, 2008 - October 17, 2008

Location: Milwaukee, WI

Website: <http://www.dcdt.org/pdf/MilwaukeeConfBrochure.pdf>

Abstract: This conference on aspects of best practices in transition is sponsored by the Division on Career Development and Transition, Council for Exceptional Children. Available in pdf (2 pages, 382 KB).

Discovering Diversity as Disability

Conference

Date: October 27, 2008 - October 29, 2008

Location: Burlingame, CA

Website: <http://www.cosdonline.org/conferences/index.shtml>

Abstract: The Ninth Annual COSD National Conference is sponsored by Career Opportunities for Students with Disabilities, for higher education professionals who work with students with disabilities, employers and others who recruit and hire individuals with disabilities, and service providers who assist them in finding careers.

November 2008

Igniting Sparks: Connect to Hope!

Conference

Date: November 6, 2008 - November 8, 2008

Location: Minneapolis, MN

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

Abstract: The Healthy Youth, Healthy Communities Conference is sponsored by the Search Institute. Conference highlights include programming on asset-based community initiatives, juvenile justice, prevention, the public sector, service learning, spiritual development, and youth-serving organizations.

Opening Doors: Adventure, Connection, Solutions

Conference

Date: November 10, 2008 - November 11, 2008

Location: Bethesda, MD

Website: <http://www.openingdoorsforyouth.org/sos>

Abstract: "Opening Doors" is a state-of-the-science conference on accessing services for children and youth with disabilities and special health care needs from traditionally underserved communities, sponsored by Opening Doors for Youth.

National Association for Multicultural Education 18th International Conference

Conference

Date: November 12, 2008 - November 16, 2008

Location: New Orleans, LA

Website: <http://www.nameorg.org/conferences.html>

Abstract: NAME's 2008 Conference is "Beyond Celebrating Diversity: ReACTivating the Equity and Social Justice Roots of Multicultural Education." Registration deadline is August 15, 2008.

PEN Annual Conference: Legacy, Focus, and Impact

Conference

Date: November 16, 2008 - November 18, 2008

Location: San Francisco, CA

Website: <http://publiceducation.org/annualconference/agenda.html>

Abstract: Public Education Network (PEN) will hold its 2008 annual conference in the city where local education funds got their start 25 years ago. The conference will examine the legacy of Local Education Funds (LEFs), the focus of their work, and the impact their work has had on public education. LEF members and others will come together to recognize the historic contributions of LEFs to education reform, and to look to the future of the field.

Empowering Youth Achievement in a New Economy

Conference

Date: November 17, 2008 - November 20, 2008

Location: Chicago, IL

Website: <http://www.greenmoonsolutions.com/nawdp/>

Abstract: The goal of the 9th Annual National Youth Development Symposium is to provide best practices and program guidance to workforce development professionals who serve youth, and leadership growth opportunities for the youth they serve. Workshop proposals must be submitted online by August 11.

National Center for Technology Innovation: 2008 Technology Innovators Conference: Thriving in a Global Marketplace

Conference

Date: November 20, 2008 - November 21, 2008

Location: Washington, DC

Website: <http://www.nationaltechcenter.org/index.php/events-main-page/2008conference/>

Abstract: The National Center for Technology Innovation invites technology innovators, researchers, practitioners, instructional and assistive technology vendors, philanthropists, policymakers, OSEP projects, and the media to the Technology Innovators Conference. Thriving in a Global Marketplace explores the marketplace of ideas, highlighting the critical role that technology plays in transforming the educational experience for all students.

December 2008

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

Conference

Date: December 3, 2008 - December 6, 2008

Location: Nashville, TN

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

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

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

Conference

Date: December 9, 2008 - December 10, 2008

Location: San Diego, CA

Website: www.HomelandDefenseJournal.com

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

January 2009

TRLD 2009 - Technology, Reading & Learning Diversity Conference

Date: January 22-24, 2009

Location: Hyatt Regency Hotel, San Francisco, CA

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

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

[To top](#)

Get Wired! - The Latest on Websites and Listservs

Web Sites

Back-to-School Open House at EdWeek.org

<http://www.edweek.org/ew/index.html>

The Back-to-School Open House at EdWeek.org provides free access from September 1 through September 7 to everything premium subscribers see daily. The Open House is a great opportunity for you to dive into areas and issues in K-12 education you care deeply about, and catch up on them while it's free.

Career/Technical Education Statistics

<http://nces.ed.gov/surveys/ctes/>

The Institute of Education Sciences National Center for Education Statistics has updated the Career/Technical Education Statistics Web site and its tables on career/technical education (CTE) at three levels: (1) secondary/high school CTE, (2) postsecondary/college career education, and (3) adult education for work. These tables are updated periodically to incorporate new CTE-related topics and data from new surveys. In this update, 36 tables were added to the secondary/high school tables, covering the topic of high school student participation in CTE, and 15 new tables were added to the postsecondary/college tables, replacing tables on current postsecondary career education offerings and credentials with tables on trends in offerings and credentials.

DisabilityInfo Web site Enhanced

www.disabilityinfo.gov

DisabilityInfo, a collaborative product among twenty-two federal agencies, has comprehensive information on cross-cutting issue areas including employment, benefits, housing, transportation, health care, education, civil rights and technology. The site has been enhanced and updated including: over 2,000 new links to state-level resources; increased information about programs and services on the State and Local Resources Map; access to the quarterly newsletter; and answers to frequently asked questions about the DisabilityInfo Web site.

National Consortium for Health Systems Development Web site

<http://www.nchsd.org/index.asp>

The National Consortium for Health Systems Development (NCHSD) is a technical assistance partnership providing flexible, state-tailored technical assistance to states developing comprehensive health and employment service systems for people with disabilities who want to work. Serving people with disabilities, providers, state agencies, research institutes, advocates and businesses, NCHSD is a project of Health & Disability Advocates.

National Dissemination Center for Children with Disabilities (NICHCY)

www.nichcy.org

NICHCY serves the nation as a central source of information on: disabilities in infants, toddlers, children, and youth, IDEA, which is the law authorizing special education, No Child Left Behind

(as it relates to children with disabilities), and research-based information on effective educational practices.

Listservs

Family Center on Technology and Disability September Newsletter

<http://www.fctd.info/resources/newsletters/index.php>

The FCTD listserv features resources, organizations, fact sheets, and a bi-monthly newsletter. The August/September issue features an interview with Karen Janowski, educator and AT/educational technology consultant, exploring connecting children with high incidence disabilities with technology that can help them. The information age has brought technology tools that offer hope and the promise of success in the classroom and beyond. Members of the FCTD Knowledge Network are also featured, focusing on AT and high incidence disabilities.

Next Generation Youth Work Coalition Bulletin 8

<http://www.nextgencoalition.org/?q=node/37>

This e-Newsletter offers information on developments in the youth work profession, including information on how the Frameworks Institute, Corporate Voices for Working Families, National After-School Association, and the University of Minnesota are advancing external communications, policy, and higher education for the youth work profession; new coursework being offered in New York; a youth worker's perspective from Vermont; a new Next Gen Toolkit for conducting workforce surveys; and more.

[To top](#)

Funding Forecast, Grants, and Award Opportunities

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

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

This document lists virtually all programs and competitions under which the U.S. Department of Education has invited or expects to invite applications for new awards for fiscal year 2008 and provides actual or estimated deadlines for the transmittal of applications under these programs. The lists are in the form of charts organized according to the Department's principal program offices and include programs and competitions previously announced as well as those to be announced at a later date.

FY 2007-2008 Discretionary Grant Application Packages

<http://www.ed.gov/fund/grant/apply/grantapps/index.html>

This site, from the Department of Education, provides information on grant competitions that are currently open.

Do Something Announces "Increase Your Green" School Competition

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

Awards of up to \$1,500 will be given to middle and high schools working to reduce the environmental impact of their school during an eight week competition where students will showcase how their school saved energy, reduced waste, and raised awareness. The judging categories are: (1) energy saved; (2) garbage reduced, recycled, and reused; (3) number of people involved/impacted; and (4) innovative quality of actions and ideas. The competition is open to middle and high schools. Deadline: December 15, 2008

Martin Luther King Jr. Day of Service Project Grants

http://www.foundationcenter.org/pnd/rfp/rfp_item.jhtml?id=226200002

Grants of up to \$10,000 will be awarded to organizations working on service projects that improve the conditions of poor and low-income people in their communities. The network will disseminate a total of \$80,000 to approximately twenty-five sub-grantees. In accordance with CNCS requirements, at least 30 percent of these funds will be available to organizations outside of the network. Award amounts will range from \$1,000 to \$10,000 each. Preference is given to organizations mobilizing the greatest numbers of volunteers. Applicants must enlist at least two hundred volunteers for every \$1,000 requested. Deadline: September 23, 2008 (Extended)

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.

Nestle Very Best in Youth Program to Honor Young People

http://foundationcenter.org/pnd/rfp/rfp_item.jhtml?id=216700014

Awards of \$500, plus \$1,000 given to the charity of his or her choice, will be awarded to young people between the ages of 13 and 18 who have excelled academically and are making a difference in their communities. The young people, selected from nominations from volunteers, parents, and teachers, will be featured in a special publication and honored at a black-tie ceremony in Los Angeles in July 2009. Applicants must be legal residents of the United States or its territories. Deadline: November 20, 2008

Pay It Forward Foundation Offers Mini-Grants for Youth

<http://fconline.foundationcenter.org/pnd/15014740/payitforward>

Pay It Forward Mini-Grants are designed to fund one-time-only service-oriented projects identified by youth as activities they would like to perform to benefit their school, neighborhood, or greater community. Projects must contain a "pay it forward" focus: that is, they must be based on the concept of one person doing a favor for others, who in turn do favors for others, with the results growing exponentially. Mini-grants of up to \$500 are available. Because funding is limited, projects requesting smaller amounts will be given priority. Deadline: September 15, 2008

Student Volunteers Invited to Apply for Prudential Spirit of Community Awards

<http://fconline.foundationcenter.org/pnd/15014741/prudential>

The Prudential Spirit of Community Awards, sponsored by Prudential Financial and administered by the National Association of Secondary School Principals, are designed to honor middle and high school students for volunteer community service. Eligible applicants include U.S. students in grades 5-12 who have engaged in a volunteer activity that occurred at least partly during the twelve months prior to the date of application. Local honorees are selected in November, and from these two state honorees are chosen in each state and the District of Columbia, and from these ten national honorees are selected and announced at a ceremony in Washington, D.C., in May 2009. State Honorees receive an award of \$1,000 and an all-expense-paid trip to Washington, DC, for national recognition events. National Honorees receive an additional award of \$5,000. Deadline: October 31, 2008

Surdna Foundation Invites High School Arts Teachers to Apply for Fellowships

http://foundationcenter.org/pnd/rfp/rfp_item.jhtml?id=221500020

Eligible applicants this year include teachers working in specialized public arts high schools and arts-focused magnet and charter high schools; grants of up to \$5,500 in support of artistic growth will be provided, with a complementary grant of \$1,500 provided to each Fellow's school for post-fellowship activities. Deadline: November 14, 2008 (Letters of Intent)

Target Field Trip Grants Application Process Open

http://www.foundationcenter.org/pnd/rfp/rfp_item.jhtml?id=226400026

Grants of up to \$800 will be awarded to educators, teachers, principals, paraprofessionals, and/or classified staff planning field trips to art museums, cultural events, civic experiences, or environmental sites. Up to five thousand grants will be awarded across the United States. Grants will be awarded to educators, teachers, principals, paraprofessionals, or classified staff. Deadline: November 1, 2008

American Association of People with Disabilities Invites Applications for Paul G. Hearne Leadership Award

<http://fconline.foundationcenter.org/pnd/15014742/aapdawards>

In 2009, the American Association of People with Disabilities will once again recognize individuals personifying leadership, advocacy, and dedication to and for the disability community at large, with the Paul G. Hearne Leadership Award. Three individuals who are emerging as leaders in the cross-disability civil rights movement will each receive \$10,000 to help them continue their progress as leaders and further connect their work with the national grassroots of AAPD. They will also have an opportunity to meet and network with national disability leaders at the AAPD Leadership Gala in Washington, D.C. in March 2009. U.S. residents with any type of disability and of any age are eligible to apply. Deadline: September 30, 2008

Best Buy Invites Applications for K-12 Technology Education Program

http://www.bestbuyinc.com/community_relations/teach_awards.htm

Awards of up to \$10,000 will be given to K-12 schools in the United States and Puerto Rico working to incorporate interactive technology in the classroom. Awards ranging from \$1,000 to \$5,000 will be granted to programs that engage students at any grade level, or up to \$10,000 for 9th grade programs, by creatively integrating interactive technology into the curriculum. All awards are in the form of Best Buy Gift Cards. Deadline: October 12, 2008

Native Plant Landscaping

<http://www.for-wild.org/sfecvr.html>

The Lorrie Otto Seeds for Education Grant Program gives small monetary grants to schools, nature centers, or other non-profit educational organizations to establish outdoor learning centers. Funds will be provided only for the purchase of native plants and seed. Eligibility: schools, nature centers and other non-profit and not-for-profit places of learning including houses of worship with a site available. Deadline: November 15, 2008.

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.

School Improvement Grants for Parent Involvement

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

Lowe's Toolbox for Education grant program finances school-improvement projects initiated by parents. Maximum Award: \$5,000. Eligibility: K-12 schools (including charter, private, and parochial schools) and parent groups associated with a nonprofit, K-12 schools. Deadline: October 17, 2008.

Staples Foundation for Learning Supports Job Skills and Education Programs

<http://www.staplesfoundation.org/foundapplication.html>

Grants will be awarded to nonprofits working to provide job skills and/or education for all people, with an emphasis on disadvantaged youth; public schools without 501(c)(3) status and organizations located in Alaska or Hawaii do not qualify. For the Foundation's January meeting, grant proposals must be submitted between October 10-24, 2008. Deadline: October 24, 2008

American School Board Journal Magna Awards

<http://www.asbj.com/magna>

The American School Board Journal is accepting nominations for its 2009 Magna Awards, which recognize programs that have been important in promoting the district's mission and advancing student learning; capable of being replicated by other school boards with similar conditions and resources; and the result of collaboration between the school board and others. Maximum Award: \$3,500. Eligibility: programs developed or actively supported by school boards. Deadline: October 15, 2008.

Healthy Sprouts Awards

<http://www.kidsgardening.com/healthysprouts.asp>

The National Gardening Association recognizes outstanding youth programs via the Healthy Sprouts Awards. The awards support school and youth garden programs that teach about nutrition and the issue of hunger in the United States. Maximum Award: \$500 gift certificate to Gardener's Supply. Eligibility: schools or organizations that plan to garden with children between the ages of 3 and 18. Deadline: October 15, 2008.

AILF Offers K-12 Education Grants

<http://fconline.foundationcenter.org/pnd/15012347/ailfgrants>

The American Immigration Law Foundation (AILF) will award grants to teachers for the 2008-09 school year of \$100 to \$500 each to fund a limited number of K-12 grade-level projects that provide education about immigrants and immigration. The foundation seeks to fund classroom-based activities that are innovative and supportive of AILF's mission of promoting the benefits of immigrants to the United States. Applications are limited to educators teaching in public or private primary, intermediate, and secondary-level schools. The 2008 program focuses on proposals that relate to: innovative use of technology; underrepresented minorities; community outreach and partnerships with community based organizations; and math and science. Deadline: November 28, 2008

CVS Community Grants

http://www.cvs.com/corpInfo/community/community_grants.html

CVS Pharmacy Community Grants will accept proposals for programs targeting children under age 18 with disabilities that address: health and rehabilitation services; a greater level of inclusion in student activities and extracurricular programs; opportunities or facilities that give

greater access to physical movement; and play. Maximum Award: varies. Eligibility: Public schools with programs for children under age 18 with disabilities. Deadline: applications accepted through October 31, 2008.

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.

[To top](#)

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- National Dissemination Center for Children with Disabilities
- National Institute of Health
- National Organization on Disability
- Substance Abuse and Mental Health Services Administration
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[To Top](#)