

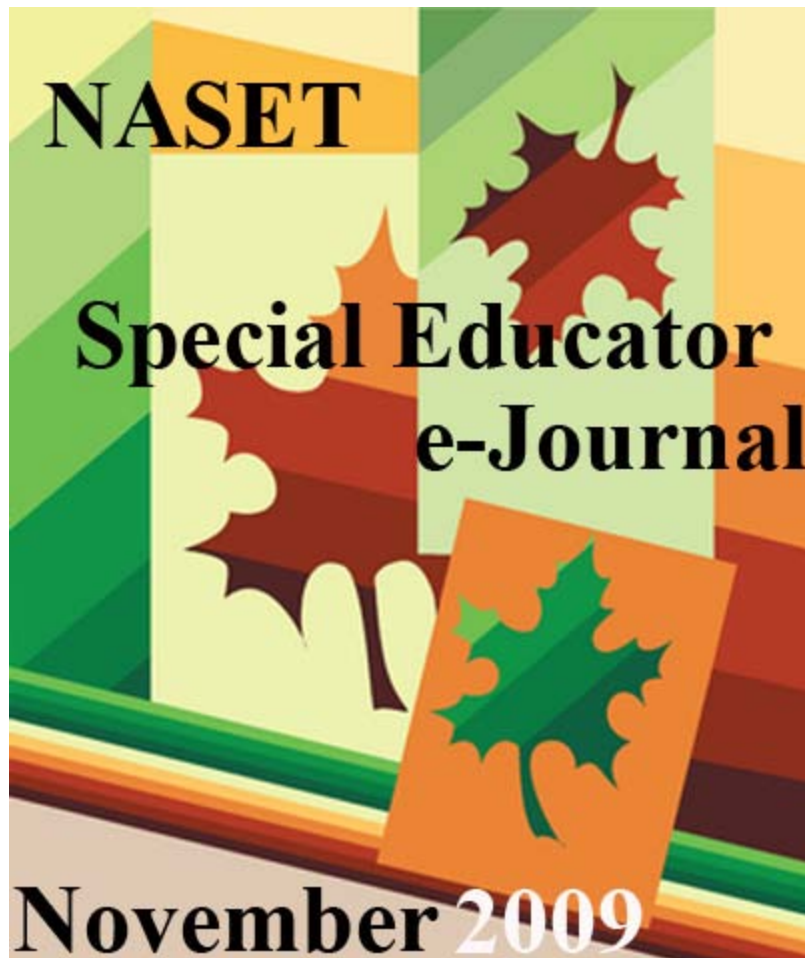


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Update from the U.S. Department of Education

Teacher Effectiveness, Use of Data, Low-Performing Schools

The Doing What Works website features practical suggestions about ways to support teacher effectiveness, use data to improve instruction, and turn around low-performing schools.

For each topic, you'll find three kinds of information: essential concepts, recommended practices, and planning templates. Materials include expert interviews, videos, slideshows, diagrams, protocols, sample materials, and more.

Materials are organized around real-life scenarios. For example:

- How can teachers in my school more fully use the mathematics assessment data we collect?
- How can we better track our preschoolers' development of language and literacy skills?
- How can we help teachers organize and use data to guide instruction for our English learners who need extra help developing literacy skills?
- How can we break down the isolation among teachers in our high school and get them working together to improve instruction?
- What professional development should we be looking at to help our teachers learn research-based instructional strategies, like using higher-order questions?

For more information, please visit the Doing What Works home page at <http://dww.ed.gov/index.cfm>

For even more information, please see <http://www.ed.gov/policy/gen/leg/recovery/publications.html>.

U.S. Education Secretary Releases Statement on National Center for Education Statistics NAEP Report Released

U.S. Secretary of Education Arne Duncan issued the following statement on Mapping State Proficiency Standards onto NAEP Scales: 2005-2007, which the National Center for Education Statistics released today:

"Today's study confirms what we've known for a long time: States are setting the bar too low. In all but a few cases, states aren't expecting students to meet NAEP's standard of proficiency. Far too many states are telling students that they are proficient when they actually are performing below NAEP's basic level. At a time when we should be raising standards to compete in the global economy, more states are lowering the bar than raising it. We're lying to our children when we tell them they're proficient but they're not achieving at a level that will prepare them for success once they graduate.

I am grateful that leaders from 48 states are working together to set standards that will determine whether students are college- and career-ready. Their work will set a common standard that all states will be able to use to measure the success of their students.

But it will take more than college- and career-ready standards to succeed in school reform. We'll need tests that fairly and accurately measure students' performance on those standards. We'll

need data systems that help teachers know whether students are on track for success in college and the workplace. We'll need effective teachers in every classroom, especially in ones serving students that need the most help. We'll also need strategies to turn around our lowest-performing schools.

The Obama administration is providing unprecedented resources to states and districts to drive reform through these policies, and we're working with state and district leaders to put these policies into action."

U.S. Secretary of Education Arne Duncan Says Colleges of Education Must Improve for Reforms to Succeed

U.S. Secretary of Education Arne Duncan today called for America's colleges of education to dramatically change how they prepare the next generation of teachers so that they are ready to prepare their future students for success in college and careers.

Noting that America's schools will need to hire up to 200,000 first-time teachers annually for the next five years, Duncan said that those new teachers need the knowledge and skill to prepare students for success in the global economy.

"By almost any standard, many if not most of the nation's 1,450 schools, colleges, and departments of education are doing a mediocre job of preparing teachers for the realities of the 21st century classroom," Duncan said in a major speech at Teachers College, Columbia University. "America's university-based teacher preparation programs need revolutionary change--not evolutionary tinkering."

More than half of the nation's teachers graduate from a school of education. The U.S. Department of Education estimates that 220,000 students graduate from a teacher college every year. In recent years, several alternative certification programs such as High Tech High, The New Teacher Project, Teach for America, and teacher residency programs have emerged. But those programs produce fewer than 10,000 new teachers annually.

"To keep America competitive, and to make the American dream of equal educational opportunity a reality, we need to recruit, reward, train, learn from, and honor a new generation of talented teachers," Duncan said. "But the bar must be raised for successful teacher preparation programs because we ask much more of teachers today than even a decade ago."

Colleges of education need to make dramatic changes to prepare today's children to compete in the global economy. Teacher-preparation programs should ensure that new teachers will master the content of the subjects they'll teach and they will have well-supported field-based experiences embedded throughout their preparation programs. Their ultimate goal should be to create a generation of teachers who are focused on improving student achievement and ready to deliver on that goal.

Duncan highlighted emerging efforts to improve teacher education that are being led by the National Council for Accreditation of Teacher Education and the American Association of Colleges for Teacher Education, as well as individual colleges of education.

The Teachers College speech was Duncan's second major address on the subject of teaching. On Oct. 9, he spoke to students at the Curry School of Education at the University of Virginia,

telling them that America needs to recruit an army of new teachers to ensure its long-term economic prosperity.

Earlier this week, Secretary Duncan discussed the importance of teaching with close to 100 teachers and fielded questions from additional teachers across the country in a televised town hall meeting.

Education Department Seeks Advice from Experts on Ways to Improve Assessments

The U.S. Department of Education announced today that it will hold public meetings across the country to listen and learn from assessment experts and practitioners. The goals are two-fold: first to gather technical input to inform the development of a Race to the Top Assessment Competition; and second to enable states, who will be the competition applicants, and the public to participate in and learn from these events.

"The next generation of assessments will provide information that helps accelerate student learning and improve teachers' practice," U.S. Secretary of Education Arne Duncan said. "At these meetings, experts will give us their best ideas so we can support states' efforts to build the new assessments our country needs to ensure that our students are prepared for success in college and careers."

Duncan has pledged to reserve up to \$350 million to support consortia of states that are working to create new assessments tied to a common set of standards. The grants will be distributed next year through a competitive process. The assessment grants will come from the \$4.35 billion Race to the Top Fund and will be awarded under a separate program from the larger one designed to support states' comprehensive efforts to reform education.

Over six days of meetings in November and December in three cities, department officials will solicit a wide range of input from expert assessment practitioners and researchers about how innovative and effective approaches to the development of the next generation of assessments. The department is inviting states, in particular, to attend the meetings and will share on its website both the transcripts of the meetings as well as all written input received.

In each city, department officials and invited experts will spend a full day discussing general assessment issues and half-days concentrating on specific topics. The meetings will be held Nov. 12-13 in Boston; Nov. 17-18 in Atlanta; and Dec. 1-2 in Denver. The half-day sessions will focus on high school assessments and using technology and innovation to improve the quality of assessments (Boston); how to improve the assessment of students with disabilities (Atlanta); and how to accurately measure the content knowledge of English language learners (Denver).

Department officials will use the input gathered to design the application for the assessment competition; consortia of states, who are the applicants for the competition, will use the information to inform their proposed assessment designs. The department plans to publish the application early next year and will award grants by next fall.

The American Recovery and Reinvestment Act appropriated \$4.35 billion for the Race to the Top Fund. The law requires the money to be distributed through four areas of reform:

- Adopting college- and career-ready standards and assessments

- Recruiting, developing, rewarding, and retaining effective teachers and principals
- Building data systems that measure student success and inform teachers and principals about how they can improve their practices
- Turning around our lowest-performing schools.

"To succeed in comprehensive efforts to reform, states need to have plans to address each of these areas," Duncan said. "But high-quality standards and assessments are the foundation on which reforms are built. High-quality assessments are one of the most important ingredients of reform. We look forward to supporting states as they lead the way in this critical effort."

The department published an official notice about the assessment meetings in today's Federal Register at <http://www.ed.gov/programs/racetothetop-assessment/index.html>.

Using Technology to Keep Learning

Jim Shelton, Assistant Deputy Secretary for Innovation and Improvement, recently visited VOISE Academy in Chicago to watch a "learning continuity" drill. The drill was held to make sure the school is ready to help students continue learning in case school were to be dismissed because of H1N1 flu or for any other reason.

VOISE Academy (Virtual Opportunities Inside a School Environment) is a non-selective neighborhood school. It is also a "hybrid" school in that it integrates face-to-face teacher instruction with a rigorous online curriculum. Each student has a laptop to use at school, and each family has a refurbished personal computer for their student to use at home. The drill was part of VOISE's effort to be ready and confident that if school were dismissed, classes could be conducted remotely and students would not fall behind. A summary of Shelton's visit is on the school's website.

"Continuity of learning" was the focus of an August 24 event in which Secretary Arne Duncan, Health and Human Services Secretary Kathleen Sebelius, and technology and publishing officials released recommendations to help education stakeholders start preparing for the impact that seasonal and 2009 H1N1 influenza could have this fall and winter on schools and the learning process. Strategies range from sending copies of assignments home with students to web-based distance learning coursework.

Secretary Duncan Says Rewrite of 'No Child Left Behind' Should Start Now; Reauthorization Can't Wait

U.S. Secretary of Education Arne Duncan today said that the \$24.8 billion in federal funds available annually to the nation's schools should support reforms that prepare students for success in college and careers.

"Today, I am calling on all of you to join with us to build a transformative education law that guarantees every child the education they want and need—a law that recognizes and reinforces the proper role of the federal government to support and drive reform at the state and local level," Duncan told more than 200 leaders of major education groups in his first major speech about the future of the Elementary and Secondary Education Act of 1965.

The ESEA was reauthorized most recently in 2002 in what is known as the No Child Left Behind Act.

In his speech, Duncan said that the NCLB law has significant flaws and that he looks forward to working with Congress to address the law's problems. He said the law puts too much emphasis on standardized tests, unfairly labels many schools as failures, and doesn't account for students' academic growth in its accountability system.

"But the biggest problem with NCLB is that it doesn't encourage high learning standards," Duncan said. "In fact, it inadvertently encourages states to lower them. The net effect is that we are lying to children and parents by telling kids they are succeeding when they are not."

Duncan credited NCLB for highlighting the achievement gap in schools and for focusing accountability on student outcomes, and said he is committed to policies that work toward closing that gap while raising the achievement of all children.

He said he wants the next version of ESEA to create tests that better measure student learning and to build an accountability system that is based on the academic growth of students. He also wants the law to create programs to improve the performance of existing teachers and school leaders, to recruit new effective educators, and to ensure that the best educators are serving the children that are the furthest behind.

"Our role in Washington is to support reform by encouraging bold, creative approaches to addressing underperforming schools, closing the achievement gap, strengthening the field of education, reducing the dropout rate and boosting college access," Duncan said.

After Duncan's speech, the two senior staff members who will coordinate the department's effort to reauthorize the ESEA invited members of the audience to outline proposals for the next version of the law.

The session was the first in a series of events where education stakeholders will offer input about the law. Carmel Martin, assistant secretary for planning, evaluation, and program development, and Thelma Melendez de Santa Ana, assistant secretary for elementary and secondary education, will host the events in the Barnard Auditorium at the department's headquarters in the Lyndon Baines Johnson Building, 400 Maryland Ave. S.W., Washington, D.C.

The dates and times for upcoming ESEA stakeholder meetings are as follows:

- Wednesday, Nov. 4 from 2 p.m. to 3:30 p.m.
- Friday, Nov. 20 from 1 p.m. to 2:30 p.m.
- Wednesday, Dec. 2 from 2 p.m. to 3:30 p.m.

The forums are part of the department's "Listening and Learning" tour seeking public input about changes to the ESEA. By the end of the year, the secretary or a senior staff member will have led a listening and learning event in all 50 states.

Secretary Duncan's remarks are available at <http://www.ed.gov/news/speeches/2009/09/09242009.html>

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Update From The National Dissemination Center for Children with Disabilities

NICHCY shared several new resources this month, available for free on their website.

For trainers on IDEA 2004 who work with Spanish-speaking audiences:
Eight modules have been translated into Spanish in the Building the Legacy training curriculum on IDEA 2004 and all the participant handouts for all the modules. Here's a quick list:

- Módulo 1 | Top 10 Basics in Special Education in Spanish
<http://www.nichcy.org/Laws/IDEA/Pages/module1.aspx>
- Módulo 6 | Early Intervening Services and Response to Intervention in Spanish
<http://www.nichcy.org/Laws/IDEA/Pages/module6.aspx>
- Módulo 9 | Introduction to Evaluation in Spanish
<http://www.nichcy.org/Laws/IDEA/Pages/module9.aspx>
- Módulo 10 | Initial Evaluation and Reevaluation in Spanish
<http://www.nichcy.org/Laws/IDEA/Pages/module10.aspx>
- Módulo 12 | The IEP Team: Who's a member? in Spanish
<http://www.nichcy.org/Laws/IDEA/Pages/module12.aspx>
- Módulo 13 | Content of the IEP in Spanish
<http://www.nichcy.org/Laws/IDEA/Pages/module13.aspx>
- Módulo 14 | Meetings of the IEP Team in Spanish
<http://www.nichcy.org/Laws/IDEA/Pages/module14.aspx>
- Módulo 17 | Introduction to Procedural Safeguards in Spanish
<http://www.nichcy.org/Laws/IDEA/Pages/module17.aspx>

For those interested in transition planning for youth with disabilities:

- Begin at the main transition page, Transition to Adulthood, for a quick summary of transition or the much more indepth The Details!
http://www.nichcy.org/EducateChildren/transition_adulthood/Pages/Default.aspx
- **Transition "Starters" for Everyone** connects you with beginning links to transition resources, divided into resources for general audiences, for parents, for professionals, and for students.
http://cms.nichcy.org/EducateChildren/transition_adulthood/Pages/basics.aspx
- **Transition Goals in the IEP** | It's more involved than you think.
http://www.nichcy.org/EducateChildren/transition_adulthood/Pages/iep.aspx
- **Students Get Involved!** | Come here if you're looking for resources about involving students in transition planning, person-centered planning tools, or materials and connections made just for students themselves.
http://www.nichcy.org/EducateChildren/transition_adulthood/Pages/student-involvement.aspx
- **Adult Services: What are they? Where are they?** | Representatives of outside agencies may be invited to the IEP transition-planning table. Find out who.
http://www.nichcy.org/EducateChildren/transition_adulthood/Pages/adultservices.aspx
- **Education/Training Connections.** This resource page will connect IEP teams with organizations and articles that can help team members tackle planning for the student's education or training after high school.
http://www.nichcy.org/EducateChildren/transition_adulthood/Pages/education.aspx
- **Employment Connections** | Connect with resources in the employment world. Exploring what these organizations and centers have to offer can be extremely helpful when involved in

planning your student's future in this area.

http://www.nichcy.org/EducateChildren/transition_adulthood/Pages/employment.aspx

- **Independent Living Connections** | And guess what type of resources this page connects you with?

http://www.nichcy.org/EducateChildren/transition_adulthood/pages/independent-living.aspx

We shudder to think what the update task on these pages will very soon be, but for now, we hope you enjoy all the clean windows in our transition house. Let us know if you find them useful and relevant to your needs.

IT ALL STARTS IN FAMILIES AND COMMUNITIES

Action steps for parents of children at higher risk for flu complications.

http://www.cdc.gov/h1n1flu/childcare/toolkit/actionsteps_higherrisk.htm

101 hints to "Help-with-Ease" for patients with neuromuscular disease.

Two owner's guides from the Muscular Dystrophy Association:

- In English: <http://www.mda.org/publications/101hints/>
- In Spanish: <http://www.mda.org/espanol/esp-101hints/>

Are you (or is someone you love) dealing with chronic pain and illness?

Visit the Invisible Disabilities Advocate, which strives to help friends and family better understand chronic illness and pain, as well as learn how to be a source of encouragement and support. <http://www.invisibledisabilities.org/index.html>

Looking for a disability-related social network?

Try the Disability Resource Exchange where you can discuss disability issues.

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

Connect with a support group.

Sometimes finding a support group is one of the best things you can do for yourself or those you care for. This web page from the Mayo Clinic spotlights support groups associated with cancer, heart conditions, neurological diseases, transplants, and bereavement.

<http://www.mayoclinic.org/support-groups/types-groups.html>

Communication tips for building strong relationships.

Here's a collection of effective communication skills that can be used to encourage solution oriented conversations. Available in English and Spanish.

http://www.directionservice.org/cadre/Communication_Tips_for_email1.cfm

What's sensory integration therapy?

An occupational therapist explains in this fun and informative 8- minute video and shows how she uses it with children who have autism, cerebral palsy, or Down Syndrome.

<http://www.youtube.com/watch?v=qtszqdr4GW4>

MyChildWithoutLimits.org.

MyChildWithoutLimits.org is an authoritative early intervention resource with a social networking element for families of young children ages 0-5 with developmental delays or

disabilities, and professionals looking for a trusted source of information that relates to their needs and interests.

<http://www.mychildwithoutlimits.org>

The Parent Portal at CDC.

The Centers for Disease Control and Prevention have a very nice Parent Portal where you can find a wealth of information from across all of CDC, covering everything from safety at home and the community to immunization schedules and developmental milestones. Let the CDC Parent Portal help you keep your child healthy and safe!

<http://www.cdc.gov/parents/>

Gifted children with disabilities.

Check out Wrightslaw's newsletter and new resource page on twice exceptional children.

<http://www.wrightslaw.com/nltr/09/nl.0922.htm>

For those concerned with health care provision.

All health care providers should be aware of new HIPAA interim regulations, effective September 23, 2009, that address situations in which personally identifiable health information is inadvertently disclosed to or obtained by third parties. The new rule is intended to address situations where client information is lost, stolen, security is breached, laptops with client data are taken, and similar situations.

• Health Breach Notification Rule; Final Rule

<http://www.ftc.gov/os/2009/08/R911002hbn.pdf>

• Breach Notification for Unsecured Protected Health Information; Interim Final Rule |

<http://edocket.access.gpo.gov/2009/pdf/E9-20169.pdf>

• For more information:

<http://www.hhs.gov/ocr/privacy/hipaa/understanding/coveredentities/breachnotificationfr.html>

THE LITTLE ONES: EARLY INTERVENTION/EARLY CHILDHOOD

Two videos on early intervention at YouTube.

Helpful when you're introducing EI to families and others:

- Early Intervention on the Medical Matters TV show (9-1/2 minutes).
<http://www.youtube.com/watch?v=ibphvj3NK2Q>
- Early intervention (5 minutes).
<http://www.youtube.com/watch?v=qAvFQYfgntQ&feature=related>

Keeping the H1N1 virus away in your early childhood doors.

Looking for guidance to help decrease the spread of flu in early childhood settings? This one from the Centers for Disease Control and Prevention (CDC) suggests actions to take now, strategies to consider if the flu becomes more severe, and a checklist for decision-making at the local level.

<http://www.cdc.gov/h1n1flu/childcare/guidance.htm>

Early learning and emergent literacy instruction: What works?

Here's an introductory guide describing ways in which teachers can use research effectively for

early language and emergent literacy instruction. The guide is based on last year's synthesis of the National Early Literacy Panel.

- To access the Introductory Guide
<http://www.famlit.org/pdf/what-works.pdf>
- To access the National Early Literacy Panel report:
<http://www.nifl.gov/publications/pdf/NELPReport09.pdf>

Reporting on Let's Begin with the Letter People.

The What Works Clearinghouse at the Institute of Education Sciences has released a new early childhood education report on Let's Begin with the Letter People, an early education curriculum that uses 26 thematic units to develop children's language and early literacy skills.

http://ies.ed.gov/ncee/wwc/reports/early_ed/lbpl/index.asp

Vietnamese language version of the On-the-Go parent-child activities.

These materials are specifically designed to address the three key skills of language development, sounds and rhythms, and general book and print awareness. To download "Infant-Toddler Language and Early Literacy Activities" in Vietnamese, use the link below. Once you're on the home page, click on the button that says "Download Free Parent Tools." Then click on "On-The-Go." Find "Vietnamese On The Go" on the list of Available Downloads.

<http://www.wlearning.com>

Spanish materials for parents.

The Center on the Social and Emotional Foundations for Early Learning (CSEFEL) now offers parent training modules in Spanish. These modules provide information for families on how to promote children's social and emotional skills, understand their problem behavior, and use positive approaches to help them learn appropriate behavior.

<http://www.vanderbilt.edu/csefel/parent.html>

OSEP's Part C policy letters online.

The U.S. Department of Education, Office of Special Education Programs (OSEP) recently published its first quarter 2009 and fourth quarter 2008 policy letters online. NECTAC generously provides those that specifically address Part C and Section 619 of IDEA on its site.

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

How to use your ARRA funds to improve Part C outcomes.

This is the 2nd in a series of guidances from the U.S. Department of Education.

<http://www.ed.gov/policy/gen/leg/recovery/guidance/idea-c-reform.pdf>

What about using Title 1 funds?

New Beginnings: Using Federal Title I Funds to Support Local Pre-K Efforts summarizes the benefits of using Title I dollars to support pre-k programs, discusses existing guidance from the U.S. Department of Education on this topic, provides examples of districts that are doing it successfully, and suggests ways to coordinate local initiatives with state pre-k programs.

http://www.preknow.org/documents/titleI_Sep2009.pdf

And now...creative state financing structures for infant-toddler services.

Upcoming webinar: October 7, 2009, at 2 p.m.

Host: ZERO TO THREE Policy Center and the Ounce of Prevention Fund

Four states' (Illinois, Kansas, Nebraska, and Oklahoma) with innovative models of investing in

services for at-risk infants and toddlers will be highlighted. To learn more, go to:

http://www.zerotothree.org/site/DocServer/Financing_Structures_Webinar_Description.pdf?docID=9521

Professional development 1-2-3 planning guide.

This planning tool offers a conceptual framework developed by the National Professional Development Center on Inclusion (NPDCI) and can be used to plan and organize professional development in early childhood.

<http://community.fpg.unc.edu/resources/planning-and-facilitation-tools/NPDCI-PD-Planning-Guide.pdf/view>

Be a presenter at the Third Conference of the International Society on Early Intervention--or simply attend.

The conference will be held at the Hilton Hotel in New York City on May 2-5, 2011, and the Society is asking members interested in being presenters to submit abstracts for review.

http://depts.washington.edu/isei/ISEI_3rd_conf.html

SCHOOLS, K-12

Need info on appropriate accommodations for students with disabilities?

Visit the National Center on Educational Outcomes (NCEO) and check out its:

- Accommodations Bibliography | Where you can search a compilation of empirical research studies <http://www2.cehd.umn.edu/NCEO/accommodations/>
- Improving Accommodations Outcomes: Monitoring Instructional and Assessment Accommodations for Students with Disabilities
<http://www.cehd.umn.edu/NCEO/TOPI CAREAS/Accommodations/AccomResources.htm>
- **Need info on assistive technology?**
Check out A Resource Guide for Teachers and Administrators about Assistive Technology.
<http://www.wati.org/content/supports/free/pdf/ATResourceGuideDec08.pdf>

Why aren't children who are blind learning to read Braille?

The National Federation of the Blind is deeply concerned and writes that there are three main reasons why those who need to know Braille aren't learning it: (1) There are not enough Braille teachers; (2) Some teachers of blind children have not received enough training; and (3) Many educators do not think Braille instruction is even necessary. Find out what you can do to put Braille back in our schools, so that blind students learn how to read just as surely as sighted students do. http://www.nfb.org/nfb/Braille_Initiative.asp

How are states doing in implementing NIMAS?

Through NIMAS, students with print disabilities have access to textbooks and core instructional materials in alternate formats. But the system is still under development, having been authorized as part of the IDEA 2004. This brief from Project Forum provides survey findings from 49 state NIMAS coordinators as to the status of implementation.

<http://www.projectforum.org/user.cfm?publicationid=433&from=index>

Do you teach students with severe developmental disabilities?

If so, you may wish to join your colleagues in conversation and exchange at the social networking site Educators of Students with Severe Developmental Disabilities.

<http://sddeducators.ning.com/>

The Teaching Diverse Students Initiative.

Teaching Tolerance has just launched a new online initiative to help you improve the quality of instruction that racially and ethnically diverse students receive. <http://www.tolerance.org/tdsi/>

Involve your students in service learning.

The Complete Guide to Service Learning will help you involve students in K-12 service learning projects. The guide includes curricula for subjects such as the environment, hunger, homelessness, safety, literacy, and social justice.

<http://lists.etr.org/t/843550/353580/3652/0/>

For teens: Play a part in ending bullying.

TeensAgainstBullying.org was launched by the PACER Center's National Center for Bullying Prevention to serve as a bullying prevention resource where teens can become a powerful part of the movement to end bullying. Through the use of videos, blogs, and social networking, the site's resounding message is "the end of bullying begins with you."

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

Online tools for principals, school leaders, and educators.

Have you visited NIUSI-LeadScape? This OSEP-funded project directly helps 400+ principals across the country develop inclusive schools to ensure their students with and without disabilities meet or exceed academic standards set by their states. <http://www.niusileadscape.org/>

Free applications you should know about.

http://tadnet.org/news_posts/13

Do you teach ELLS?

Then you may be interested in Language and Reading Interventions for English Language Learners and English Language Learners with Disabilities. Find out about assessment, instructional interventions, and professional development with a particular focus on ELL students who have been identified with a language and/or learning disability or who are at risk for reading difficulties.

http://centeroninstruction.org/resources.cfm?category=reading&subcategory=materials&grade_start=0&grade_end=12#243

Professional development: Adolescent literacy.

AdLit.org has launched a new professional development webcast series. Each webcast features a 60-minute video program and includes recommended readings and suggested discussion questions. For example:

- **Making Room for Adolescent Literacy**

This four-part webcast examines what research says about good practice and how building-level leaders and classroom teachers can support struggling readers/writers while dealing with budget, scheduling, accountability, training, and staffing issues.

<http://www.adlit.org/webcasts/makingroom>

- **English Language Learners**

This four-part webcast examines trends in the ELL population, ways to build trust with ELL families, techniques for improving instruction, and advice to increase college readiness for ELL students.

<http://www.adlit.org/webcasts/ells>

Nominate your tech-savvy superintendent (if you have one).

Does your superintendent "get it" when it comes to technology? Cos the call is out for nominations for the 2010 Tech-Savvy Superintendent Awards. Hurry, though, because nominations will only be accepted online through October 30. To learn more:

<http://www.eschoolnews.com/news/tssa/submittssa/>

STATE & SYSTEM TOOLS

Identifying professional development needs: Math.

This planning tool for grades 3-7 will help you identify professional development needs specific to mathematics. It includes a series of guiding questions that help SEAs evaluate their existing programs and identify professional development activities that meet their needs.

http://centeroninstruction.org/resources.cfm?category=math&subcategory=materials&grade_start=3&grade_end=7#242

Disproportionality: How's the country, your state, or your city doing?

NCCRESt disproportionality maps will provide you with a national, state, and select city view of disproportionality by race and disability.

<http://niusi.eddata.net/maps/index.php>

Preventing child maltreatment.

The Future of Children has released its latest journal issue, entitled Preventing Child Maltreatment (Vol. 19, No. 2), which highlights the best available research on policies and programs designed to prevent child abuse and neglect. The entire journal, an executive summary, and two related policy briefs are available online at:

http://www.futureofchildren.org/futureofchildren/publications/journals/journal_details/index.xml?journalid=71

CLASP's DataFinder.

This easy-to-use tool allows policymakers, advocates, and others to download and synthesize information about various programs and trends that affect low-income people and families, including child care assistance spending and participation; Head Start and Early Start participation; Temporary Assistance for Needy Families (TANF) expenditures; young child demographics; and poverty. To create custom tables and explore this tool, go to:

<http://www.clasp.org/data>

What do students themselves have to tell us about solving the nation's dropout crisis?

Find out in this report by the Voices of Youth in Chicago Education (VOYCE), which used participatory action research and student site visits to successful schools to engage youth in examining the dropout issue and recommending changes in policy and practice that improve the quality of education for all students.

http://www.communitiesforpubliceducationreform.org/sites/cper/files/imce/VOYCE_Report.pdf

Find professional learning materials at the Learning Carousel.

Lots to find, too! The Learning Carousel is subtitled Your Source for Cutting Edge Research-Based Practice. <http://ea.niusileadscape.org/lc>

Public comments solicited: NPRM from the EEOC.

The U.S. Equal Employment Opportunity Commission (EEOC) approved a Notice of Proposed Rulemaking (NPRM) revising its regulations to provide that an individual seeking protection

under the Americans with Disabilities Act (ADA) establish that he or she has a disability consistent with the original, expansive intent of Congress when it enacted the ADA in 1990. The NPRM provides a 60-day period for public comments. Accordingly, public comments must be submitted no later than Nov. 23, 2009.

- **To access the NPRM**
<http://edocket.access.gpo.gov/2009/E9-22840.htm>
- **To read the EEOC's Q&A document that answers certain questions about the NPRM**
http://www.eeoc.gov/policy/docs/qanda_adaaa_nprm.html

Videos on research methodology. The Institute of Education Sciences has made a series of research methodology videos available:

- The Problem of False Discoveries: How to Balance Objectives
- Problems with the Design and Implementation of Randomized Experiments
- Reversion to the Mean, or Does Dosage Matter?
- Assessing Intervention Fidelity: Models, Methods, and Modes of Analysis
- Why the Research Community Should Take Notice of State Longitudinal Data Systems

The videos are available for viewing at:

- http://ies.ed.gov/director/conferences/09ies_conference/agenda.asp
- http://ies.ed.gov/director/conferences/09ies_conference/presentations.asp

SPECIAL FOCUS: Self-Awareness

This Special Topic is directed at young people with disabilities. You don't have to be near to leaving high school to start planning for the future. In fact, the earlier the better, because your own sense of self will help carry you forward and give you balance and direction.

Explore the resources below, choosing the ones that suit your fancy or your interests. They've been developed just for you and will help you find out more about important topics, yourself, options for living and working, your disability, and how to speak out well on your own behalf. Many of the links will connect you with your peers with and without disabilities, who can be a great source of fun, information, support, and insight. Enjoy! It's your life. What a treasure.

Relish is for more than hotdogs: A guide to making your own sweet success.

Check out NICHCY's guide for students about how to find your own way to success you'll enjoy. It comes with an audio program filled with the voices of young people like yourself who've done just that. (Contact NICHCY if you'd like a copy of the audio program. You'll enjoy it...)

<http://www.nichcy.org/InformationResources/Documents/NICHCY%20PUBS/st3.pdf>

Can do!

The Can Do! Kids page has fun online activities for you to try out, and interesting can-do stories and resources that will help you realize and appreciate your abilities as you try to accomplish your goals and reach your dreams. <http://www.ucando.org/kids.html>

Self-advocacy.

Kids As Self Advocates (KASA) is a network of youth with disabilities and their friends that

speak out and educate others about issues relevant to youth with special health care needs.

<http://www.fvkasa.org/index.php>

Moving from pediatric health care to adult care.

This site for teenagers teaches you how to take responsibility for your own health care.

<http://depts.washington.edu/healthtr/>

Ability Online.

Make friends, share ideas, and have fun at this site for young people with special needs.

<http://www.ablelink.org/public/new/index.html>

Prove them wrong.

This free electronic newsletter (published two to four times a month) offers tips and tools for succeeding with a disability. <http://www.ProveThemWrong.com>

Do-It Pals.

Are you interested in a career in science, engineering, mathematics, or technology? Get tips from college students and adults with disabilities. Find a mentor to help you pursue your dreams. (Sponsored by the University of Washington.)

<http://www.washington.edu/doit/Programs/pals.html>

For those with intellectual disabilities.

e-Buddies is an e-mail pen pal program that pairs persons with an intellectual disability in a one-to-one e-mail friendship with a peer volunteer who does not have an intellectual disability.

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

International penpals, anyone?

Kids' Space Connection is an international meeting place for children and schoolteachers. Find penpals from around the world! Check out interesting projects you can contribute to and clubs you can join.

<http://www.ks-connection.org/>

Teen peers, poetry, the 411 on drugs.

Get the facts about drugs, listen to teen peers share their stories, read about ways to help friends and family who might need help. There's also a poetry-slam section where you can make your own poems.

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

BAM! Body and Mind.

Body and Mind is an online destination for kids created by the Centers for Disease Control to give you the information you need to make healthy lifestyle choices. <http://www.bam.gov>

Kids Health.

Learn all about your body, how to deal with feelings, and about different conditions like spina bifida, autism, and sickle cell anemia. If you're a teen, try the "For Teens" tab at the top.

<http://kidshealth.org/kid/>

Youthhood.org.

Here's a great website that can help you plan for the future. It includes an online journal, a goal planner and other useful tools for preparing for life after high school. <http://www.youthhood.org>

Students get involved!

That's the title of the resource page just for you in NICHCY's Transition Suite. Lots of great resources to check out there to help you take charge of your own life and choices.

http://www.nichcy.org/EducateChildren/transition_adulthood/Pages/student-involvement.aspx

Want to be a leader?

The National Youth Leadership Network (NYLN) is dedicated to advancing the next generation of disability leaders. <http://www.nyln.org>

Want to connect with your peers who have the same disability as you?

Here's a short list of opportunities, organized alphabetically by disability:

- **Asperger syndrome** | <http://www.wrongplanet.net>
- **Blindness** | <http://www.nfb.org/nfb/>
NOPBC_Slate_Pals.asp?SnID=649548556
- **Chronic fatigue syndrome** | <http://www.cfids.org/youth/ylinks.asp>
- **Chronic health care conditions** | <http://www.bravekids.org>
- **Crohn's disease** | <http://pages.prodigy.net/mattgreen>
- **Deafness** | <http://deafkids.com/>
- **Depression** | <http://www.bpkids.org/site/PageServer?pagename=index>
- **Diabetes** | <http://www.childrenwithdiabetes.com/>
- **Dyslexia** | <http://www.sparktop.org>
- **Epilepsy** | <http://epilepsyfoundation.ning.com/>
- **If you're hospitalized** | <http://starbrightworld.org/>
- **Medical problems** | <http://www.lehman.cuny.edu/faculty/jfleitas/bandaides/contteen.html>

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Calls to Participate

Critical Education

<http://www.criticaleducation.org>

Critical Education is an international peer-reviewed journal, which seeks manuscripts that critically examine contemporary education contexts and practices and is interested in theoretical and empirical research as well as articles that advance educational practices that challenge the existing state of affairs in society, schools, and informal education. Critical Education is hosted by the Department of Curriculum and Pedagogy at the University of British Columbia and edited by Sandra Mathison (UBC), E. Wayne Ross (UBC) and Adam Renner (Bellarmino University). Critical Education is an open access journal, launching in early 2010.

Earn \$50 for Sharing Your International Exchange Experience

<http://www.miusa.org/newsitems/earnmoney>

NCDE is offering \$50 to people with disabilities to share stories about their international exchange programs. This can include people from other countries who have come to the United States but the person must currently be living in the U.S. There are two ways to share stories, either by a personal essay, (writing tips can be found on the Success Stories webpage) or by sharing a blog the person will write or has written about his or her overseas experience. If a blog or personal story is accepted the writer will receive \$50 as a thank you. Submissions deadline: Tuesday, December 15, 2009.

GWU's Transition Special Education Distance Education Certificate Program

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

The George Washington University is recruiting students for its Graduate Transition Special Education Certificate Distance Education Program, beginning spring semester 2010. The courses are designed for: graduate students enrolled in special education and related programs; professionals and secondary special educators employed by school districts; professionals working in vocational rehabilitation settings and youth development and services; related service personnel; and advocates and parents. Under the Federal TEACH Program students may be eligible for financial support if they meet specific conditions.

Leadership for Excellence and Equity Forum

<http://tinyurl.com/mwdjg9>

The 2010 Equity Alliance forum “Reinvesting Equity: Building Bridges and Tearing Down Walls,” will take place February 16-17 in Phoenix, Arizona. This forum will provide the opportunity for several potential areas of focus, including civil and educational rights, disproportionality in special education, school-family partnerships, organizing schools for inclusive education, and more. Session proposals that cover the range of expertise from presentations of research to presentations of promising practices are welcome. Proposals can be for presentation/discussions, workshops, panels, and roundtables. Deadline for proposals: November 15, 5:00 pm.

Tenth Annual Multiple Perspectives on Access, Inclusion, & Disability: Future History

<http://tinyurl.com/kkp8dl>

The Tenth Annual Multiple Perspectives conference will be held April 27-28, 2010, at Ohio State’s Columbus Campus, and this year’s theme, “Future History,” encourages reflection by celebrating themes from past conferences. Proposals for the conference should incorporate one of the themes from past years. The deadline for proposals is November 7, 2009.

Special Education Resources

Characteristics of Effective Alternative Teacher Certification Programs

Report

<http://www.tcrecord.org/Content.asp?ContentID=12613>

Alternative certification plays a central role in producing new teachers in many states, yet little is known about the characteristics of an effective program. This paper from the Teacher's College Record is based on an analysis of seven alternative certification programs to determine the characteristics of effective programs and presents findings and to better understand the effects of personal, program, and contextual inputs on teaching outcomes. To account for within-program variation, the analysis clusters individuals across programs based on common background characteristics, program experiences, and school contexts.

Helping Students Navigate the Path to College What High Schools Can Do

Guide

http://ies.ed.gov/ncee/wwc/pdf/practiceguides/higher_ed_pg_091509.pdf

This guide reviews research literature on college access and makes five recommendations for how high schools and school districts can help students navigate their way to college. The first two are to help prepare students academically for college by offering a college preparatory curriculum and by assessing whether students are building the knowledge and skills needed for college. The third is for high schools to build and sustain college aspirations by surrounding students with adults and peers who support these aspirations. The fourth and fifth are for high schools to assist students in completing the necessary steps to college entry, by college entrance exams and college and financial aid applications. Available in pdf (1.96 MB, 86 pp).

High School Dropout and Completion Rates in the United States: 2007

Report

<http://nces.ed.gov/pubs2009/2009064.pdf>

This report from the National Center for Education Statistics (NCES) at the Institute of Education Sciences was compiled from a series of NCES reports on high school dropout and completion rates that began in 1988. It includes national and regional population estimates for the percentages of students who dropped out of high school between 2006 and 2007, of young people who were dropouts in 2007, and of young people who were not in high school and had some form of high school credential in 2007. Available in pdf (879 KB, 84 pp).

Listening to Latinas: Barriers to High School Graduation

Report

<http://www.nwlc.org/pdf/ListeningtoLatinas.pdf>

To help keep girls in school and on track for success, the National Women's Law Center and the Mexican American Legal Defense and Education Fund went straight to the source: Latina students and the adults who work with them every day. This new report, "Listening to Latinas: Barriers to High School Graduation," explores the causes of the dropout crisis for Latinas and identifies the actions needed to improve their graduation rates and get them ready for college. Available in pdf (1 MB, 52 pp).

NSTTAC I-13 Checklist

Checklist

http://www.nsttac.org/indicator13/indicator13_checklist.aspx

The National Secondary Transition Technical Assistance Center (NSTTAC) has developed two

checklists which can be used to help states collect data and meet Indicator 13 of the Part B State Performance Plan and Annual Performance Report, as required by the Department of Education, Office of Special Education Programs. States may also choose to develop their own forms for data collection.

Strengthening Accountability to Ensure Latino Success *Report*

<http://www.nclr.org/content/publications/download/59904>

The National Council of La Raza's paper analyzes the 2008 NCLB Title I regulations finalized by the U.S. Department of Education. The regulations address accountability and transparency, uniform and disaggregated graduation rates, and improved parental notification for supplemental educational services and public school choice. The paper provides recommendations for the law's reauthorization. NCLR will work on improvements in the reauthorization of the Elementary and Secondary Education Act.

Superintendent Leadership: Promoting General and Special Education Collaboration *Report*

<http://projectforum.org/docs/SuperintendentLeadership-PromotingGeneralandSpEdCollaboration.pdf>

This Brief Analysis examines the role of the local education agency superintendent in promoting, developing, and sustaining a culture of collaboration between general and special educators. Selected superintendents were asked to describe their rationale for advancing a culture of collaboration, the strategies they implemented, the challenges they faced, and their recommendations to other superintendents. Findings include that all of the superintendents maintain a clear and consistent focus on student learning. They also identified several strategies to promote and sustain this collaboration. Available in pdf (159 KB, 11 pp).

The High Cost of High School Dropouts: What the Nation Pays for Inadequate High Schools

Issue Brief

<http://www.all4ed.org/files/HighCost.pdf>

If the high school students who dropped out of the Class of 2009 had graduated, the nation's economy would have benefited from nearly \$335 billion in additional income over the course of their lifetimes according to "The High Cost of High School Dropouts: What the Nation Pays for Inadequate High Schools," a new issue brief from the Alliance for Excellent Education. Available in pdf (549 KB, 6 pp).

What Post-school Outcome Data Can Do for You

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." 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.

Children and Youth with Special Health Care Needs Knowledge Path

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

The Knowledge Path, produced by the Maternal and Child Health Library at Georgetown University, points to resources that analyze data, describe effective programs, and report on policy and research aimed at developing systems of care for children and youth with special

health care needs that are family-centered, community-based, coordinated, and culturally competent. This knowledge path for health professionals, program administrators, policymakers, educators, researchers, and families is updated periodically.

New Ways to Work Web site

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

The New Ways to Work web site helps to build communities that will prepare youth for success as adults. New Ways to Work builds powerful partnerships among schools, community organizations, social service agencies, the private sector, government, and community partners to ensure better access to quality educational and career opportunities for youth.

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WEBINAR

Building Emotionally Literate Schools: Prevention vs. Intervention

Date: Nov. 19th & Dec. 3rd, 2009

Time: 3:30 pm to 5:30 pm daily

Registration: \$95.00

To register click here: www.emotionalliteracyconference.org

Upcoming Conferences, Workshops and Events

November 2009

14th Annual Conference on Advancing School Mental Health

Date: November 2-4, 2009

Location: Minneapolis, MN

Abstract: The University of Maryland Center for School Mental Health, with the IDEA Partnership (www.ideapartnership.org), is holding the 14th Annual Conference on Advancing School Mental Health, November 2-4, 2009, in Minneapolis, Minnesota. This interdisciplinary conference will provide exciting training and networking opportunities on school mental health promotion. There will be twelve separate conference strands corresponding to the ten practice groups within the larger National Community of Practice on School Mental Health. These strands are listed below:

Website: <http://csmh.umaryland.edu>

Considerations When Using RTI In Diverse Schools

Webinar

Date: November 05 2009, 4:00pm - 5:45pm

Abstract: While RTI is a promising model for changing how educators support learning for all students, practitioners face additional challenges when implementing RTI with culturally and linguistically diverse students. Learn how to implement RTI with a deeper understanding about the needs and challenges practitioners may face in today's diverse schools.

For more information:

http://www.cec.sped.org/Source/Meetings/webinars.cfm?section=Professional_Development

NMSA 36th Annual Conference & Exhibit

Conference

Date: November 5, 2009 - November 7, 2009

Location: Indianapolis, IN

Website: <http://www.nmsa.org/annual/>

Abstract: The National Middle School Association's 36th Annual Conference and Exhibit, "Making a World of Difference," for middle level teachers, leaders, and policy-makers, will have 25 sessions on service-learning. Middle-level education is critical to students' later success. The website includes links to interactive discussions of the conference.

32nd Annual TED Conference: Teacher Preparation in Changing Times

Date: November 09-13 2009

Location: Omni Charlotte Hotel - Charlotte, North Carolina

Website: <http://www.tedcec.org/tedweb.asp?FileName=home>

Accessing Higher Ground: Accessible Media, Web and Technology Conference for Education, for Businesses, for Web and Media Designers

Conference

Date: November 10, 2009 - November 14, 2009

Location: Boulder, CO

Website: <http://www.colorado.edu/ATconference/>

Abstract: This conference, presented by Disability Services at the University of Colorado at

Boulder, in collaboration with AHEAD, EASI and ATHEN, focuses on the implementation and benefits of Assistive Technology in the university and college setting for people with sensory, physical and learning disabilities. Other topics include legal and policy issues, including ADA and 508 compliance, and making campus media and information resources – including Web pages and library resources – accessible. Keynote speaker is T.V. Raman, Research Scientist, of Google, Inc.

12th Annual Accessing Higher Ground: Accessible Media, Web and Technology Conference

Date: November 10- 14, 2009

Location: Westminster, Colorado

Abstract: Accessing Higher Ground focuses on the implementation and benefits of Assistive Technology in the university and college setting for people with sensory, physical and learning disabilities. Other topics include legal and policy issues, including ADA and 508 compliance, and making campus media and information resources - including Web pages and library resources - accessible

National Convention of the Arc of The United States Conference

Date: November 11, 2009 - November 14, 2009

Location: Pittsburgh, PA

Abstract: <http://www.thearc.org/NetCommunity/Page.aspx?pid=411>

The convention is sponsored by the ARC and will be held in Pittsburgh, PA. Information is at the Web site.

School Readiness and School Success: From Research to Policy and Practice

Date: November 12-13, 2009

Location: Quebec City, Quebec, Canada

Abstract: Organized under the joint auspices of the Strategic Knowledge Cluster on Early Child Development (SKC-ECD) and the Centre of Excellence for Early Childhood Development, this conference will bring together researchers (international and national), policy-makers and practitioners to discuss research, practice and political issues related to school readiness. This conference will highlight research findings showing that school readiness (1) is multi-faceted and can be reliably assessed in preschool, (2) predicts a variety of later school outcomes, including school persistence and school dropout, (3) can be predicted by a variety of child and family factors, and (4) can be improved by a range of policies and programs.

Website: <http://schoolreadiness.ca/conference/welcome>

AER Regional Conference

Date: November 13-15, 2009

Location: Crowne Plaza Cleveland City Centre, Cleveland, OH

Website: <http://www.aerbvi.org/regionalconf>

Contact Information: Michelle Clyne, M. S. Ed.-(630) 790-2474

Email: mclyne@philiprockcenter.org

Forging New Pathways for Diversity and Inclusion

Date: November 18-21

Location: Arlington VA

Abstract: As we approach the end of the first decade of the 21st century, the United States continues to face challenges in creating a truly inclusive and equitable society. Although many

organizations dedicated to diversity, inclusion, and civil and human rights share similar visions, often they find themselves isolated from, or even at odds with one another. This conference offers participants an opportunity to gain the skills and tools needed to create real change through dialogue, coalition building and inclusion training. The November 18-21 Conference, held in Arlington, Virginia, includes an "Emerging Issues Forum" (thoughtful dialogue on controversial diversity and equity issues; and eliciting concrete strategies for future success), a "Diversity Dialogue Series" (skill-building for effective dialogues on difficult diversity issues), and a "Diversity Leadership Institute" (managing and leading diverse organizations; and building internal capacity for inclusive workplace practices and driving organizational culture change). Please download the Conference Brochure from the National MultiCultural Institute website, www.nmci.org Who should attend?: Leaders in diversity and inclusion from across the nation and the globe: Diversity Directors, Managers and Administrators, Human Resource Personnel, Trainers and Consultants, Educators, Healthcare and Social Service professionals, and others concerned with diversity and inclusion who work in the corporate, education and non-profit sectors.

Phone: (202) 483-0700

Email: nmci@nmci.org

Website: www.nmci.org

TASH Conference 2009

Date: November 18-21, 2009

Location: Pittsburgh, PA

Abstract: This year's conference will focus on how WE can act NOW to disseminate information, facilitate change, and empower those with significant disabilities to be active participants and create lives of their own.

Website: <http://www.tash.org/2009tash/>

email: mstaley@tash.org

NAEYC 2009 Annual Conference

Date: November 18–21, 2009

Location: Washington, D.C.

Abstract: The early childhood education community is gathering in Washington D.C.! More than 20,000 early childhood professionals from around the world attend the NAEYC Annual Conference & Expo to discuss the everyday issues of our work with young children and families

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

Building Emotionally Literate Schools: “Prevention versus Intervention”

ONLINE CONFERENCE

DATE: November 19th, 2009- Administrators only

TIME: 3:30 pm to 5:30 pm

Abstract: NYC Department of Education’s District 75 serving 23,000 special education students in collaboration with Dr. Marc Brackett, Associate Director of the Health, Emotion and Behavior Laboratory at Yale University presents this online conference for school administrators and teachers. Emotionally Intelligent Schools’ programs are research based and focus on the critical value of emotions in learning, decision making, mental health, and building quality relationships. Participate in interactive online sessions, hands-on learning, and discussions with educators across the county. November 19th: administrators will learn about emotional literacy and explore specific ideas and techniques on how to teach it and use tools in their roles as school leaders. The session will conclude with a set of strategies that participants will be invited to try in their

own school environments. Teachers see December 3rd for teachers and administrators.
To register visit: www.emotionalliteracyconference.org

December 2009

Building Emotionally Literate Schools: “Prevention versus Intervention”

ONLINE CONFERENCE

DATE: December 3rd, 2009- Teachers and Administrators

TIME: 3:30 pm to 5:30 pm daily.

Abstract: NYC Department of Education’s District 75 serving 23,000 special education students in collaboration with Dr. Marc Brackett, Associate Director of the Health, Emotion and Behavior Laboratory at Yale University presents this online conference for school administrators and teachers. Emotionally Intelligent Schools’ programs are research based and focus on the critical value of emotions in learning, decision making, mental health, and building quality relationships. Participate in interactive online sessions, hands-on learning, and discussions with educators across the county. Administrators and teachers will meet again with Dr. Marc Brackett and fellow participants to discuss the role and importance of emotional literacy for teachers and students. Practical tools will be introduced for teachers to try in their classrooms.

To register visit: www.emotionalliteracyconference.org

ZERO TO THREE’s 24th National Training Institute

Date: December 4-6, 2009

Location: Dallas, TX

Abstract: This year’s agenda features high level research-based sessions on the issues you want to know about, including brain development, challenging behavior and economic displacement. Join us for networking opportunities with leaders and experts in the field. You will leave the conference having made new connections and new friends to learn from and hopefully collaborate with over time. Celebrate the 30th anniversary of the Zero to Three Journal and look back with some of our Board members on how our field has grown and developed. Then...look to the future with us and see where we’re all heading!

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

2009 OSEP National Early Childhood Conference

Date: December 5 - 9, 2009 (Main Conference: December 7 - 9, 2009)

Location: Crystal Gateway Marriott Hotel, Arlington, Virginia

Abstract: The conference is intended for a variety of audiences involved in planning and delivering services to young children with special needs and their families.

Website: <http://www.nectac.org/~meetings/national2009/mtghomepage.asp>

2010

January 2010

International Conference On Child and Family Maltreatment

Date: January 24-29, 2010

Location: San Diego, CA

Abstract: The San Diego Conference focuses on multi-disciplinary best-practice efforts to prevent, if possible, or otherwise to investigate, treat, and prosecute child and family

maltreatment. The objective of the San Diego Conference is to develop and enhance professional skills and knowledge in the prevention, recognition, assessment and treatment of all forms of maltreatment including those related to family violence as well as to enhance investigative and legal skills. Issues concerning support for families, prevention, leadership, policy making and translating the latest research into action are also addressed.

Website: <http://www.chadwickcenter.org/conference.htm>

February 2010

At+Promise Conference: "Transforming At-Risk to At-Promise" *Conference*

Date: February 19, 2010 - February 21, 2010

Location: San Diego, CA

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

Abstract: The At+Promise Conference brings together educational leaders, teachers, parents and counselors, who are dedicated to finding solutions that work for at-promise students. This conference will provide tools to help build stronger schools and raise graduation rates.

March 2010

NCES Winter Forum and 23rd Annual Management Information Systems (MIS) Conference "DESERTech" *Conference*

Date: March 1, 2010 - March 5, 2010

Location: Phoenix, AZ

Website: <http://ies.ed.gov/whatsnew/conferences/Register.aspx?id=554>

Abstract: The National Center for Education Statistics (NCES), in the U.S. Department of Education's Institute of Education Sciences (IES), will sponsor a two-day meeting of the membership of the National Forum on Education Statistics. This conference will be followed by the 23rd Annual MIS Conference, co-sponsored by the Arizona Department of Education. The 2010 MIS Conference offers information about best practices, innovative ideas, current issues, and how-to advice about data systems for K-12 education, with more than 80 presentations, demonstrations, and workshops conducted by practitioners from K-12 information systems.

Anxiety Disorders Association of America - 30th Annual Conference

Date: March 4-7, 2010

Location: Baltimore, MD March 4-7, 2010

Abstract: The Annual Conference of the Anxiety Disorders Association of America is designed to meet the educational needs of members and nonmember clinicians and researchers. Current data suggests that in any given year more than 40 million adults in the United States suffer from an anxiety disorder. Anxiety disorders are the most commonly diagnosed disorders in children.

Website: <http://www.adaa.org/conference&events/AnnualConference.asp>

2010 Child Engagement Conference

Date: March 5-6, 2010

Location: Chattanooga, TN

Abstract: The 2010 Child Engagement Conference will be ground-breaking event for the field of early child development. Early childhood professionals and families are invited to the first conference focused on child engagement. Participants will take part in lively discussions and

learn from top scholars in the fields of early child development and community engagement. The speakers presenting at the Child Engagement Conference will impart tools for promoting child engagement in the home, in early childhood settings, and in the community. Both families and professionals will benefit from the strategies and skills presented in general lectures and breakout sessions.

Website: <http://www.childengagementconference.com/Home.aspx>

April 2010

Council for Exceptional Children Convention: Expo (CEC)

Date: April 21-24, 2010

Location: Nashville, Tenn

Abstract: CEC Convention is a unique opportunity to learn about proven instructional strategies, converse with internationally recognized speakers, and renew your professional enthusiasm. Hundreds of sessions, posters, and roundtables are included.

Website: <http://www.cec.sped.org>

Telephone: (888) CEC-SPED TTY: (866) 915-5000

Email: service@cec.sped.org

National Deafblind Conference (8th) - Deafblindness in Australia Able Australia Services (Formerly the Deafblind Association)

Date: April 28-30, 2010

Location: Melbourne, Australia

Abstract: The Conference will present the latest news, research and developments relating to deafblindness from local and overseas sources. A trade Exhibition will also showcase the latest in technology, services and products from around Australia. We are anticipating between 200-300 participants including people with deafblindness and their families, Government officials, medical and allied health professionals as well as representatives from deafblind and disability groups. An extensive social program is being developed to provide excellent networking opportunities amongst all Conference participants. For more information on the 8th National Deafblind Conference please go to the website. (Please note, this site is regularly being updated)

Website: <http://www.ableaustralia.org.au>

Contact Information: Patricia Karagiorgos-1300 225 369 or (03) 9861 6255

TTY: 03 9882 6786

email: patricia.karagiorgos@ableaustralia.org.au

June 2010

Alstrom Syndrome International Congress (ASI)

Date: June 24-28, 2010

Location: Unicoi State Park and Lodge, Helen, Georgia

Website: http://www.alstrom.org/foundation/2010_conference.html

Contact Information: Robert P Marshall-(207) 244-7043

Email: robin@acadia.net

July 2010

Association for Education and Rehabilitation of the Blind and Visually Impaired Conference (AER)

Date: July 20-25, 2010

Location: Little Rock, AR

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

Contact Information: Ginger Croce-(877) 492-2708 (toll-free)

Email: Ginger@AERBVI.ORG

September 2010

Conference of the Acquired Deafblindness Network (8th)

Date: September 29-October 3, 2010

Location: City of Aalborg, Denmark

Abstract: The theme of the conference is Building bridges - connecting people. The conference will take forward the work from the 7th conference of ADBN held in Norway in 2008. Using the theme of Building Bridges we will be exploring notions of developing relationships between deafblind people, families, friends and professionals. Bridges not only connect people but enable movement and development, independence and growth of potential.

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

Contact Information: Else Marie Jensen-+45 4439 1250

Email: adbn2010@cf.dk

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WEBINAR

Building Emotionally Literate Schools: Prevention vs. Intervention

Date: Nov. 19th & Dec. 3rd, 2009

Time: 3:30 pm to 5:30 pm daily

Registration: \$95.00

To register click here: www.emotionalliteracyconference.org

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 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.

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FY 2009-2010 Discretionary Grant Application Packages

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College Board: Bob Costas Grants

<http://professionals.collegeboard.com/k-12/awards/costas>

Every year the College Board recognizes exceptional teachers, grades 6-12, for innovative methods they use to develop students' writing skills. Bob Costas Grants of \$3,000 each will be awarded to teachers who inspire their students to write and who will benefit most from a grant to enhance a successful project. Projects can be carried out in school (public or nonpublic), through an after-school writing workshop, or during a summer program. Maximum award: \$2,000.

Eligibility: Teachers from all academic disciplines grades 6-12. Deadline: November 20, 2009.

Do Something Awards to Honor Young Social Change Activists

<http://www.dosomething.org/programs/awards>

Since 1996, Do Something has honored the nation's best young world-changers. Do Something Award Winners represent pivotal "do-ers" in their field, cause, or issue, and are rewarded with a project grant, participation in a special award ceremony, media coverage, and continued support from Do Something. Young people age 25 or under will be honored for leadership in community improvement and concern for the lives of others with grants of up to \$100,000 towards their organization or cause. Deadline: December 15, 2009.

NSTA/Ciba Specialty Chemicals: Exemplary Middle Level and High School Science Teaching Awards

<http://www.nsta.org/pdfs/awards/CibaTeaching.pdf>

Ciba Specialty Chemicals Exemplary Middle Level and High School Science Teaching Awards recognize teachers who have demonstrated exemplary science teaching in one or more of the following areas: creativity using science teaching materials; design and use of innovative teaching plans and ideas; and development and implementation of department, school, or school-community programs that improve science instruction and/or stimulate interest in science and the learning of science. Maximum award: \$4,000, a one-year membership in the National Science Teachers Association (NSTA), and up to \$1,000 to attend the NSTA National Conference on Science Education, March 18-21, 2010, in Philadelphia. Eligibility: full-time classroom teachers. Available in pdf (815 KB, 4 pp). Deadline: November 30, 2009.

Powered by Service Offers Funding to Seed Youth-Led Service Projects

<http://tinyurl.com/y8l7j44>

Grants will be awarded to young people around the world who are conducting service projects that encourage youth to become involved in addressing problems facing their communities. Grants presently are being accepting only from Atlanta GA, Detroit MI, Los Angeles CA, Milwaukee WI, New Orleans LA and New York NY, but other communities will be added at intervals. Deadline: Open.

Prudential: Spirit of Community Awards

<http://spirit.prudential.com/view/page>

The Prudential Spirit of Community Awards honor young people in grades 5 through 12 who have demonstrated exemplary voluntary service to their communities. Maximum award: \$5,000 for honoree; \$5,000 grant from the Prudential Foundation to a nonprofit, charitable organization of their choice. Eligibility: students grades 5-12 who have conducted a volunteer service activity within the past year. Deadline: November 2, 2009.

SeaWorld/Busch Gardens Environmental Excellence Awards

<http://www.swbg-animals.org/conservation-matters/eea/about.htm>

Since 1993, the awards have recognized outstanding efforts of students and teachers across the country working at the grassroots level to protect and preserve the environment. Over the past 17 years, SeaWorld/Busch Gardens has awarded \$1.7 million to more than 150 schools in 35 U.S. states/territories. In 2004, the awards program was expanded to include community groups who are protecting planet Earth. Maximum award: \$10,000. Eligibility: schools (grades K-12) and community groups. Deadline: November 20, 2009.

VSA arts and MetLife Foundation Invite Applications for Arts Connect All Grant Program

<http://www.vsarts.org/x273.xml>

For access to the arts, all people need opportunities to attend, participate in, and learn through arts experiences. VSA arts and MetLife Foundation's Arts Connect All grants encourage arts organizations to create or enhance inclusive education programs by strengthening partnerships with local public schools. Ten grants of up to \$15,000 will be awarded to arts organizations working to enable students with disabilities to experience social, cognitive, and cultural development alongside peers without disabilities through arts learning. Deadline: December 11, 2009.

American Association on Health and Disability (AAHD) Announces the Creation of the 2009 AAHD Scholarship Program

<http://aahd.us/page.php?pname=Scholarship%20Program>

The AAHD Scholarship will provide support for students with disabilities who are pursuing higher education. Those who are pursuing undergraduate/graduate studies in the field of public health, health promotion, or disability studies, to include disability policy and disability research will be given preference. Please, visit the above website to download the application.

Siemens We Can Change the World Challenge Invites Students and Teachers to Address Environmental Issues

<http://wecanchange.com/>

Students and teachers in grades K-8 will be awarded grants and publicity for their solutions to classroom environmental issues. Grades K to second will seek to create solutions to environmental issues in their classroom, grades third to fifth in their school and grades six to eight in their community. Student and teacher/mentor prizes, which vary according to grade level, include savings bonds, school grants, trips, TV appearances, and more. Deadline: Elementary-level entries is January 31, 2010; the deadline for middle-school entries is March 15, 2010.

Home Depot Accepting Applications for Building Healthy Communities Grant Program

<http://tinyurl.com/mug82r>

Grants of up to \$2,500 will be awarded to nonprofits, public schools, and tax-exempt public service agencies in the U.S. working to improve their communities by using volunteers to build and refurbish affordable housing or transitional housing, increasing energy efficiency or sustainability, landscaping, planting of native trees, community facility improvements, and the development and/or improvement of green spaces. Grants are made in the form of the Home Depot gift cards for the purchase of tools or materials. Only registered 501(c)(3) nonprofit organizations, tax-exempt public schools, and tax-exempt public agencies in the U.S. are eligible to apply. The two remaining grant cycles for 2009 run July 15-September 15, 2009, and October 15-December 15, 2009. All applicants are required to pass an eligibility quiz before being considered for a grant. Program information and eligibility quiz are included on the Home Depot Web site. Deadlines: December 15, 2009.

Do Something Disaster Grants for Young People

<http://www.dosomething.org/grants/disaster>

Do Something and the Dunkin' Brands Community Foundation have teamed up to offer \$500 Disaster Grants to young people across the US and Canada. They want to hear from people building houses in New Orleans, planning an emergency coat drive for families in crisis this winter, or collecting toys for kids who've been through a natural disaster, etc. Each week in 2009 they are giving out \$500 to a person with a project idea around the themes of disaster preparedness and emergency response.

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.

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.

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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