

NASET Special Educator e-Journal

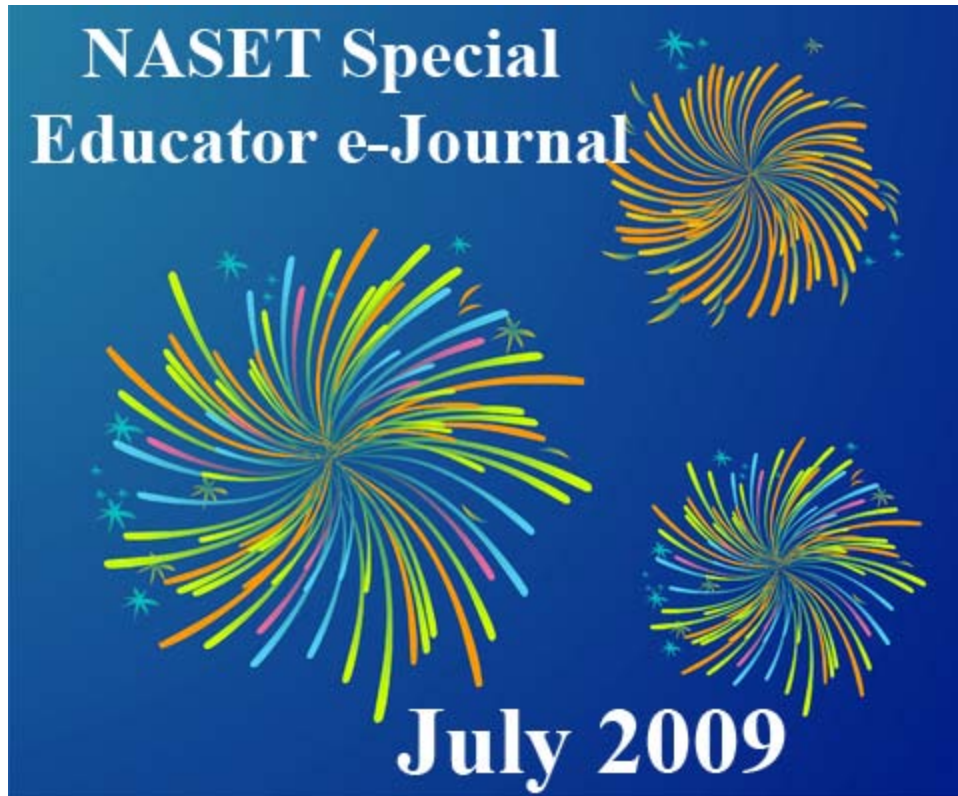


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Update from the U.S. Department of Education

U.S. Department of Education Study Finds that Good Teaching can be Enhanced with New Technology

Providing further evidence of the tremendous opportunity to use technology to improve teaching and learning, the U.S. Department of Education today released an analysis of controlled studies comparing online and face-to-face instruction.

A systematic search of the research literature from 1996 through July 2008 identified over 1,000 empirical studies of online learning. Of these, 46 met the high bar for quality that was required for the studies to be included in the analysis. The meta analysis showed that “blended” instruction – combining elements of online and face-to-face instruction – had a larger advantage relative to purely face to face instruction or instruction conducted wholly online. The analysis also showed that the instruction conducted wholly on line was more effective in improving student achievement than the purely face to face instruction. In addition, the report noted that the blended conditions often included additional learning time and instructional elements not received by students in control conditions.

“This new report reinforces that effective teachers need to incorporate digital content into everyday classes and consider open-source learning management systems, which have proven cost effective in school districts and colleges nationwide,” said U.S. Secretary of Education Arne Duncan. “We must take advantage of this historic opportunity to use American Recovery and Reinvestment Act funds to bring broadband access and online learning to more communities.

“To avoid being caught short when stimulus money runs out, school officials should use the short-term federal funding to make immediate upgrades to technology to enhance classroom instruction and to improve the tracking of student data,” Duncan added. “Technology presents a huge opportunity that can be leveraged in rural communities and inner-city urban settings, particularly in subjects where there is a shortage of highly qualified teachers. At the same time, good teachers can utilize new technology to accelerate learning and provide extended learning opportunities for students.”

Few rigorous research studies have been published on the effectiveness of online learning for K-12 students. The systematic search found just five experimental or controlled quasi-experimental studies comparing the learning effects of online versus face-to-face instruction for K-12 students. For this reason, caution is required in generalizing the study’s findings to the K-12 population because the results are for the most part based on studies in other settings, such as in medical, career, military training, and higher education.

“Studies of earlier generations of distance and online learning courses have concluded that they are usually as effective as classroom-based instruction,” said Marshall “Mike” Smith, a Senior Counselor to the secretary. “The studies of more recent online instruction included in this meta-analysis found that, on average, online learning, at the post-secondary level, is not just as good as but more effective than conventional face-to-face instruction..”

The study was conducted by the Center for Technology and Learning, SRI International under contract to the U.S. Department of Education’s Office of Policy and Program Studies Service, which commissioned the study.

The full report can be found at
<http://www.ed.gov/about/offices/list/oepd/ppss/reports.html#edtech>.

U.S. Education Secretary Arne Duncan Kicks Off Department's Summer Reading Initiative: "Read to the Top!"

U.S. Secretary of Education Arne Duncan today kicked off the Department's summer reading campaign--"Read to the Top!" --with the children's classic books "Clifford the Big Red Dog" and "Where the Wild Things Are." The Secretary read to young children, including his own, on the plaza of the Department's Lyndon Baines Johnson headquarters building. The initiative is in response to President Obama's "United We Serve" national volunteer campaign that calls for all Americans to serve in their communities over the summer.

At lunchtime throughout the summer, the Department's weekly reading campaign, which runs through Sept. 11, will feature various children's books read by the Secretary, other Cabinet members and top Administration officials.

The Department, in collaboration with the Corporation for National and Community Service, is partnering with libraries and other community organizations nationwide to combat summer reading loss.

"The road to academic success begins early, which is why early childhood learning and reading are so important," Secretary Duncan said. "When we read to our kids, it helps them become better readers and develop a love of reading on their own."

Research shows that reading achievement can drastically decline over the summer, particularly for low-income children who rely solely on their school libraries for books to read. Scholastic, a global children's publishing, education and media company, and a sponsor of "Read to the Top!" states that research shows that the key to stemming summer reading loss is finding novel ways to get books into the hands of children during the summer break. Thanks to a generous book donation from them, children will be able to take home their own books to read during the summer. Scholastic has donated more than 1,700 books for the Department's "Read to the Top!" campaign.

"Kids need books in their schools, communities and homes, not just during the school year but in the summer months, too," Scholastic CEO and Chairman Richard Robinson said. "We are proud to support 'Read to the Top!' with books that kids can take home, read and share with their families and friends."

In addition to Scholastic, Target enlivened the plaza's reading area with colorful rugs and beanbag chairs to create the feeling of a public library or classroom. "Target is committed to enhancing educational opportunities for kids and giving them the tools they need to succeed," Laysha Ward, president of Community Relations, says. "One of these opportunities is through our partnership with the U.S. Department of Education's summer initiative, 'Read to the Top!' which gives Washington, D.C. area families a fun way to explore reading together in a unique setting."

In addition to the Department's efforts to stop summer reading loss through "Read to the Top!" it also awards Striving Readers grants aimed at raising the literacy level of adolescent students and building a strong, scientific research base for adolescent literacy instruction. This year's

competition is underway, and the deadline is Aug. 10. Striving Readers grants were first awarded in March 2006. To date, the Department has awarded approximately \$120 million for projects aimed at helping struggling readers. When this year's grants are awarded, State Education Agencies will receive approximately \$7.2 million to implement and evaluate supplemental literacy programs for struggling readers in middle and high schools. For more information about these grants, log onto www.ed.gov/programs/strivingreaders/applicant.html.

Statement by Secretary Duncan on the Role of Charter Schools in Turnaround Business

Following up on his remarks earlier this week at the National Charter Schools Conference in Washington D.C., U.S. Secretary of Education Arne Duncan today issued the following statement urging states to work with charter school operators to turn around struggling schools and provide innovation and choice to students and parents:

“States need to have a plan to turn around their lowest-performing schools. I’m an advocate of using whatever model works for children and I want charter schools to join that work. But they won’t be able to get into the turnaround business in states that restrict the growth of charters. States that slow innovation are limiting opportunities for students and placing themselves at a competitive disadvantage for \$4 billion in Race to the Top Fund grants.

“For example, in Indiana and Maine, state legislatures must act in the best interest of students and open doors to education entrepreneurs, like those running charter schools. While some states limit the number of charter schools, others like Louisiana and Tennessee, have lifted their caps on charters, giving more students the opportunity to attend higher performing schools.

“Let me be clear, I am not simply advocating for more charter schools. We need more good charter schools. There needs to be a high bar set for entry during the charter application process, and accountability systems need to link student achievement to instruction.”

“Many charter school operators are today’s top education innovators and entrepreneurs. Children need more high-quality educational options, and charter schools have an important role to play in the school turnaround business.”

Five States Chosen to Receive Technical Assistance in Developing 'Green' Career-Technical Programs of Study

The U.S. Department of Education and its National Research Center for Career and Technical Education (NRCCTE) in Louisville, Ky., announced today the selection of five states to receive technical assistance from the center in developing green-focused "programs of study" in career and technical education.

The states are: Georgia, Illinois, New Jersey, Ohio, and Oregon.

"Green means healthier learning environments for students and adults, plus lower energy costs and a stronger economy," said U.S. Secretary of Education Arne Duncan. "Green programs of

study support the administration's goal of expanding a green workforce by preparing students for high-skill, high-wage jobs in a clean energy economy."

Following are the areas that the states have proposed to develop programs of study.

- Georgia -- energy, construction and transportation.
- Illinois -- energy, utilities and waste management.
- New Jersey -- various industries.
- Ohio -- energy, biotech and agriculture.
- Oregon -- wind, solar and construction.

Programs of study incorporate secondary and postsecondary elements in a progressive, non-duplicative curriculum, featuring coherent and rigorous technical and academic content and leading to a post-high school, industry-recognized credential or associate or baccalaureate degree.

"Programs of study should build on sound career development theory and may utilize dual or concurrent enrollment options or other strategies that will more effectively link high school and postsecondary education," said National Research Center Director James R. Stone III.

The National Research Center will engage the five participating states in a 14-month process to develop "green-focused" programs. Each state will work with a facilitator to provide ongoing assistance along with consultation from content experts.

State teams will participate in a three-day technical assistance academy in winter 2009 in Washington, D.C. At the conclusion of this initiative, the selected states will work with the National Research Center to share their best and promising practices for implementing programs of study.

The Education Department's Office of Vocational and Adult Education funds the center, which is located at the University of Louisville's College of Education and Human Development. It generates scientifically based knowledge, disseminates findings, conducts professional development activities and provides technical assistance -- all to improve career and technical education in the United States.

For more on the center, see its Web site at <http://www.nrccte.org>. Information on the Office of Vocational and Adult Education can be found at <http://www.ed.gov/about/offices/list/ovae/index.html>.

Duncan Offers Stimulus Funds for States to Develop Rigorous Assessments Linked to Common Standards

In the second of four major policy speeches on the priorities for the "Race to the Top" Fund, U.S. Secretary of Education Arne Duncan announced last night that the Department of Education will commit up to \$350 million of the \$4.35 billion Race to the Top Fund to support states in the creation of rigorous assessments linked to the internationally benchmarked common standards being developed by states.

Secretary Duncan urged the nation's governors and state education leaders to continue the movement toward adopting internationally benchmarked standards for public K-12 education

during his keynote address at the 2009 Governors Education Symposium in Cary, NC. He also applauded the 46 states and three territories that agreed this month to develop common standards as a means to prepare American students to compete and succeed in the global market place.

“Perhaps for the first time, we have enough money to really make a difference. We have proven strategies for success in schools all across America. This is where reform will play out. It will filter up from classrooms and schools, districts and localities, but then it will arrive on your desks,” Duncan told the governors. “And when it does, I urge you to remember that the truest measure of a society’s worth is whether it offers all of our children the opportunity to go where they want to go, do what they want to do, and fulfill their dreams. This is the promise of education. This is my promise. This is your promise. This is the American promise.”

Currently, each state sets its own academic standards, and many of those standards fail to prepare children for college or careers. The National Governors Association and the Council of Chief State School Officers have committed to leading an effort to create common standards in English language arts and mathematics for grades K-12. These standards will be research- and evidence-based, internationally benchmarked, aligned with college and work expectations, and include rigorous content and skills. Duncan said the Education Department will help states pay for the development of assessments aligned to those standards because that will ensure the success of the effort.

The Department of Education will conduct a national competition among states this year for \$4 billion of the Race to the Top Fund to improve education quality and results statewide. The Race to the Top Fund will support states’ effort to drive substantial gains in student achievement. These grants will focus on four reform goals – using data to drive instruction, raising standards, turning around historically low-performing schools, and improving teacher and principal quality – as described in the American Recovery and Reinvestment Act.

Additionally, the ARRA allocates \$650 million for the “Invest in What Works and Innovation Fund.” The money will be awarded to school districts and non-profit groups with strong track records of results. Guidelines and applications for the competitive funds will be posted on the Federal Register next month.

Race to the Top grants will be made in two rounds. Secretary Duncan laid out a course to the “Race” as follows:

- Late July– The Department will publish a notice of proposed rulemaking in the Federal Register, inviting public comment for 30 days on the proposed grant application and the criteria for evaluating them;
- October – Notice inviting applications will be published in the Federal Register;
- December – Phase 1 applications will be due;
- March 2010 – Phase 1 grants awarded, winners announced;
- June 2010 – Phase 2 applications will be due;
- September 2010 – Phase 2 grants awarded, winners announced.

Secretary Duncan will give two more major policy speeches leading up to the request for proposals. He will speak about school turnarounds on June 22 at the National Charter School Conference in Washington DC, and he will discuss teacher quality July 2 at the National Education Association annual meeting in San Diego.

U.S. Secretary of Education Arne Duncan Announces \$18.5 Million to Improve School Libraries and Encourage Reading in Low-Income Schools

U.S. Secretary of Education Arne Duncan today announced the award of \$18.5 million to enhance libraries in 57 low-income school districts across the United States. The grants will help schools improve reading achievement by providing students with increased access to current school library materials; technologically advanced media centers; and professionally certified media specialists.

"Encouraging students to improve their reading is a key to their success in school and in life," Secretary Duncan said. "These grants help schools give students access to the most up-to-date books, technology, and highly trained library personnel to improve teaching and learning and to challenge students to achieve."

Funded through the Improving Literacy Through School Libraries program, grants can be used to acquire books and other library holdings; improve school libraries' technological resources and capabilities; facilitate Internet links and other resource-sharing networks; provide professional development for library personnel; enhance opportunities for collaboration among library specialists, teachers and administrators; and expand hours of access to library services.

For more information about the Improving Literacy Through School Libraries program, visit:

www.ed.gov/programs/lsl and for the list of grantees and abstracts, visit

<http://www.ed.gov/programs/lsl/awards.html>

Following is a list of the Improving Literacy Through School Libraries grant recipients:

- AK -- Kuspuk School District, \$453,404.
- AK -- Yukon Flats School District, \$299,479.
- AR -- Blytheville, \$302,600.
- AR -- Little Rock School District, \$325,557.
- AR -- Pocahontas School District, \$219,911.
- AZ -- Ecadamie High School, \$238,118.
- AZ -- Santa Cruz County RSD #99, \$381,931.
- CA -- Dinuba Unified School District, \$466,779.
- CA -- Round Valley Unified School District, \$246,046.
- CO -- City and County of Denver, \$479,359.
- CT -- Waterbury School District, \$500,000.
- FL -- Holmes District School Board, \$215,236.
- GA -- Marietta Independent School District, \$295,945.
- IL -- Chicago Heights School District 170, \$587,519.
- IL -- Chicago Public Schools, District #299, \$498,034.
- IL -- East St. Louis School District 189, \$408,302.
- KY -- Letcher County Public Schools, \$332,297.
- LA -- NOLA 180 - Langston Hughes Academy, \$161,142.
- LA -- Webster Parish School Board, \$498,149.
- MA -- Springfield Public Schools, \$298,222.
- ME -- Maine School Administrative District 43, \$407,543.
- ME -- Waterville Public Schools, \$243,646.
- MS -- Gulfport School District, \$322,786.

- NC -- Bladen County Schools, \$495,381.
- ND -- Warwick School District 29, \$340,451.
- NY -- Board of Education, Buffalo NY, \$238,934.
- NY -- Copenhagen Central School District, \$135,000.
- NY -- Hornell City School District, \$298,936.
- NY -- Rochester City School District, \$300,000.
- NY -- Salamanca City Central School District, \$273,189.
- NY -- Utica City School District, \$230,864.
- OK -- Atoka Public Schools, \$121,896.
- OK -- Cottonwood Public Schools, \$175,954.
- OK -- Eufaula Public Schools, \$185,562.
- OK -- Hominy Public School, \$191,177.
- OK -- Hulbert Public Schools, \$167,800.
- OK -- Panama Public School, \$299,967.
- OK -- Stratford Public School District I002, \$152,613.
- OK -- Tulsa Public Schools, \$487,647.
- PA -- Allentown City School District, \$455,474.
- PA -- Nueva Esperanza Academy Charter HS, \$177,357.
- PA -- Oswayo Valley School District, \$292,706.
- PA -- Williamsport Area School District, \$250,000.
- SC -- Florence School District One, \$498,688.
- SD -- Eagle Butte School District 20-1, \$286,117.
- TN -- Bedford County Schools, \$422,327.
- TN -- Campbell County School District, \$189,158.
- TN -- Fentress County Board of Education, \$387,851.
- TX -- Chilton Schools, \$329,095.
- TX -- Everman Independent School District, \$340,000.
- TX -- Galveston ISD, \$500,000.
- TX -- Ingram Independent School District, \$296,571.
- TX -- Navasota ISD -- Grant Services, \$369,876.
- TX -- Pleasanton Independent School District, \$499,992.
- WI -- Milwaukee Public Schools, \$500,000.
- WI -- School District of Bayfield, \$209,838.
- WI -- School District of Westfield, \$264,610.

Statement from U.S. Secretary of Education Arne Duncan on Results of NAEP Arts 2008 Assessment

U.S. Secretary of Education Arne Duncan released the following statement today regarding results of the National Assessment of Educational Progress (NAEP) Arts 2008 assessment of Music and Visual Arts at Grade 8:

These results are important for several reasons. First, they remind us that the arts are a core academic subject and part of a complete education for all students. The arts are also important to American students gaining the 21st century skills they will need to succeed in higher education and the global marketplace – skills that increasingly demand creativity, perseverance, and problem solving combined with performing well as part of a team.

The results also remind us that learning in the arts can and should be rigorous and based on high standards, and that it can be evaluated objectively, using well-designed measures.

This Arts Report Card should challenge all of us to make K-12 arts programs more available to America's children and youth. Such programs not only engage students' creativity and academic commitment today, but they uniquely equip them for future success and fulfillment. We can and should do better for America's students.

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Update From The National Dissemination Center for Children with Disabilities

Here's a sampling of offerings from NICHCY:

DISABILITIES

- **Developmental Delay.**

New! What is it, how is it diagnosed, how does IDEA define the term? If you're worried about your child's development, where do you turn? Find out here.

[http://www.nichcy.org/Disabilities/Specific/Pages/DevelopmentalDelay\(DD\).aspx](http://www.nichcy.org/Disabilities/Specific/Pages/DevelopmentalDelay(DD).aspx)

HELP BABIES (0-3)

- **Effective Practices in Early Intervention.**

A critical part of improving developmental and educational results for children with disabilities is using effective practices in the home and across the child's natural environment.

<http://www.nichcy.org/babies/Effectivepractices/>

EDUCATE CHILDREN (3-22)

- **The 10 Basic Steps in Special Education.**

There's a lot to know about the process by which children are identified as having a disability and in need of special education and related services. This section of NICHCY's website is devoted to helping you learn about that process.

<http://www.nichcy.org/EducateChildren/Steps/>

LAWS

- **IDEA (The Letter of the Law).**

For those involved with children who have disabilities, IDEA is one of the most significant laws to know. Well, we're eyes-deep in info on IDEA. Connect with the law's exact words by going to the IDEA part of our site (<http://www.nichcy.org/Laws/IDEA/Pages/PartB.aspx>).

- Now, if you want to know how the law translates into the special education and related services in our public schools, you'll want to visit the **EDUCATE CHILDREN** section of NICHCY, which is loaded with practical info and the nuts-and-bolts details

(<http://www.nichcy.org/EducateChildren/Pages/Default.aspx>)

RESOURCES

- **Acronyms, Key Special Education Terms, and More.**

All of our site is resource-rich, but the section labeled Resources offers you easy connections to such goodies as acronym lists, key terms in special education, research terms, a description of the 20 indicators that OSEP requires states to address in their performance plans and reports on the implementation of IDEA, our publications, our Spanish language resources, and much more, including our Advanced Search function, useful in refining your search for info.

<http://www.nichcy.org/INFORMATIONRESOURCES/Pages/default.aspx>

RESEARCH

- **Evidence for Education.**

This is a series of 4 separate publications translating the findings of research in special education into practical terms so it finds its way into our classrooms and our children's lives.

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

IT ALL STARTS IN FAMILIES AND COMMUNITIES

Making the most of playtime.

The Center on the Social and Emotional Foundations for Early Learning (CSEFEL) has published this new resource for families, which offers tips and strategies for families to consider when playing with their infant or toddler.

http://www.vanderbilt.edu/csefel/familytools/make_the_most_of_playtime2.pdf

Family caregiving 101.

If you're a caregiver, you may be looking for groups that offer financial assistance, respite care, support groups, and other types of support. Visit the link below to have a look at a ton of well organized materials for caregivers.

<http://www.familycaregiving101.org/>

Parents as active leaders in policy development.

How can you help shape policies that affect children with disabilities? At the link below, you'll find training materials that teach parents how to become more involved. The curriculum was developed in part by 32 active parent leaders and teaches skills like collaborative leadership, group problem solving, and re-framing agendas.

<http://www.uvm.edu/%7Epcl/modules.php>

On the use of seclusion and restraint.

Disability Rights Wisconsin (DRW), Wisconsin FACETS, and Wisconsin Family Ties (WFT), have released a report on new approaches to reducing the use of seclusion and restraint with Wisconsin children.

<http://www.disabilityrightswi.org/archives/296>

Including people with disabilities in national volunteer service programs.

The Corporation for National and Community Service offers this list of resources and links to methods for including people with disabilities in national service programs, including accessibility assessments, mentoring, special education students as camp counselors and many other ideas.

<http://www.nationalserviceresources.org/practices/topic/152>

For people with mental illness and their friends.

Visit this website of SAMHSA (it's in English and Spanish) and learn about different kinds of mental illnesses, read real-life stories about support and recovery, and interact with the video to see how friends can make all the difference.

<http://whatadifference.org/>

Info on TBI for consumers.

Several new consumer guides on traumatic brain injury are available from the Model System

Knowledge Translation Center (MSKTC).

http://msktc.washington.edu/consumer_info/index.html

7 steps to engaging hard-to-reach communities.

Here's a practical guide for educators, civic leaders, community organizers or anyone else interested in involving traditionally hard-to-reach communities. It offers advice on getting to know your community, identifying issues important to the community, and designating and training facilitators. Available in English and Spanish.

<http://www.sedl.org/pubs/catalog/items/fam27.html>

IDEAmoneywatch.com

IDEAmoneywatch.com is a new project launched by the Advocacy Institute to keep an eye on the use of the additional \$11.3 billion IDEA funding made available to local school districts by the American Recovery and Reinvestment Act (ARRA). The Web site features FAQs, a state data lookup tool, state IDEAmoneywatch blogs, and additional resources.

<http://www.ideamoneywatch.com/main/>

THE LITTLE ONES: EARLY INTERVENTION/EARLY CHILDHOOD

A-Z child care information links.

Allergies, asthma, biting, bullying.... the list goes on and on of connections you can make and assistance you can find, courtesy of the National Resource Center for Health and Safety in Child Care and Early Education, at 1.800.598.KIDS (5437).

<http://nrckids.org/RESOURCES/list.htm>

How healthy are our children? A national survey.

The Child and Adolescent Health Measurement Initiative (CAHMI) has just published the results of its 2007 National Survey of Children's Health (NSCH). The survey provides state-level data on over 100 child health indicators, including a number of questions related to early childhood, risk for developmental delays, children with an IFSP/IEP (0-5 years) and more.

<http://nschdata.org/Content/Default.aspx>

Early educational opportunities for children of Hispanic origins.

The latest issue of the Social Policy Report (of the Society for Research in Child Development) discusses the importance of addressing the early educational needs of young Hispanic children and reviews a large body of literature suggesting that early interventions can improve educational outcomes for these children.

http://www.srpd.org/index.php?option=com_content&task=view&id=232&Itemid=1

Are states meeting the early childhood transition requirements of IDEA?

This Project Forum in-brief analysis highlights some of the policies and practices adopted by six states undertaken to meet IDEA's early childhood transition requirements.

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

Queries: Screening and early identification of ASD.

In response to interest from the National Professional Development Center on Autism Spectrum Disorders (NPDC-ASD), NECTAC queried Part C and Section 619 Coordinators regarding screening measures, diagnostic instruments and procedures, and trends in identifying young

children with ASD (autism spectrum disorder) under the age of five years. Wanna know what NECTAC found?

www.nectac.org/~pdfs/pubs/queries/queries_asdscreening.pdf

Do you provide professional development in early childhood?

The Statewide Survey for Providers of Professional Development in Early Childhood is designed to gather information that will produce a descriptive landscape of professional development in early childhood in your state across multiple sectors. Use this survey with those who provide learning opportunities and support for practitioners (the learners) who work directly with young children (birth to 8) and their families. The information gathered can be used to describe who the learners are, what professional development content they receive, and how learners acquire core competencies and get support to apply what they learn in practice. [Click Here](#)

A planning guide for EC professional development systems.

Here's a guide that offers a 7-step sequence for considering the key components and contexts of a statewide early childhood professional development system. It is intended to support states in developing integrated plans and systems for cross-sector EC professional development. [Click Here](#)

SCHOOLS, K-12

Which AT with which disability?

Visit the link below and find a great list of assistive technology (AT) types for specific disabilities.

<http://www.ncrel.org/sdrs/areas/issues/methods/technlgy/te7assist.htm>

LearnCentral.org.

Here's a "Facebook" for educators. Users can specify the details of their teaching or curricular interests and then find others with whom they could collaborate. There's also a content-sharing repository for learning objects and lesson plans, full-featured discussions forums, and public and private groups.

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

Promising employment practices for those with intellectual disabilities.

The Institute for Community Inclusion offers new information on integrated employment opportunities for individuals with intellectual/developmental disabilities.

http://communityinclusion.org/doc.php?doc_id=83&type=project&id=54

Adolescent literacy walk-through for principals.

This guide is designed to help principals monitor and support adolescent literacy instruction in their schools more effectively. It can be used at the late elementary school level, in content-area classes in middle and high school, and with intervention groups or classes. It includes examples of what a principal might expect to see in a classroom as well as templates that states, districts, and schools may use or adapt.

<http://www.centeroninstruction.org/files/Adol%20Lit%20Walk%20Through.pdf>

Consumer guides for school administrators and Ed Tech vendors.

As a school administrator, how can you determine which technology products will support your State-aligned curriculum? As an ed-tech vendor, how can you help your clients effectively integrate products into the classroom? These simple and easy-to-use Consumer Guides are

decision-support tools to help school administrators and educational technology vendors learn what questions to ask and how to make informed decisions relating to education technology. http://www.nationaltechcenter.org/index.php/2008/02/28/consumer_guide/

A road map for mathematics achievement for all students: Findings from the National Mathematics Panel.

What can we learn from the National Mathematics Panel Report that can help to improve mathematics achievement among American students? This research brief from The Center for Comprehensive School Reform and Improvement focuses on curricular content and instructional materials and learning processes and the recommendations for PK-12 education. http://www.centerforcsri.org/files/Center_RB_Feb09.pdf

Check out the Language Differences Media Lab.

Two OSEP-funded TA centers, the National Center for Culturally Responsive Educational Systems (NCCRESt) and Project LASER, have partnered to create a website on multimedia resources that promote teacher learning and enhance the quality of education offered to African American English (AAE) speakers and English Language Learners (ELLs). The multimedia tools will help visitors understand how students' linguistic and cultural practices can be used as assets and resources to support student learning. <http://www.equityallianceatasu.org/ell>

A guide to build cultural awareness: American Indians and Alaska Natives.

This guide is intended to serve as a general briefing to enhance cultural competence while providing services to American Indian and Alaska Native populations. [Click Here](#)

The challenges of teaching English language learners to read.

Watch a 30-minute PBS special that looks at best practices for teaching ELLs to read in a new language. Innovative teaching practices at six schools are examined and provide ideas for structuring ESL/ELL programs in your school/district. <http://www.readingrockets.org/shows/launching/bilingual>

Understanding the effects of disabilities on reading instruction and assessment.

This report from the Partnership for Accessible Reading Assessment is intended to provide common ground on the issues surrounding reading and students with various disabilities. The report provides: (1) an overview of the characteristics of students with each disability, (2) a description of common approaches to reading instruction for students with each disability, and (3) assessment approaches and issues in assessing reading for students with each disability. <http://www.readingassessment.info/resources/index.htm>

Classroom accommodations for students who struggle with writing.

This article describes classroom accommodations to make the writing process easier for struggling students and their teachers. <http://www.ldonline.org/article/30373>

Using CBM in an RTI framework.

The National Center on Response to Intervention provides information about how student progress monitoring, specifically Curriculum Based Measurement (CBM), can be used to determine a student's response to an intervention. The six modules include an introduction to CBM, using CBM in reading, math, written expression and spelling, other ways to use CBM data, and using CBM to determine RTI. [Click Here](#)

Advising high school students with disabilities on postsecondary options.

This booklet is designed to help guidance and career counselors assist high school students with disabilities in accomplishing transitions into postsecondary education and employment. [Click Here](#)

The Summary of Performance for students with disabilities.

When a student with a disability graduates from high school with a regular diploma or "ages-out" of Part B eligibility, the school must provide the student with a summary of his or her academic achievement and functional performance, including recommendations on how to assist the young adult meet his or her postsecondary goals. This new requirement within IDEA is coming to be known as a Summary of Performance (SOP).

- **Learn more about the SOP.**

Courtesy of the National Secondary Transition Technical Assistance Center.

<http://www.nsttac.org/indicator13/sop.aspx>

- **Get involved, students!**

NSTTAC has developed an SOP form students can download, complete, and share with their parents and teachers, and a video to guide the process.

<http://www.nsttac.org/NSTTACVideos/SOPVideo.aspx>

New website for college-bound students with disabilities.

Developed to help high school students learn about college living with a disability, the site provides video clips, activities, and resources that can help students get started in planning for college. Modules include activities that help students explore more about themselves, learn what to expect from college, and examine important considerations and tasks to complete when planning for college. <http://www.going-to-college.org>

Accommodations & rights for college students with disabilities.

In this issue of the Special Ed Advocate, you'll find information and resources about college and continuing education, accommodations after high-school, and self-advocacy.

<http://www.wrightslaw.com/nltr/09/nl.0519.htm>

STATE & SYSTEM TOOLS

Special education and the American Reinvestment and Recovery Act (ARRA). June 16, 2009, 3-4 pm ET

Free webinar! Register now to join Larry Wexler, Director, Research to Practice Division, Office of Special Education Programs (OSEP) of the U.S. Department of Education on June 16 from 3-4 pm ET. Larry will discuss the ARRA funds and OSEP's technical assistance efforts.

<http://www.cited.org/index.aspx>

Sharing info on spinal cord injury, TBI, and burn injury: Who needs what, and how.

The Model Systems Knowledge Translation Center (MSKTC) summarizes research, identifies health information needs, and develops systems for sharing information for the NIDRR model systems programs in traumatic brain injury, spinal cord injury and burn injury.

<http://msktc.washington.edu/>

Promoting data sharing between Part C and Part B.

Project Forum recently published a policy analysis entitled Using Unique Identifiers to Promote Data Sharing Between Part C and Part B. The analysis describes state obligations regarding early

childhood transition from Part C to Part B of IDEA and reports on the experiences of six states that currently use unique identifiers in their data systems to track children from Part C to Part B. <http://www.projectforum.org>

Disability law handbook.

The Southwest DBTAC's Disability Law Handbook is a 50-page guide to the Americans with Disabilities Act and other disability related laws, answering frequently asked questions (FAQs) about the Americans with Disabilities Act, the ADA Amendments Act, the Rehabilitation Act, Social Security, the Air Carrier Access Act, the Individuals with Disabilities Education Act, the Civil Rights of Institutionalized Persons Act, and the Fair Housing Act Amendments. The book is being translated into Spanish and the translation is expected to be available this summer. <http://www.swdbtac.org/html/publications/dlh/index.html>

RTI state database.

The National Center on Response to Intervention has launched a new RTI State Database. It provides resources ranging from policy documents and briefs to trainings and tools that were developed by states, districts, or territories in the U.S. Information is also presented for each state about its RTI framework, RTI-related State Performance Plans or State Professional Development Grants, and the use of RTI for Specific Learning Disability eligibility. <http://state.rti4success.org/>

April 2009 non-regulatory guidance from OSEP on supplemental regulations for Part B.

This guidance provides state educational agencies, local educational agencies, parents, and advocacy organizations with detailed information in the following areas: (1) parental revocation of consent for continued special education and related services; (2) positive efforts to employ and advance qualified individuals with disabilities; (3) nonattorney representation in due process hearings; (4) State monitoring and enforcement; (5) state use of targets and reporting; (6) public attention; and (7) subgrants to LEAs, base payment adjustments, and reallocation of LEA funds. [Click Here](#)

A toolkit for Title I parental involvement.

This toolkit provides detailed explanations of the Title I, Part A parental involvement provisions as well as 33 tools to help state departments of education, districts, and schools meet those requirements. Both the explanations and the tools are designed to help educators increase parental involvement and provide opportunities for parents to engage in and support their children's academic achievement. <http://www.sedl.org/pubs/catalog/items/family120.html>

State approaches to co-teaching.

This May 2009 In-Brief Policy Analysis from Policy Forum describes findings from a survey of all state special education units on the topic of co-teaching. Findings are reported in the areas of terminology used, guidance available, requirements for IEPs and teachers, personnel preparation efforts, complementary initiatives, outcome data collection, challenges and recommendations. <http://www.projectforum.org/>

Supporting data-driven decision making in districts and schools.

This report released by IES examines the initiatives of state education agencies in the Northeast and Islands Region to support data-driven decision making in districts and schools and describes the service providers hired to support this work. The report identifies four components of data-

driven decision making initiatives and finds that not all initiatives include all four.

<http://ies.ed.gov/ncee/edlabs/projects/project.asp?ProjectID=112>

Virtual personnel preparation programs for special educators.

Other from Project Forum (they've been busy, eh?). This brief policy analysis provides data from studies of virtual special education personnel preparation and presents findings from interviews with representatives of five programs for preparing special educators virtually.

<http://projectforum.org>

Integrated employment: Promising practices by state agencies.

This website at the Institute for Community Inclusion is meant to spread the word and spark the imagination as integrated employment opportunities are expanding for individuals with intellectual/developmental disabilities. It is designed to increase communication and broaden perceptions about how it is possible to improve employment outcomes at the system level.

http://www.communityinclusion.org/project.php?project_id=56

The Condition of Education 2009.

Just released!

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

SPECIAL FOCUS: Summer Fun

1000 cheers that summertime's here! Looking for ways to engage your children this summer? The quest can be more complicated when a child has a disability. So here's a quick list of ideas and resources that can help.

10 weeks of summer reading adventures for you and your kids.

<http://www.readingrockets.org/articles/391>

Fun things to do today.

You won't believe this list to choose from.

<http://specialchildren.about.com/od/needinspiration/a/fivefunthings.htm>

Five ways to keep learning going during school breaks.

<http://specialchildren.about.com/od/learningissues/tp/learnvacation.htm>

Summer Survival Kit.

<http://specialchildren.about.com/od/holidays/p/summersurvival.htm?nl=1>

Summer camps A-Z.

Talk about everything but the kitchen sink. Resources are organized by topics for easy hunting: special interest, age, overnight, art, academic, sports, special needs, state, you name it.

<http://summercamps.com/>

Choosing the right summer camp.

Which is best for your child -- a special needs camp, a mainstream camp in your own community, or a summer spent at home with you? Each has its pros and cons. Here's help in choosing the best option, and recommendations on how to get started when you do. [Click Here](#)

Going to summer camp with AT.

The Family Center on Technology and Disability (FCTD)'s May 2009 newsletter is entitled Summer Camp: Tents, Trees, and Technology and identifies resources to help families of children with disabilities who utilize AT for their child's camp experience.

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

Special needs camps, state by state.

<http://www.familyvillage.wisc.edu/Leisure/camps.html>

Special needs camps, by state and by disability.

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

Easter Seal's nationwide directory of recreation programs.

Easter Seals camping and recreation programs serve children, adults, and families of all abilities. Find out what's going on in recreation in your area.

http://www.easterseals.com/site/PageServer?pagename=ntl_directory_recreation

Interested in opportunities for specific disabilities? Here's a quick list.

AD/HD and/or learning disabilities.

<http://www.greatschools.net/articles/96/LD/Managing-Your-Child/Activities-Outside-of-School>

Cancer.

Courtesy of the Children's Oncology Camping Association International, find a member camp in your area. http://www.coca-intl.org/membercamps/1_usa.html

Deafness and hearing impairment.

[Click Here](#)

Diabetes.

Visit the Diabetes Education and Camping Association (DECA)'s site and see what's happening, camping-wise for those with diabetes, in your state.

<http://www.diabetescamps.org/uscamps.php>

Learning disabilities and/or AD/HD.

[Click Here](#)

Medical/health-related.

Search the Resource Directory of Brave Kids: Medical Information for Special Needs Children, Children with Chronic Illnesses or Life Threatening Disabilities. You can search by triangulating the type of resource you're looking for (e.g., camps, recreation, art), the disability or condition involved (there's quite a range), and your zip code. <http://www.bravekids.org/directory/>

Physical disabilities.

http://www.amputee-coalition.org/fact_sheets/Kidscamps.html

Spina bifida.

<http://www.spinabifidaassociation.org/site/c.liKWL7PLlrF/b.2701549/>

Calls to Participate

Adobe Youth Voices /What Kids Can Do: International Photo Competition

http://www.wkcd.org/AYV_Photo_Competition/Home_.html

Adobe Youth Voices and What Kids Can Do invite youth, ages 12-19, around the world to submit photographs based on the theme of “Crisis and Hope,” expressing themselves on both what is challenging and what gives hope in today’s difficult world. Winning photographs will be showcased online, in a traveling exhibit, and in a book. Eligibility: all young people, anywhere in the world, between the ages of 12 and 19. Deadline: July 31, 2009.

Education Week’s 2009 Fall Calendar of Events

http://www.edweek.org/apps/calendar/submit_event.html

In an ongoing effort to provide educators with the latest information on relevant conferences and workshops, Education Week will publish its 2009 Fall Calendar of Events as a supplement to the August 26, 2009 issue. The Fall Calendar lets organizations share their upcoming events with Education Week and edweek.org readers, including administrators, counselors, parents, policymakers, reading specialists, researchers, school board members, teacher educators, teachers, and technology personnel. Listings are free. All events submitted online will be listed in the online calendar, including those sponsored by for-profit organizations and those submitted after June 30. Deadline for submitting events for the 2009 Fall Calendar: June 30, 2009.

Nominate a School Counselor for the American School Counselor Association’s School Counselor of the Year Award

<http://www.schoolcounselor.org/content2.asp?contentid=544>

The American School Counselor Association’s School Counselor of the Year Award is given to school counselors who run top-notch, comprehensive school counseling programs at the elementary, middle, or high school level. The award program brings up to 10 finalists and their nominators to Washington, DC, in January to participate in a Congressional briefing, meet with their members of Congress, and be honored at a gala. From these 10 finalists, one School Counselor of the Year is selected. U.S.-based practicing school counselors who’ve completed at least five years of service as a school counselor, belong to ASCA, and are practicing school counselors at the time of the awards may be nominated. Nomination Deadline: July 17, 2009.

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Special Education Resources

Graduation Requirements and Diploma Options for Students with Disabilities: What Families and Advocates Need to Know (May 2009)

InfoBrief

http://www.ncwd-youth.info/resources_&Publications/information_Briefs/issue22.html

This InfoBrief from the National Collaborative on Workforce and Disability for Youth (NCWD/Youth) explores the importance of making informed decisions about diploma options, understanding the consequences of graduating with different types of diplomas, and considering these issues early.

Successful Transition Models for Youth with Mental Health Needs: A Guide for Workforce Professionals (May 2009)

InfoBrief

http://www.ncwd-youth.info/resources_&Publications/information_Briefs/issue23.html

This InfoBrief from the National Collaborative on Workforce and Disability for Youth (NCWD/Youth) describes the systems service barriers faced by youth with mental health needs as they reach adulthood and highlights new models and strategies designed to break down those barriers and help these youth transition successfully into the workplace.

Cities in Crisis 2009: Report Pegs Average Graduation Rate in Nation's Largest Cities at 53% (May 2009)

report

<http://tinyurl.com/kwbulq>

The nation's largest cities showed some progress in increasing their graduation rates from 1995-2005, but their average graduation rate of 53% is well below the national average of 71%, according to "Cities in Crisis: Closing the Graduation Gap, a report released last month by Editorial Projects in Education, Inc. with support from the America's Promise Alliance and the Bill & Melinda Gates Foundation.

eSchool News' Educator Resource Center (2009)

web page

<http://www.eschoolnews.com/resources/measuring-21st-century-skills/>

K-20 graduates will need "21st Century Skills" for the U.S. to succeed in the global economy success. In 2012, "tech literacy" will be added to our Nation's Report Card, measuring student proficiency in the application of technology for the first time. To prepare for the coming technology assessment, educational leaders need to provide data on how well their students are progressing, how effective their teachers are, and how technology instruction is helping students solve real-world problems. eSchool News has compiled an extensive resource library that addresses these issues and shares experience from educators who have met the challenges.

Family Routines and Relationships Strengthen Poor Families (May 2009)

research brief

http://www.childtrends.org/Files//Child_Trends-2009_5_14_RB_poorfamstrengths.pdf

Although poor families experience socioeconomic disadvantages, these families may be strengthened by their family routines and relationships, according to a new Child Trends research brief. "The Strengths of Poor Families" analyzes data for more than 100,000 families from the 2003 National Survey of Children's Health to find the similarities and contrasts between poor and more affluent families. Available in pdf (8 pages, 213 KB).

FCTD's Summer Camp: Trees, Tents & Technology (May 2009)

report

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

In this year's Assistive Technology (AT) Goes to Camp issue, the Family Center on Technology and Disability (FCTD) interviews Darla Motil, R.N., from the Achievement Centers for Children in Ohio, on using AT to support a child's camp experience, provides resources to help families of children with disabilities who use AT for their child's camp experience, and features organizations that focus on aspects of the summer camp experience and the role of AT in enriching that experience.

Forum Brief: Linking Academics, Technology and 21st Century Skills: New Tech High Schools, a Scalable Model for Public Education (March 2009)

report

<http://www.aypf.org/forumbriefs/2009/fb032709.htm>

This brief from the American Youth Policy Forum reports on the New Tech high school model, focused on project-based learning, innovative uses of technology in the classroom and fostering a strong culture of student responsibility, which has emerged as a successfully-replicated approach to transforming high school education in the U.S., with 42 public schools across nine states.

Learning Supports and Small Schools: A Policy and Practice Analysis Brief (May 2009)

report

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

This UCLA Center for Mental Health in Schools brief focuses on "How do small schools provide student and learning supports and how can they do it better?" It describes the current movement toward establishing small schools, discusses the problems small schools confront in addressing barriers to learning and teaching, and offers recommendations for how small schools can enhance learning supports and draws on previous policy and practice analyses done by the Center, other reports and analyses available online, and perspectives solicited directly from colleagues working at state departments, districts and schools, and professional associations. Available in pdf (40 pages, 196 KB).

Lost Opportunity: A 50-State Report on the Opportunity to Learn in America (2009)

report

<http://blackboysreport.org/otlwebsite/>

"Lost Opportunity," from the Schott Foundation for Public Education, contains a state-by-state analysis, based on student performance data reported by state departments of education, that determines the opportunity to learn in all 50 states and the District of Columbia. The Schott Foundation used resource models to identify the four core minimum resources that are necessary if a child – regardless of race, ethnicity, or socioeconomic status – is to have a fair and substantive opportunity to learn: high-quality early childhood education; highly qualified teachers and instructors in grades K-12; college preparatory curricula that will prepare all youth for college, work, and community; and equitable instructional resources.

ODEP's New Disability Employment Resource for Employers (2009)

reference guide

http://www.dol.gov/odep/documents/Flip%20Guide_FINAL_3%2030_508%20compliant2.pdf

To meet the need for a comprehensive, portable, and easy to understand guide for employers who want to recruit, hire, and retain employees with disabilities, the Office of Disability Employment Policy (ODEP) has released its new Four-Step Reference Guide, covering topics such as Incentives & ROI, Recruiting, Interviewing & Hiring, and more, also provides links and

other resources. The print version of “Diversifying Your Workforce, A Four-Step Reference Guide to Recruiting, Hiring & Retaining Employees with Disabilities” will be available later this year. The on-line version is available in pdf (11 pages, 901 KB).

Parsing the Achievement Gap II (April 2009)

Report

<http://www.ets.org/Media/Research/pdf/PICPARSINGII.pdf>

This report by the Educational Testing Service follows up on a 2003 study that examined how life experiences and life conditions correlated with cognitive development and student achievement. It brings the 2003 synthesis of research up-to-date, and asks if the gap among various population subgroups has narrowed in the intervening years. (Answer: No.) As with the first report, the follow-up report identifies 16 factors as they correlate to achievement. Available in PDF (38 pages, 2.42 MB).

Post-High School Outcomes of Youth with Disabilities up to Four Years After High School (June 2009)

Report

<http://ies.ed.gov/ncser/pubs/20093017.asp>

This report from the National Center for Special Education Research (NCSE) uses data from the third wave of data collection from the National Longitudinal Transition Study-2 (NLTS2) to provide information on youth with disabilities who had been out of secondary school for up to four years in several key domains, including: 1) postsecondary education enrollment and educational experiences; 2) employment status and characteristics of the youth’s current or most recent job; 3) productive engagement in school, work, or preparation for work; 4) household circumstance (e.g., residential independence; parenting; financial independence); and 5) social and community involvement.

Post-School Outcome Data: Making Connections Across Indicators to Improve Post-School Outcomes (March 2009)

guide

http://www.ndpc-sd.org/knowledge/improve_postschool_outcomes/default.php

The National Dropout Prevention Center for Students with Disabilities, in partnership with the National Post-School Outcomes Center, has created an online guide, “Making Connections Across Indicators to Improve Post-School Outcomes: Early State Efforts.” Prepared by Cathy Hammond, Ph.D., and Loujeania Williams Bost, Ph.D., the guide provides information on six states that have begun to display, analyze, and apply data across Part B Indicators 1, 2, 13, and 14.

State-level Approaches to Co-Teaching (May 2009)

Policy Analysis

<http://projectforum.org/docs/State-levelApproachestoCo-Teaching.pdf>

This Brief Policy Analysis from NASDSE’s Project FORUM describes findings from a survey of all state special education units on the topic of co-teaching. Findings are reported in the areas of terminology used, guidance available, requirements for IEPs and teachers, personnel preparation efforts, complementary initiatives, outcome data collection, challenges, and recommendations. Available in PDF (7 pages, 135 KB).

The Condition of Education 2009 (June 2009)

Report

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2009081>

The Condition of Education 2009 summarizes important developments and trends in American education using the latest available data. The report presents 46 indicators on the status and condition of education. The indicators represent a consensus of professional judgment on the most significant national measures of the condition and progress of education for which accurate data are available. The 2009 print edition includes 46 indicators in five main areas: 1) participation in education; 2) learner outcomes; 3) student effort and educational progress; 4) the contexts of elementary and secondary education; and 5) the contexts of postsecondary education.

**Virtual Personnel Preparation Programs for Special Educators: Several Approaches
(April 2009)**

policy analysis

<http://tinyurl.com/mtl3zn>

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Intersection: Navigating the Road to Work

Disability Unemployment and Employment Participation Statistics Released

According to the U.S. Department of Labor's Bureau of Labor Statistics (BLS) the May 2009 disability unemployment rate is 13.7 percent compared to 8.9 percent for the general population. The percent of people with disabilities in the labor force is 22.9 percent compared to 71.1 percent for the general population.

Note: Data is not seasonally adjusted. Seasonally adjusted numbers are not yet available for disability specific statistics from BLS because the statistics are still too new.

<http://www.dol.gov/odep/>

Successful Transition Models for Youth with Mental Health Needs: A Guide for Workforce Professionals

http://www.ncwd-youth.info/resources_&Publications/information_Briefs/issue23.html

This InfoBrief describes systems' service barriers faced by youth with mental health needs as they reach adulthood, while highlighting new models and strategies designed to break down those barriers and help them to transition successfully into the workplace.

This InfoBrief is based on NCWD/Youth's publication Transitioning Youth with Mental Health Needs to Meaningful Employment and Independent Living can be found at http://www.ncwd-youth.info/assets/reports/mental_health_case_study_report.pdf

Graduation Requirements and Diploma Options for Students with Disabilities: What Families and Advocates Need to Know

http://www.ncwd-youth.info/resources_&Publications/information_Briefs/issue22.html

This InfoBrief, explores the importance of making informed decisions about diploma options, of understanding the consequences of graduating with different types of diplomas, and the need for youth, families, and Individual Education Program (IEP) teams to consider these issues early.

The Institute for Educational Leadership Seeks Applicants for Education Policy Fellowship Program

<http://www.iel.org/epfp/>

The Institute for Educational Leadership (IEL) is now recruiting participants for its Education Policy Fellowship Program, a nine-month professional development program for individuals whose work record reflects strong leadership abilities or potential and a concern for improving the life chances of children and youth. IEL runs sites in 13 states and the District of Columbia. Applicants for the D.C.-area site are due by August 28.

TATRA Project Gives First Award for Excellence

PACER Center's TATRA Project (Technical Assistance on Transition and the Rehabilitation Act) has presented its first Award for Excellence in Transition-focused Parent Training. The winner, the New Hampshire Parent Information Center's "Life After High School Transition Tool Kit", was announced at the 2009 annual TATRA conference held recently at PACER Center in Bloomington, Minn. The winning resource can be viewed at www.pacer.org/tatra/2009Award.pdf

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Upcoming Conferences, Workshops and Events

July 2009

FCTD Summer Institute 2009

Web-based Event

Date: July 20, 2009 - July 31, 2009

Website: <http://www.fctd.info/show/home>

Abstract: The Family Center on Technology and Disability (FCTD) will provide a free, two-week online summer institute, July 20-31, 2009. FCTD's summer institutes connect educators, disability professionals, and parents across the country with leading national experts in assistive and instructional technologies. This year's institute will have two learning strands: "Accessible Instructional Materials: NIMAS and Beyond" and "Social Media Tools." Participants can register for continuing education units (CEUs).

Global Access: Opening a World of Opportunity

Conference

Date: July 20, 2009 - July 25, 2009

Location: Louisville, KY

Website: <http://www.ahead.org/conferences/2009>

Abstract: The theme of AHEAD's 2009 conference, in Louisville, KY, is "Global Access: Opening a World of Opportunity," offering a wide variety of pre-conference, plenary, and concurrent sessions, as well as networking and social opportunities.

National Forum on Education Statistics/NCES Summer Data Conference

Conference

Date: July 27, 2009 - July 31, 2009

Location: Bethesda, MD

Website: <http://nces.ed.gov/forum>

Abstract: The National Center for Education Statistics (NCES), in the U.S. Department of Education's Institute of Education Sciences (IES), will sponsor the 2009 National Forum on Education Statistics and the NCES Summer Data Conference at the Hyatt Regency Bethesda Hotel in Bethesda, MD. The Forum will be held July 27-29, 2009, and the NCES Summer Data Conference July 29-31, 2009. National Forum members from local, state, and federal education agencies and national associations will share their work on tools for improving education data through best practice guides on longitudinal data systems, data ethics, metadata (and its importance), and collecting and managing data on displaced students. Information on state data system initiatives and policy affecting data collection and use will be presented.

August 2009

Safe and Drug-Free Schools National Conference

Conference

Date: August 3, 2009 - August 5, 2009

Location: National Harbor, MD

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

Abstract: The U.S. Department of Education's Office of Safe and Drug-Free Schools 2009 conference will focus on "The Power of Change" and will address issues of civic and character education, crisis planning, mental and physical health, substance abuse, and violence prevention, among others. There is no registration fee, but early registration is recommended as space is limited. Registration deadline: July 10, 2009.

Sixth Annual National Urban Service Learning Institute

Conference

Date: August 5, 2009 - August 7, 2009

Location: Philadelphia, PA

Website: <http://tinyurl.com/o2l5z2>

Abstract: Sponsored by the NYLC and held in Philadelphia, PA, this annual two-day event focuses on applying the principles of service-learning in urban environments and brings together community members, young people, and school leaders to discuss service-learning outreach and application techniques that help urban students achieve academic excellence and become strong community leaders.

Students with ASD in Schools and Communities

Institute

Date: August 10, 2009 - August 13, 2009

Location: Durham, NH

Website: <http://iod.unh.edu/events.html#asi>

Abstract: 11th Annual Autism Summer Institute: Evidence-Based Practices for Supporting The Autism Summer Institute's goal is to provide strength-based perspectives about students with Autism Spectrum Differences (ASD) to improve the quality of education in inclusive settings. Participants will gain knowledge and skills to evaluate and select supports and strategies based on research evidence that will enhance the full participation of students with ASD in their schools and communities. The Institute includes keynote presentations, breakout sessions, and "home" work groups.

US BLN Annual Conference and Career Fair

Conference

Date: August 15, 2009 - August 18, 2009

Location: Landover, MD

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

Abstract: Sponsored by the US Business Leadership Network (BLN) and Job Accommodation Network (JAN), this conference is a national event for business, community leaders and BLN affiliates that have an interest in hiring, retaining and marketing to people with disabilities. This year's theme is "Connecting the Dots: Business Solutions."

Realizing the Dream: Promoting Financial Opportunity in All Communities

Conference

Date: August 31, 2009 - September 1, 2009

Location: San Antonio, TX

Website: <http://www.tax-coalition.org/aug2009index.cfm>

Abstract: Sponsored by the National Community Tax coalition, this conference brings together community tax practitioners, financial services representatives, researchers, policymakers, advocates, government officials and others to discuss Building Prosperity for Working Families.

October 2009

Council for Learning Disabilities - LD Round-Up: Responsive Assessment and Instructional Practices

31st International Conference on Learning Disabilities

Date: October 2-3, 2009

Location: Dallas, Texas

Website: www.cldinternational.org

Abstract: This year, CLD celebrates 31 years of conference excellence by maintaining our traditions of offering high-quality topical sessions that are responsive to important issues in the field of learning disabilities. Our conference theme, LD Round Up: Responsive Assessment & Instructional Practices reflects the focus of the conference, which features topical sessions, workshops, two keynote speakers, and special sessions.

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Get Wired!—The Latest on Websites and Listservs

Chapin Hall Rolls Out New Web Site with Improved Access to Research

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

Established in 1985, Chapin Hall is an independent policy research center whose mission is to build knowledge that improves policies and programs for children and youth, families, and their communities. Its new Web site provides new content and features and an updated navigation bar to help visitors browse more than 200 publications and abstracts of ongoing research projects.

National Clearinghouse on Disability and Exchange: Including Youth with Disabilities in Study and Travel Abroad Programs

<http://www.miusa.org/ncde>

The National Clearinghouse on Disability and Exchange (NCDE) is sponsored by the Bureau of Educational and Cultural Affairs of the U.S. Department of State, and is managed by Mobility International USA. NCDE provides resources on how special education teachers, transition and VR specialists, and parents of youth with disabilities can encourage high school students to explore overseas opportunities, both broadening their interests in other cultures and their future career options; and on how they can welcome and work with international youth with disabilities hosted in their home communities.

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Funding Forecast and Award Opportunities

Forecast of Funding Opportunities under the Department of Education Discretionary Grant Programs for Fiscal Year 2009

<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 2009 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 2008-2009 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.

American Legion Child Welfare Foundation

<http://www.legion.org/cwf/grantseekers/overview>

Nonprofits can apply for grants ranging from \$1,500 to \$70,000 for projects that disseminate knowledge about new and innovative organizations and programs that contribute to the physical, mental, emotional and spiritual welfare of children and youth. Grants must have the potential to help American children in a large geographic area (more than one state). Deadline: July 15, 2009.

By Kids for Kids/NYSE Foundation/K12: NYSE Financial Future Challenge

<http://www.bkfk.com/FinancialFuture/>

The NYSE Financial Future Challenge asks kids to come up with new ways to teach their peers about finance, money management, and investing in the stock market. Entries may include games, books, websites, videos, and other media that illuminate the fundamentals of the stock market, enhance financial literacy, and make it easy for young people to learn about and even participate in the markets. Maximum award: \$2,500 to invest in stocks, as well as media attention at the NYSE. Eligibility: youth ages 6-19 who reside in the U.S.; Washington, DC; and U.S. territories and possessions. Entry Deadline: August 31, 2009.

Lead Agency Applications Invited for 2010 Global Youth Service Day

<http://www.gysd.org/partners/leadagencies>

Grants of \$2,000 sponsored by State Farm companies Foundation plus travel expenses to attend the Youth Service Institute in Washington, D.C., will be awarded to youth-focused nonprofits selected to be lead agencies for Global Youth Service Day in April 2010. Organizations engaging youth in community service in one or more of the 50 U.S. states, the District of Columbia, and the Canadian provinces of Alberta, Ontario, or New Brunswick are eligible to apply. Lead agencies increase the scope, visibility, and sustainability of Global Youth Service Day by leading city, regional, or statewide service projects. In previous years, lead agencies have been successful in garnering national media attention, developing new partnerships, and engaging elected and public officials in their service and service-learning projects. Deadline: July 17, 2009.

National Association of Independent Schools: Challenge 20/20 Program

<http://www.nais.org/conferences/index.cfm?ItemNumber=147262&sn.ItemNumber=148035>

Challenge 20/20 is an Internet-based program that pairs classes at any grade level (K-12) from schools in the U.S. with their counterpart classes in schools in other countries; together the teams (of two or three schools) tackle real global problems to find solutions that can be implemented at the local level and in their own communities. Elementary or secondary private, public, and charter schools from the U.S. and any other country are eligible to apply. Application deadline: August 17, 2009.

Open Meadows Foundation: Grants for Women and Girls

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

Open Meadows Foundation is a grant-making organization for projects that are led by and benefit women and girls. It funds projects that reflect the diversity of the community served by the project in both its leadership and organization; promote building community power; promote racial, social, economic, and environmental justice; and have limited financial access or have encountered obstacles in their search for funding. Maximum award: \$2,000. Eligibility: 501(c)(3) organizations with an organizational budget no larger than \$150,000. Projects must be designed and implemented by women and girls. Deadline: August 15, 2009.

Share Our Strength to Offer Great American Bake Sale Grants to Help Fight Childhood Hunger

http://gabs.strength.org/site/PageServer?pagename=GABS_grants

Grants of up to \$10,000 will be awarded by Share Our Strength's Great American Bake Sale to nonprofits, schools, and local government agencies working to ensure children have access to after-school and summer meal programs. Grants for Program Sponsors will be awarded to organizations that directly sponsor USDA-reimbursed after-school and/or summer meal programs for children and will support efforts to increase the organization's participation in these programs. Grants for Advocacy will be awarded to organizations that work to increase participation in USDA-reimbursed after-school and summer meal programs through outreach and advocacy, working with schools, community organizations, local businesses, and with a range of government officials to increase participation in summer and after-school meal programs. Applicants must be: nonprofit 501(c)(3) organizations, schools with a valid NCES code, or local government entities that work to ensure children have access to after-school and summer meal programs. Deadline: September 30, 2009.

Youth Service America Grants to Support Middle School STEM-Focused Service-Learning Programs

<http://tinyurl.com/mwchwp>

Contingent on federal funding, Youth Service America (YSA) will implement a program to support middle school science teachers and service-learning coordinators to strengthen their classroom practices through service-learning, a teaching method that combines meaningful service with curriculum or problem-based learning. The grant program will target students from disadvantaged circumstances in states with the highest dropout rates in the nation (AR, AZ, CO, DE, GA, IL, LA, NV, NM, NY, NC, WA). Application deadline: July 15, 2009.

CVS: Caremark Community Grants

<http://www.cvscaremark.com/community/our-impact/community-grants>

The CVS Caremark Community Grants program awards funds to nonprofit organizations for programs targeting children with disabilities; programs focusing on health and rehabilitation services; public schools promoting a greater level of inclusion in student activities and

extracurricular programs, and initiatives that give greater access to physical movement and play. Additionally, some contributions are made to organizations that provide uninsured individuals with needed care, in particular programs where the care received is of high quality and delivered by providers who participate in accountable community health care programs. Maximum award: \$5,000. Eligibility: public schools with programs for children under age 18 with disabilities. Deadline: October 31, 2009.

Public Welfare Foundation Grants for Organizations in Disadvantaged Communities

<http://www.publicwelfare.org/ApplyGrant/Guidelines.aspx#deadlines>

The Public Welfare Foundation supports organizations that address human needs in disadvantaged communities, with emphasis on organizations that include service, advocacy, and empowerment in their approach. The Foundation provides both general support and project-specific grants. Maximum award: \$50,000. Eligibility: public and private entities, including nonprofit organizations and for-profit organizations. The foundation is currently focusing on three program areas: criminal and juvenile justice, health reform, and workers' rights. Deadline: July 29, 2009.

Travelocity's Travel for Good Volunteer Travel Opportunities

<http://tinyurl.com/2v7sh2>

Travelocity's Travel for Good offers funding quarterly for its Change Ambassadors Grant to help support Americans who wish to travel to participate in volunteer opportunities (volunteer vacations). Two grants of \$5,000 each will be awarded to individuals or groups going on volunteer vacations; applicants must demonstrate a previous commitment to volunteering and financial need. Deadline: not applicable.

American Association on Health and Disability (AAHD) Scholarship Program-2009-2010

<http://tinyurl.com/quu22e>

AAHD created the AAHD Scholarship Program to support students with disabilities who are pursuing higher education. Preference will be given to students who plan to pursue undergraduate/graduate studies in public health, health promotion, or disability studies, to include disability policy and disability research. As 2009 is the first year of the scholarship program, funds are limited and we anticipate that scholarships will be competitive. Scholarships will be limited to under \$1,000. Deadline: October 15, 2009

Do Something Offers Grants for Community Action Projects

<http://www.dosomething.org/grants/general/apply>

Over the course of 2009, Do Something will award fifty-two grants of \$500 each to help young people implement or expand a community action project, program, or organization. Applicants must be no older than 25 and a U.S. or Canadian citizen. Do Something grants cannot be used to fund travel costs, individual sponsorships, shipping costs, individual school fees, or fundraising expenses. Do Something grant applications are accepted on a rolling basis. Grants will be awarded on a weekly basis. Deadline: Rolling.

The Joshua O'Neill and Zeshan Tabani Enrichment Fund

<http://tinyurl.com/cjyo27>

The Joshua O'Neill and Zeshan Tabani Enrichment Fund offers financial assistance to young adults with Down syndrome who wish to enrich their lives by enrolling in postsecondary programs or taking classes that will help them gain employment, independent living skills, life skills, or others. Up to five grants will be awarded, each grant not to exceed \$1000, and the grant may be used to pay for the tuition for a course or postsecondary program at a local college,

educational institution, learning center or employment training program. Deadline: July 17, 2009.

Financial Aid On Disabilityinfo.Gov

<http://www.disabilityinfo.gov/digov-public/public/DisplayPage.do?parentFolderId=84>

This Web site includes links to scholarship applications for students with various disabilities for graduate and undergraduate as well as vocational studies.

Got Grants?

<http://www.teachersourcebook.org/tsb/articles/2009/03/16/02grants.h02.html>

Successful education grant writers offer advice on how to access teacher-learning funds.

Michigan State Library of Financial Aid

<http://www.lib.msu.edu/harris23/grants/3disable.htm>

Michigan State's comprehensive list of financial aid resources for students with disabilities can be found at their Web site.

Scholarships4students.Com

http://www.scholarships4students.com/special_scholarships.htm

Scholarships4students's Web site includes a list of scholarships for students with disabilities, by disability category.

National Scholarship Providers Association

<http://www.scholarshipproviders.org>

The National Scholarship Providers Association (NSPA) web site offers information on NSPA scholarships for Latino students and for students formerly in foster care. A new NPSA product, the Scholarship Data Standard, allows students to complete an online scholarship application and then re-use the information with other scholarship providers without retyping their data.

Charles Lafitte Foundation: Grants for Education & Child Advocacy

<http://www.charleslafitte.org/education.html>

The Charles Lafitte Foundation Grants Program helps groups and individuals foster lasting improvement on the human condition by providing support to education, children's advocacy, medical research, and the arts. Maximum award: varies. Eligibility: 501(c)3 organizations. Deadline: rolling.

Plum Grants

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

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

Nonprofit Music Programs

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

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

Live Monarch Educator Outreach Program

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

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

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