

## SAHE Grants and Special Education

Query – 10.22.2007

<b>Query:</b>	
<p>We're soliciting proposals for our 2008 ITQ SAHE grants and I've had an inquiry from a prospective grantee about <b>whether these grants may be used specifically to help special education teachers become "highly qualified"</b> according to the Federal definition. The Non-Regulatory Guidance clearly indicates that state subgrants to LEAs can focus on special education teachers. However, the SAHE section makes no mention of special education and seems instead to focus exclusively on teachers of core academic subjects. Any guidance on whether special-education projects qualify for SAHE grants, and if so, under what circumstances?</p>	
<b>From:</b> Arizona	
<b>Responses:</b>	
Alabama	Our understanding here is the focus is on core subjects.
South Carolina	My understanding of the guidelines and our meetings indicate that you can fund special education projects as long as they focus on one of the core content areas for the teachers.
California	<p>California has awarded some one or two ITQ grants targeted to special education teachers, not specifically for training in special education topics but for content and pedagogy professional development in core academic subjects that they are required to teach. We also allow the inclusion of special education teachers in content-specific professional development aimed at teachers who are not in special education, and we allow projects to address issues of meeting the needs of special ed students who are now fully included in regular classrooms.</p> <p>Basically, I would assume that if the issue of becoming "highly qualified" relates to the teachers' mastery of core academic subjects, there is no problem. I would defer to others to indicate whether a project that did not incorporate professional development in core academic subjects, but focused only on pedagogy specific to meeting the needs of children with disabilities, would qualify.</p>
Tennessee	<p>In Tennessee professional development in Special Education is "highly needed" due to the large number of special education students in addition to a 2001 study performed by our state Comptroller. We have designated Special Education sub-grants. These sub grants must be coupled with at least one core content area in order to be considered for funding. Examples of some of our past sub-grants are:</p> <p>"Academy for Teachers of the Gifted" (math and science focused)</p> <p>"Autism Inclusion in East Tennessee" (math focused)</p>
Minnesota	If the projects for special ed teachers focused on core academic areas, they would fit the program requirements.