



NCSET

*Creating Opportunities for
Youth With Disabilities to Achieve
Successful Futures*

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Announcements

The latest news and information from around the country.

Legislative Announcements

Individuals with Disabilities Education Act (IDEA): Analysis of Change Made by P.L. 108-446 (January 2005)

<http://www.cec.sped.org/pp/docs/CRSAnalysisofNewIDEAPL108-446.pdf>

The Congressional Research Service, the part of the Library of Congress that serves as the research arm of Congress, has published an analysis of the new IDEA law. Written by Richard N. Apling, Specialist in Social Legislation, Domestic Social Policy Division; and Nancy Lee Jones, Legislative Attorney, American Law Division. One page summary provided. Available in PDF (47 pages, 203 KB).

Margaret Spellings Sworn in as U.S. Secretary of Education (January, 2005)

<http://www.ed.gov/news/pressreleases/2005/01/01312005.html>

Remarks made by U.S. Secretary of Education Margaret Spellings at her January 31, 2005 swearing-in ceremony are now available online. The President's remarks, Spellings' biography, video and audio of her confirmation hearing, and photos of the event are also available.

Office of Personnel Management Proposes Regulations Streamlining Hiring Procedures for People with Disabilities (January 2005)

<http://www.opm.gov/viewDocument.aspx?q=737>

The U.S. Office of Personnel Management recently released an announcement proposing new regulations for hiring people with disabilities. The proposed regulations will give agencies greater authority to quickly certify and appoint individuals with disabilities based solely on documentation submitted by the applicant. These proposed regulations will make it easier for agencies to consider and hire people with disabilities by streamlining the process for certifying that an applicant with disabilities meets eligibility requirements and is "likely to succeed" in the job.

OSERS Seeks Input and Suggestions for Developing Regulations Based on IDEA 2004

<http://www.ed.gov/about/offices/list/osers/osep/idea/public-meetings.html>

The U.S. Department of Education's Office of Special Education and Rehabilitative Services announces a series of public meetings to seek input for developing regulations based on the Individuals with Disabilities Education Improvement Act of 2004. The next meetings will be held Monday, February 7, 2005, from 10:00 AM-2:00 PM and 6:30-8:30 PM at the Sheraton Boston, Prudential Center, 39 Dalton St., Boston, MA 02199. Other public meetings will be conducted at the following locations: San Diego, CA, on February 11, 2005; Atlanta, GA, on February 15, 2005; Laramie, WY, on February 18, 2005; and Washington, D.C., on February 24, 2005.

President's FY 2006 Budget Focuses Resources on Students Who Need Them the Most (February, 2005)

<http://www.ed.gov/news/pressreleases/2005/02/02072005.html>

President Bush unveiled plans to build upon the success of the No Child Left Behind education reforms by submitting a budget request for 2006 that provides \$56 billion in discretionary funding for the U.S. Department of Education.

Request for Comments on Proposed Changes in Federal Regulations on Employment of Persons with Intellectual Disabilities

http://www.usajobs.opm.gov/ei-special_hiring.asp

The U.S. Office of Personnel Management is proposing changes to regulations regarding appointments of persons with mental retardation and severe physical and psychiatric disabilities. These changes will provide agencies the authority to determine, on a case-by-case basis, whether these individuals can receive an appointment based solely on medical documentation submitted by the applicant. You may submit comments, identified by RIN number (3206-AK58), by visiting <http://www.regulations.gov>; e-mailing employ@opm.gov (include "RIN 3206-AK58" in the subject line of your message); faxing 202-606-2329; or sending mail to Mark Doboga, Deputy Associate Director for Talent and Capacity Policy, U.S. Office of Personnel Management, Room 6551, 1900 E Street, NW. Washington, DC 20415-9700. Submission deadline: March 14, 2005.

Toward a New Golden Age in American Education: How the Internet, the Law, and Today's Students are Revolutionizing Expectations (January 2005)

<http://www.ed.gov/about/offices/list/os/technology/plan/2004/>

The U.S. Department of Education recently released the 2004 National Education Technology Plan. It is based on input from students, educators, administrators, technology experts and education organizations, and builds on the previous reports issued in 1996 and 2000. This report describes seven action steps designed to improve the use of technology in the nation's schools.

Calls to Participate

Call for Presentations 2005 TASH Conference

<http://www.tash.org/tash2005/index.htm>

TASH--an international association of people with disabilities, their family members, other advocates, and professionals--is now accepting proposals for the 2005 TASH conference November 9-15, 2005 in Milwaukee, WI. Presentations are encouraged to be made by a team that includes individuals with disabilities, family members, advocates, and professionals, as are presentations that are culturally relevant or reflect a wide cultural and linguistic diversity. Proposals postmarked by March 15, 2005 will receive priority consideration.

LDTalk.org is Accepting Questions for their "Preventing Early Reading Failure" Online Forum (2/8/05)

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

The National Center for Learning Disabilities has created LDTalk.org, an online forum featuring discussions on issues important to people with learning disabilities. This discussion will focus on preventing early reading failure. Dr. Joseph Torgesen, professor at Florida State University and director of the Florida Center for Reading Research, will respond to questions about what we know about the kind of instruction that weak readers need in the early years of school, what we know about the effectiveness of interventions that make use of this knowledge, and how parents can recognize the signs that their young children need extra support in learning to read. Questions for this chat session will be accepted. Deadline: February 8, 2005.

Teens Wanted to Join "Kids As Self-Advocates"

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

Kids As Self-Advocates (KASA) is seeking 6-8 teens with developmental disabilities between the ages of 13-18 years to help develop a national information, training, and resource center for youth with disabilities on a volunteer basis. KASA is comprised of teens and young adults speaking on behalf of individuals with special health care needs, serving as youth advisors to many Family Voices activities at the state and national levels. Responsibilities of task force members include attending virtual and in-person meetings (expenses paid), participating in free monthly teleconference calls, providing feedback on materials, and much more. Application deadline: February 20, 2005.

Youth Sought for the National Youth with Developmental Disabilities Development Information Center Steering Committee

http://olrs.ohio.gov/ASP/olrs_InTheNews.asp#youth

The National Youth with Developmental Disabilities Development Information Center (NYDDDIC), a new youth with developmental disabilities led center, is searching for youth for its national steering committee. Responsibilities include participating in the development of NYDDDIC curricula, participating in a peer mentoring pilot program, presenting at state and national conferences, and participating in activities to further the development of emerging leaders from the disability community. Applicants should submit a resume and cover letter focused on what it means to be an emerging leader with a disability to Rebecca Hare, Project Coordinator, Institute for Educational Leadership, 4455 Connecticut Ave NW, Suite 310, Washington, DC 20008, or e-mail harer@iel.org with "NYDDDIC Steering Committee" in the subject line. Application deadline: February 11, 2005.

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The Resource Zone

NCSET Resources

Diploma Options for Students with Disabilities (February 2005)

NCSET Information Brief • Volume 4 , Issue 1

<http://www.ncset.org/publications/viewdesc.asp?id=1928>

Diploma options represent alternative means of graduating from high school. This brief outlines the different types of diploma options, discusses the benefits of systems with single diploma options and those with multiple diploma options, and provides information about further resources on the topic.

High School Graduation Requirements and Students with Disabilities (February 2005)

NCSET Information Brief • Volume 4 , Issue 2

<http://www.ncset.org/publications/viewdesc.asp?id=1994>

An increasingly common graduation requirement for secondary schools is a passing score on an exit examination. This brief outlines issues and controversies surrounding the use of exit examinations, including the reasons proponents support the use of such exams. The brief also lists some of the intended and unintended consequences of using such exams.

Interagency Transition Team Development and Facilitation (January 2005)

NCSET Essential Tool

<http://www.ncset.org/publications/essentialtools/teams/>

This NCSET guide, relevant to national, state, and local levels, offers instruction on (a) how to build an effective interagency transition team; (b) how to determine initial roles, responsibilities, and the team vision; (c) how to conduct interagency transition team meetings; and (d) how to determine whether or not your interagency transition team is making progress and meeting its goals. The manual also includes examples of successful interagency transition teams, and further resources.

National Standards for Secondary Education and Transition for All Youth (January 2005)

NCSET Teleconference Transcript

http://www.ncset.org/teleconferences/transcripts/2005_01.asp

Transcript of the NCSET teleconference, "National Standards for Secondary Education and Transition for All Youth," held January 12, 2005. National organizations and experts representing general education, special education, workforce development, youth development, and families have developed a set of national standards of effective practice and quality indicators to improve secondary education and transition for all youth. The NCSET National Leadership Summit on Improving Results for Youth, to be held in June in Washington, DC, is organized around the five areas which comprise these standards and indicators: schooling, career preparatory experiences, youth development/youth leadership, family involvement, and connecting activities. This teleconference described the evolution of this document, discussed how it is being introduced to states, and explained its influence on state team planning for the 2005 Summit.

Resources Related to the Individuals with Disabilities Education Act (IDEA) of 2004

Web Page

<http://www.ncset.org/idea.asp>

This page on the NCSET Web site lists resources related to the Individuals with Disabilities Education Improvement Act of 2004.

Youth with Disabilities in the Juvenile Justice System: Prevention and Intervention Strategies (February 2005)

NCSET Issue Brief • Volume 4 , Issue 1

<http://www.ncset.org/publications/viewdesc.asp?id=1929>

This brief provides proactive solutions to juvenile delinquency problems of all youth, including those with disabilities, involved in the juvenile justice system. In particular, the brief focuses on the models of restorative justice and wrap-around services. Information on additional resources is also provided.

Other National Resources

Becoming Culturally Responsive Educators: Rethinking Teacher Education Pedagogy (October 2004)

Brief

<http://www.nccrest.org/publications/briefs.html>

This practitioner brief from the National Center for Culturally Responsive Educational Systems has a twofold purpose: to demonstrate the need for rethinking current approaches to teacher education pedagogy and to provide guidelines for developing culturally responsive teacher education pedagogy. The authors provide answers to a number of key questions: What are the key challenges related to diversity in teacher education programs? What should be done to create teacher education programs that are mindful of diversity? What are the characteristics of culturally responsive teachers? Available in PDF (10 pages, 113 KB).

Bullying Web Page from the Association for Supervision and Curriculum Development

Web Page

<http://tinyurl.com/48fkm>

The Web site of the Association for Supervision and Curriculum Development, a nonprofit community of educators advocating sound policies and sharing best practices to achieve the success of each learner, includes a page on bullying. It features a list of Web sites and other resources dedicated to the issue of bullying.

Calling People with Disabilities to Public Service

Brochure

http://www.opm.gov/disability/hrpro_3-06.asp

Produced by the U.S. Office of Personnel Management in the Federal Government's Human Resource Agency, this brochure contains information about Federal employment and can be used by agencies as a recruitment tool. Information includes definitions of "disability," available jobs, additional guidance, and various job opportunities from the Federal government.

Getting There: Helping People with Mental Illness Access Transportation (2004)

Report

<http://www.mentalhealth.org/publications/allpubs/sma04-3948/default.asp>

This report was developed in response to findings that transportation services and resources for mental health consumers are fragmented, unused, or unavailable in many communities. It outlines specific transportation barriers and ways to address or resolve them for mental health consumers. Developed by Advocates for Human Potential, Inc. for the Center for Mental Health Services, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services.

Individual Supports to Increase Access to an Inclusive College Experience for Students with Intellectual Disabilities

Online Training Module

http://www.education.umd.edu/oco/training/oco_training_modules/IndividualSupports/start.html

The purpose of this online training module is to provide guidance on developing an Individual Support Model (ISM) to increase access to inclusive college experiences and to improve chances for the success of students with intellectual disabilities. An ISM approach provides students with individualized services and supports (e.g., educational coach, tutor, technology, natural supports) in college courses, certificate programs, internships, and/or degree programs. Offered by the On-Campus Outreach project at the University of Maryland; funded by the U.S. Office of Special Education Programs.

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What's Happening

NCSET Events

The Individuals with Disabilities Education Improvement Act of 2004 and Secondary Education and Transition Services

Teleconference Call

February 11, 2005

1:00 PM - 2:00 PM (Central)

<http://www.ncset.org/teleconferences/>

On December 3, 2005 President Bush signed H.R. 1350—the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004)—into law. This teleconference will provide an overview of the changes between IDEA '97 and IDEA 2004 and provide a forum for discussion and an opportunity for questions about the law as it pertains to secondary education and

transition services. A summary of the teleconference will be forwarded to the U.S. Department of Education, Office of Special Education Programs (OSEP) for consideration in the development of the new regulations. Please be prepared to ask questions and offer specific comments that can be forwarded to OSEP. To participate, dial 1-703-639-1379 a few minutes before the call begins, and refer to the "NCSET Teleconference Call" if asked by the operator.

The Disproportionate Representation of Culturally and Linguistically Diverse Students in Special Education

Teleconference Call

February 17, 2005

2:00 PM - 3:00 PM (Central)

http://www.ncset.org/teleconferences/transcripts/2005_02.asp

During this teleconference, Dr. Elizabeth B. Kozleski of the National Center for Culturally Responsive Educational Systems (NCCRESt) will describe the issues around disproportionality; discuss what NCCRESt is doing to close the achievement gap between students from culturally and linguistically diverse backgrounds and their peers; communicate how NCCRESt is helping state and local school systems reduce inappropriate referrals to special education; and explain how state and local school systems may access this information. To participate, dial 1-703-639-1159 a few minutes before the call begins, and refer to the "NCSET Teleconference Call" if asked by the operator.

The Implications of Standards, Assessments, and Accountability on Graduation Requirements and Diploma Options

Teleconference Call

February 22, 2005

1:00 PM - 2:00 PM (Central)

http://www.ncset.org/teleconferences/transcripts/2005_02b.asp

Martha Thurlow from the National Center on Educational Outcomes at the University of Minnesota will discuss how students with disabilities are expected to participate in the standards-based educational reforms encompassed in the No Child Left Behind Act and the Individuals with Disabilities Education Act. This teleconference will highlight the standards, assessments, and accountability requirements of those Acts and their implications for graduation and diploma options for students with disabilities. To participate, dial 1-703-639-1172 a few minutes before the call begins, and refer to the "NCSET Teleconference Call" if asked by the operator.

Enhancing Transition to Postsecondary Education and Employment for Youth with Disabilities through Culturally Relevant Supports, Services, and Education

Capacity Building Institute

March 2, 2005 - March 3, 2005

Honolulu, HI

<http://www.ncset.hawaii.edu/institutes/mar2005/>

This Capacity Building Institute, sponsored by NCSET at the University of Hawai'i at Manoa and the National Technical Assistance Center for Asian Americans and Pacific Islanders, will explore the successful preparation for and transition to postsecondary education and employment for youth with disabilities in the context of cultural and linguistic diversity. Speakers will offer suggestions for practices that create or strengthen culturally relevant support services, educational environments, assessment tools, and community/family partnerships.

Other National Events

Preventing Early Reading Failure

February 8, 2005

Web-Based Event

4:30 PM - 5:30 PM (Central)

<http://www.nclld.org/content/view/817/>

The National Center for Learning Disabilities has created LDTalk.org, an online forum featuring discussions on issues important to people with learning disabilities. This discussion will focus on preventing early reading failure. Dr. Joseph Torgesen, professor at Florida State University and director of the Florida Center for Reading Research, will respond to questions about what we know about the kind of instruction that weak readers need in the early years of school, what we know about the effectiveness of interventions that make use of this knowledge, and how parents can recognize the signs that their young children need extra support in learning to read. Questions for this chat session are currently being accepted.

"Big Levers" for Creating the Best Schools We've Ever Had

February 9, 2005
Teleconference
5:30 PM - 7:00 PM (Central)

<http://www.schoolsmovingup.net/cs/wested/view/e/294?eb>

Sponsored by SchoolsMoving Up, a WestEd initiative helping schools and districts address the challenges of raising student achievement in low-performing schools, and Partnerships in Education Achievement K-3, a project providing professional development opportunities to administrators. This teleconference features Mike Schmoker, who will present "big levers" for school change. He will describe options available to promote improvement by starting with the simple, proven structures, elements, and concrete actions that are most apt to impact teaching and achievement powerfully and immediately for students. Registration is free but required.

Strategies, Programs, and Resources to Prevent Truancy

February 23, 2005
Videoconference
12:30 PM - 2:00 PM (Central)

<http://www.trc.eku.edu/ij/conference.asp?confid=25>

Sponsored by the Office of Juvenile Justice and Delinquency Prevention (OJJDP), the Office of Safe and Drug-Free Schools (OSDFS), and the Training Resource Center, this videoconference will provide an overview of the truancy issues addressed in the December 2004 conference, "Partnering To Prevent Truancy: A National Priority," and will showcase several promising, evidence-based program approaches to truancy and related issues presented at the conference. The importance of new resources, including a truancy Web site, will be emphasized, as will the ongoing commitment of OJJDP and OSDFS to the issue of truancy prevention, intervention, and reduction.

10th National Conference on Abuse of Children and Adults with Disabilities

March 14, 2005 - March 16, 2005
Conference
Riverside, CA

<http://disability-abuse.com/cando/>

Sponsored by the Office for Victims of Crime, Office of Justice Programs, U.S. Department of Justice and presented by Arc Riverside California, this conference is for professionals in the fields of child abuse, vulnerable adult abuse, and elder abuse representing all facets of protective services, law enforcement, victim's services, sexual assault response and treatment providers, mental health, and social services as well as disability services providers such as Independent Living Centers, rehabilitation, direct care providers, and special services providers in all areas. Online registration available. [^ Top of Page ^](#)

Get Wired!

Web Sites

Consortium for Appropriate Dispute Resolution in Special Education (CADRE)

<http://www.directionservice.org/cadre/>

The Consortium for Appropriate Dispute Resolution in Special Education Web site offers a database of dispute resolution activity in special education. Users can browser or search topics, moving from broad to more narrow process descriptors and program details. At the process level, users will find broad categories that mirror a theoretical five-stage model of conflict: capacity building and prevention, early dispute assistance, conflict resolution, formal procedural safeguards, and legal review.

Easter Seals Project ACTION (Accessible Community Transportation In Our Nation)

<http://projectaction.easterseals.com/>

Easter Seals Project ACTION is a research and demonstration project dedicated to improving access to public transportation for people with disabilities by promoting cooperation between the

transportation industry and the disability community. The Project is funded through a cooperative agreement with the U.S. Department of Transportation, Federal Transportation Administration. Its Web site includes information on technical assistance, training and conferences, resources, projects and funding, and frequently asked questions.

National Technical Assistance Center on Positive Behavioral Interventions and Supports

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

The National Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS) was established by the Office of Special Education Programs, U.S. Department of Education to give schools capacity-building information and technical assistance for identifying, adapting, and sustaining effective school-wide disciplinary practices. The Center works to identify and enhance knowledge about and practical demonstration of school-wide PBIS practices, systems, and outcomes and to develop, conduct, and evaluate technical assistance and dissemination efforts that allow evidence-based practices to be implemented on a large scale with high durability and effectiveness. The site provides information on school-wide positive behavior supports (PBS), district-wide PBS, state-wide PBS, high school PBS, families and PBS, and PBS and the law.

Specialized Training Of Military Parents (STOMP)

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

Specialized Training Of Military Parents (STOMP) is a federally-funded Parent Training and Information Center established in 1985 to assist military families who have children with special education or health needs. Funded by the U.S. Department of Education, STOMP provides information and training about Laws, regulations, and resources; connects families; assists parents and professionals to develop community parent education support groups; and raises awareness of issues faced by military families of children with disabilities.

Stop Bullying Now!

<http://stopbullyingnow.hrsa.gov/index.asp>

The U.S. Department of Health and Human Services, the Health Resources and Services Administration, and the Maternal and Child Health Bureau created the Stop Bullying Now! Web site. It is intended for people who have been bullied, witnessed bullying, or who have bullied others. The site offers resources on why kids bully, information on the effects of bullying, short animated bullying scenarios, and information on what adults can do.

USAJOBS

<http://www.usajobs.opm.gov/>

USAJOBS is the official job site of the U.S. Federal Government through the Office of Personnel Management offering information and references for job seekers with disabilities. It offers a database with more than 15,000 available Federal jobs, a resume guide to help create and store a resume for applying to Federal jobs, a section to assess skills and interests to match potential career opportunities, and links to other governmental sites including the White House, Federal Employment of People with Disabilities, and FirstGov.

Listservs

Easter Seals Project ACTION E-Mail Newsletter

http://projectaction.easterseals.com/site/PageServer?pagename=ESPA_whysub

Easter Seals Project ACTION offers new products, services, training opportunities, facts, and reports to help all who are working toward the mission of creating and improving accessible transportation for people with disabilities. Subscribers receive news from the Project's newsletter,

Update; learn about new publications that can be downloaded or ordered online; learn about upcoming trainings and conferences; learn about grants and funding opportunities; are reminded of application deadlines, and learn about technical assistance opportunities.

Educational Partnerships and Family Involvement Newsletter

<http://www.ed.gov/parents/academic/help/partner-listserv.html>

The Educational Partnerships and Family Involvement Unit of the U.S. Office of Intergovernmental Affairs produces a newsletter that includes resources and tips for schools, teachers, and parents. Information is also available in Spanish.

Personalized Parent Tutor Newsletter

<http://www.parenttutor.com/newsletter.asp>

The Parent Tutor is a weekly electronic tutorial service providing parents with reading selections, enrichment projects, and lessons personalized to each child's grade level, interests, and reading abilities. A different building block skill is taught or reviewed each week based on the student's own grade level and performance. The parent is provided with book selections that match the child's reading level and individual interests. Articles help the parent with the task of managing their child's education. Small subscription fee.

Straight A's: Public Education Policy and Progress Newsletter

http://www.all4ed.org/what_you_can_do

The Alliance for Excellent Education, a non-profit organization working to help at-risk middle and high school students achieve high standards and graduate prepared for college and success in life, produces this biweekly e-newsletter that focuses on education news and events around the country, making information on federal education policy accessible to elected officials and policymakers, parents, and community leaders.

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Funding Forecast

Federal Grant Opportunities

Comprehensive School Reform Quality Initiatives Program

<http://www.ed.gov/legislation/FedRegister/announcements/2005-1/020405b.html>

The U.S. Department of Education's Office of Elementary and Secondary Education is offering two categories of grants relating to major school reform: 1) providing technical assistance in approving or selecting providers of comprehensive school reform, and 2) expanding successful reform or promoting financial stability. Application deadline: April 5, 2005.

Social and Economic Development Strategies for Native Americans Program

<http://a257.g.akamaitech.net/7/257/2422/01jan20051800/edocket.access.gpo.gov/2005/05-1900.htm>

The Administration for Native Americans (ANA), Administration for Children and Families, announces the availability of over 110 funding awards totaling \$18 million for new community-based projects under ANA's Social and Economic Development Strategies (SEDS) for Native Americans program. ANA's FY 2005 SEDS goals and areas of interest are focused on strengthening children, families, and communities through community-based organizations, tribes, and Village governments. Application deadline: April 19, 2005.

Additional Funding and Award Opportunities

College Scholarships for Individuals with Parents with Disabilities

<http://lookingglass.org/scholarships/index.php>

The National Resource Center for Parents with Disabilities, Through the Looking Glass, a non-profit organization providing research, training, and services for families in which a child, parent, or grandparent has a disability, announces the 2005 College Scholarship Fund for graduating high school seniors who have parents with disabilities. Eligible applicants must demonstrate academic and personal achievement, have grown up with at least one parent with a disability, and be a high school graduate or graduating senior by Summer 2005. Up to four \$1,000 awards will be given in Summer 2005. Application deadline: May 1, 2005.

Dollar General Literacy Foundation Offers Support for Adult and Family Literacy Programs

<http://www.dollargeneral.com/community/dgliteracy.aspx>

The Dollar General Literacy Foundation provides grants to nonprofit organizations who serve adults or families in need of literacy services. Nonprofit organizations are invited to submit applications in one of the two program areas: literacy instruction for adults, including adult basic education, GED preparation, and English for Speakers of Other Languages; or family literacy. Application deadline: April 8, 2005.

Entry Point Program

<http://ehrweb.aaas.org/entrypoint/>

The American Association for the Advancement of Science's ENTRY POINT! program offers paid 10-week internships and semester co-ops in major U.S. companies--including NASA, IBM, NIH, NOAA, and Merck--to full-time undergraduate or graduate students with disabilities majoring in life sciences, physical sciences, computer science, engineering, mathematics, and some social science and business fields with a 3.0 average GPA or higher. Application deadline: April 30, 2005.

Excellence in Summer Learning Award

http://www.summerlearning.org/index.php?option=com_content&task=view&id=100&Itemid=422

The Center for Summer Learning announces its annual Excellence in Summer Learning Award. This award recognizes summer programs that demonstrate a commitment to and promote academic achievement for students in grades K-12. To be eligible for the award, applicant must be a public or private organization or agency (or a collaboration of organizations or agencies) that serves young people in grades Kindergarten through 12 over the summer months; and a summer program that promotes academic achievement as a central goal. Application deadline: March 4, 2005.

Playwright Discovery Award for Students

<http://www.vsaarts.org/x244.xml>

Sponsored by VSA Arts, an international nonprofit organization dedicated to the participation of people with disabilities in the arts and society, the 2005 Playwright Discovery Award program challenges students in grades 6-12 of all abilities to take a closer look at the world around them, examine how disability affects their lives and the lives of others, and express their views through the art of writing a one-act play. Award recipients receive scholarships and a trip to Washington, D.C., to be honored at the Kennedy Center. Application deadline: April 15, 2005.

Playwright Discovery Teacher Award

<http://www.vsaarts.org/x244.xml>

Sponsored by VSA Arts, an international nonprofit organization dedicated to the participation of people with disabilities in the arts and society, the Playwright Discovery Teacher Award recognizes middle and high school teachers who creatively bring disability awareness to the classroom through the art of playwriting. One teacher will be selected to receive funds to purchase playwriting resources and a trip to Washington, D.C., to be honored at the Kennedy Center. Application deadline: April 15, 2005.

Smart Kids with Learning Disabilities Youth Achievement Award

<http://www.smartkidswithld.org/ss-1-winners.html>

Sponsored by Smart Kids with Learning Disabilities, a national nonprofit organization dedicated to providing support to parents of children with learning disabilities and/or attention deficit disorders (ADD), a \$500 award will recognize the significant ability and achievement of someone 21 years old or younger who, although struggling in school, demonstrates great potential in an area such as music, art, science, math, athletics, or community service. Participants may be nominated by a parent, teacher, mentor, coach, or self and must submit a completed nomination form and documented proof of a learning disability or ADD. Deadline (extended): February 15, 2005

Spencer Foundation Major Research Grant

http://www.spencer.org/programs/grants/major_grants.htm

The Spencer Foundation major research grants support research projects requiring more than \$40,000. Applications must fit at least one of the following areas of inquiry: the relationship between education and social opportunity; organizational learning in schools, school systems, and higher education institutions; teaching, learning, and instructional resources; and the purposes and values of education. Applicants must have an earned doctorate or appropriate experience in the teaching profession and be affiliated with a school, college, university, cultural institution, or an educator currently employed in a K-12 setting.

Spencer Foundation Small Research Grant

http://www.spencer.org/programs/grants/small_grants.htm

The Spencer Foundation's small research grants program supports short-term research projects that require less than \$40,000, offering an opportunity for scholars and practitioners interested in educational research. The program is appropriate for modest-sized research projects, exploratory studies, specific phases of larger investigations, and projects that arise in response to unusual opportunities. Researchers with diverse perspectives and approaches extending conventional boundaries of a research question, area, or method are encouraged to apply. Proposals for support should be in the form of a statement not exceeding 1,800 words with attachments.

Summer Transportation Internship Program for Diverse Groups

<http://www.fhwa.dot.gov/education/stipdq.htm>

The Summer Transportation Internship Program for Diverse Groups is a part of the U.S. Department of Transportation's effort to promote the entry of women, persons with disabilities, and members of diverse groups into transportation careers. The internship program offers interns a 10-week agenda of transportation research, work experience, and field trips to introduce them to aspects of the transportation field. Applicants must be U. S. citizens, enrolled in a degree-granting undergraduate or graduate program at an institution of higher education, and express an interest in a transportation-related career. Application deadline: February 28, 2005.

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End of Issue

Excerpting E-News

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Contributing to E-News

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