



**NCSET**

Creating Opportunities for  
Youth With Disabilities to Achieve  
Successful Futures

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## April 2005 E-News

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## Announcements

The latest news and information from around the country.

## Legislative Announcements

### **Employers Are Aware of, Using, and Satisfied with One-Stop Services, but More Data Could Help Labor Better Address Employers' Needs** (February 2005)

<http://www.gao.gov/docsearch/abstract.php?rptno=GAO-05-259>

A recent report by the Government Accountability Office, "Workforce Investment Act: Employers Are Aware of, Using, and Satisfied with One-Stop Services, but More Data Could Help Labor Better Address Employers' Needs", found that about half of all employers are aware of their local One-Stop Career Centers, and awareness and likelihood of use increases with size of the organization. Employers of all sizes primarily use One-Stop services to help fill job vacancies. Overall, about three-quarters of employers who use One-Stop services are satisfied with them. Available in PDF (50 pages, 1.0 MB).

### **Secretary Spellings Announces More Workable, "Common Sense" Approach To Implementing "No Child Left Behind" (April 2005)**

<http://www.ed.gov/news/pressreleases/2005/04/04072005.html>

U.S. Secretary of Education Margaret Spellings recently announced a new approach to implementing the No Child Left Behind Act that will give states additional alternatives and flexibility if they can show that they are raising student achievement and closing the achievement gap. The new guidelines, entitled "Raising Achievement: A New Path for No Child Left Behind," include the four key principles of the Act: ensuring that students are learning, holding school systems accountable, insuring that information is accessible and that parents have options, and improving teacher quality. "States that show results and follow the principles of No Child Left Behind will be eligible for new tools to help them meet the law's goals," Spellings said.

## **Calls to Participate**

### **Call for Proposals for the 2005 National Transition Conference**

<http://www.dtiassociates.com/rsatransitions/>

The Rehabilitation Services Administration of the U.S. Department of Education and the Council of State Administrators of Vocational Rehabilitation are requesting proposals for the 2005 National Transition Conference, "From Roots to Wings: Guiding Youth with Disabilities to Employment," June 16-17, 2005 in Washington, DC. The conference will bring together VR and education practitioners, policymakers, and constituency groups to build capacity, highlight model programs, and develop strategies for improving transition services. Workshop strands will include Bridging the Service Gaps, Building a Career, Making Life Choices, Addressing the Leadership Challenge, and Utilizing Federally Supported Transition Initiatives. Application deadline: April 29, 2005. Select the "Call for Papers" link (links to a Word document) in the top right.

### **Child Advocate Nominations Invited for "World of Children" Awards**

<http://www.worldofchildren.org/2005CallForNominations.htm>

The World of Children Awards from World of Children, Inc. honor people doing extraordinary work on behalf of children through two awards: the Kellogg's Child Development Award, recognizing those who have made a significant lifetime contribution to children's futures by improving their opportunities to learn and to grow, and the Cardinal Health Children's Care Award, recognizing those who have made a significant lifetime contribution to children's health and wellbeing. In each category, one honoree will receive \$100,000 and two other honorees will each receive \$10,000. Additionally, one honoree will receive the Founder's Award of \$15,000. Nomination deadline: April 25, 2005.

### **DCDT 2005 Call For Papers: "Reaching New Heights: Improving Student Outcomes in a Diverse World"**

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

The Division on Career Development and Transition (DCDT), a division of the Council for Exceptional Children, is an organization concerned with career and vocational issues for students with disabilities. DCDT is soliciting papers for its annual conference, "Reaching New Heights: Improving Student Outcomes in a Diverse World," to be held October 20-22, 2005 in Albuquerque, NM. Topical strands will include self-determination; student and family involvement in transition; postsecondary education services and transition; program evaluation models and data-based decision-making; employment-focused education; transition education in elementary and middle schools; community partnerships; personnel preparation in transition; student diversity and multicultural approaches; aligning transition-focused education, standards, and school reform; and transition approaches for specific student groups. Proposal submission deadline: May 1, 2005. Application available in PDF (2 pages, 80 KB).

### **Members Sought for the New Latino Caucus on Child Development**

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

The National Center for Latino Child and Family Research (NCLCFR), in collaboration with several other key Latino researchers, announces the launch of a new Latino Caucus within the structure of the Society for Research on Child Development (SRCD) (see <http://www.srcd.org/>). The caucus will create a visible mechanism to systematically and effectively address the importance of Latino issues within the broader child development research, program, and policy communities. NCLCFR encourages those interested in joining the caucus to contact Michael Lopez, NCLCFR Executive Director, at [milopez@earthlink.net](mailto:milopez@earthlink.net) or 301-537-6552.

## Participate in National Youth Service Day 2005

<http://www.ysa.org/nysd/>

National Youth Service Day (NYSD) 2005, a program of Youth Service America and the National Youth Leadership Council, will take place April 15-17. This annual event mobilizes millions of young Americans to identify and address the needs of their communities through service by offering NYSD planning materials, marketing materials, listings of local events, ways to register a project, event news, and project grants. The event supports youth on a lifelong path of service and civic engagement, and educates the public, media, and elected officials about the role of youth as community leaders.

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## The Resource Zone

### NCSET Resources

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

(March 2005)

*NCSET Institute Proceeding*

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

Proceedings from this Community Building Institute (CBI) sponsored by the National Center for Secondary Education and Transition at the University of Hawai'i at Manoa and the National Technical Assistance Center for Asian Americans and Pacific Islanders. This CBI explored how reframing our dialogues around the intersections of culture, language, and disability can help us to unravel current barriers to successful preparation for and transition to postsecondary education and employment and to create or strengthen culturally relevant support services, educational environments, assessment tools, and community/family partnerships. Held in conjunction with the 21st Annual Pacific Rim Conference on Disabilities, February 28 - March 1, 2005.

#### **Essential Tools: Handbook for Implementing a Comprehensive Work-Based Learning Program According to the Fair Labor Standards Act** (February 2005)

*Essential Tool*

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

By following the information and examples in this manual, school personnel can proceed with confidence to operate effective work-based learning programs consistent with the Fair Labor Standards Act (FLSA). Sample forms, agreements, and supporting documentation required under the Individuals with Disabilities Education Act and FLSA are included in the examples whenever possible. This document also includes contact information for offices and personnel of the U.S. Department of Labor Wage and Hour Division and organizations involved in planning and delivering transition services for youth with disabilities, as well as information on Supplemental Security Work Incentives available to transition-aged youth with disabilities.

#### **New NCSET Web Site: Youthhood.org**

*Web Site*

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

NCSET has launched a new youth Web site: Youthhood.org. Youthhood provides students and their teachers, mentors, and parents with an online, research-based transition curriculum focused on preparing for life after high school. It's interactive, it's fun, and best of all, it's free! Spread the word! Tell your friends and colleagues working with transition-aged youth to check out this exciting new online resource. Questions? E-mail us at [youthhood@umn.edu](mailto:youthhood@umn.edu) or call Pam Stenhjem at 612-625-3863.

## **The Implications of Standards, Assessments, and Accountability on Graduation Requirements and Diploma Options** (February 2005)

*NCSET Teleconference Transcript*

[http://www.ncset.org/teleconferences/transcripts/2005\\_02b.asp](http://www.ncset.org/teleconferences/transcripts/2005_02b.asp)

The transcript from our February 22, 2005 teleconference is now available on the Web. In this teleconference, Martha Thurlow from the National Center on Educational Outcomes at the University of Minnesota discussed 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. She highlighted the standards, assessments, and accountability requirements of those Acts and their implications for graduation and diploma options for students with disabilities.

## **Other National Resources**

### **"Learn the Signs. Act Early." An Autism and Developmental Disabilities Awareness Campaign**

*Web Page*

<http://www.cdc.gov/ncbddd/autism/actearly/>

"Learn the Signs. Act Early." is a public awareness campaign from the National Center on Birth Defects and Developmental Disabilities, U.S. Centers for Disease Control and Prevention to educate parents about early childhood development, including early warning signs of autism and other developmental disabilities. From birth to 5 years of age, a child should reach milestones in how he/she plays, learns, speaks, and acts. A delay in any of these areas could be a sign of a developmental program such as autism. This Web page includes topics in the news, developmental milestones, fact sheets, and resources.

### **A Call to Action: Transforming High School for All Youth** (April 2005)

*Framework*

[http://hsalliance.org/call\\_action/index.asp](http://hsalliance.org/call_action/index.asp)

The National High School Alliance recently released "A Call to Action: Transforming High School for All Youth," a framework of six core principles and recommended strategies for preparing all of our nation's youth for college, careers, and active civic participation. "A Call to Action" provides leaders at the national, state, district, school, and community levels with a common framework for building public will, developing supportive policies, and actually implementing the practices needed to radically change the traditional American high school. The document represents the collective knowledge of the Alliance's 43 partner organizations. Available in PDF (13 pages, 141 KB).

### **A Profile of the American High School Sophomore in 2002: Initial Results From the Base Year of the Longitudinal Study of 2002** (March 2005)

*Report*

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2005338>

This report presents findings from the base year of the Education Longitudinal Study of 2002, a longitudinal study of high school students from the U.S. Department of Education's National Center for Education Statistics. The report describes the experiences and characteristics of a nationally representative sample of 10th graders who were studied during the 2001-02 school year. It examines their sociodemographic characteristics, school experiences, participation in extracurricular activities, time use, tested achievement in reading and mathematics, and educational expectations and plans. Available in PDF (292 pages, 1.2 MB).

### **Accommodations for Students with Disabilities Guidelines: Instructional Accommodations for Classroom Activities and Student Learning** (2002)

*Guide*

<http://www.wisconsinstate.edu/wtcs/wtcs.htm>

This guide, produced by the Wisconsin Technical College System, has two purposes: 1) to help to ensure that individuals with a documented disability have equal access to postsecondary education, and 2) to assist college staff and faculty in providing

accommodations in instructional activities and various service areas without fundamentally altering the essential criteria/functions of a program, course, or activity. Document sections include: Disability Laws and Their Implications for Postsecondary Institutions, Policies and Procedures for Disability-Related Accommodations, Definitions, Instructional Accommodations for Classroom Activities, Accommodations for Individual Student Learning, Student Scenarios, and Resource Web Sites.

### **Autism Fact Sheets on the Web**

#### *Fact Sheets*

<http://www.nichd.nih.gov/publications/pubskey.cfm?from=autism>

The National Institute of Child Health and Human Development (NICHD) has developed fact sheets about autism research at the NICHD for medical professionals, educators, and parents. Topics include "Autism and Genes", "Autism and the MMR Vaccine", "Autism and Vaccine Research", "Autism Facts", "The NICHD/NIDCD Collaborative Programs of Excellence in Autism", and "Autism Questions and Answers for Health Care Professionals." Most also available in Spanish.

### **Breaking Down Technological Barriers** (March 2005)

#### *Brief*

<http://www.ncwd-youth.info/information-brief-14>

The National Collaborative on Workforce and Disability has published an Information Brief on the subject of "Breaking Down Technological Barriers." The Brief describes assistive technology and accessible information and gives policymakers information on federal and state accessibility legislation, laws, and requirements.

### **Job Networking in Diverse Communities** (April 2005)

#### *Brief*

[http://www.communityinclusion.org/article.php?article\\_id=139](http://www.communityinclusion.org/article.php?article_id=139)

The Institute for Community Inclusion, University of Massachusetts-Boston produced this brief describing a project to introduce and broaden personal and professional networking techniques among job seekers with disabilities from African-American, Haitian, and Latino backgrounds. The project formed a unique partnership with four community-based immigrant organizations. The brief offers insights and a broad perspective on how enhanced networking strategies can be used in diverse communities to help people with disabilities find better jobs and increase their integration into their communities.

### **Make Networking Easier for Job Seekers: A Guide** (April 2005)

#### *Brief*

[http://www.communityinclusion.org/article.php?article\\_id=138](http://www.communityinclusion.org/article.php?article_id=138)

People with disabilities may feel uncomfortable networking for a number of reasons, including fear of the unknown, cultural issues, family concerns about safety, and barriers related to their disability. The Institute for Community Inclusion, University of Massachusetts-Boston produced this brief to address the common reasons why people with disabilities may not be comfortable networking and to provide some possible solutions. It is geared toward anyone—including job developers, case managers, teachers, career counselors, and friends and family—who is helping someone they know find a job.

### **Models of Self-Direction in Mental Health Webcast Materials** (April 2005)

#### *Webcast*

<http://www.connectlive.com/events/samhsa040605/>

The Substance Abuse & Mental Health Services Administration, U.S. Department of Health and Human Services has made available their Web cast, "Models of Self-Direction in Mental Health: What's Out There?," which aired March 16, 2005. The Web cast itself is available in RealPlayer, WindowsMedia, and captioned versions. In addition, you can download presenter biographies, presenters' PowerPoint presentations, and discussion questions in PDF format. Presenters included Carolyn Russell, Ph.D.; Jacki Kinney, M.S.W.; and Patricia Deegan, Ph.D.

## **New Departments Address Disability Issues** (March 2005)

*Brief*

<http://www.ncwd-youth.info/information-brief-15>

A myriad of programs across federal and state agencies provide health, education, workforce, and human services for people with disabilities. However, the placement of these programs within government varies from state to state. This can lead to confusion for consumers and families not knowing where to turn for these services. The National Collaborative on Workforce and Disability has created a brief that describes new federal and state programs and agencies that provide services to help people with disabilities live independent and productive lives.

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## **What's Happening**

### **NCSET Events**

#### **Reducing Disproportionality in Special Education: 100 Black Men of Jacksonville in Collaboration with Duval County Public Schools, Jacksonville, Florida**

*Teleconference Call*

*April 14, 2005*

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

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

The overrepresentation of racially, culturally, and linguistically diverse students in special education and the quality of their educational experiences have been regarded as among the most significant issues faced by the U.S. public school system in the past 30 years. The 100 Black Men of Jacksonville and Duval County Public Schools, Jacksonville, Florida are addressing this issue by implementing the Wimberly Initiative on Disproportionality, a pilot program sponsored by 100 Black Men of America, Inc. and in collaboration with school districts in six U.S. cities. In Jacksonville, the Wimberly Initiative takes the form of a fluid process for insuring that no child is left behind or inappropriately placed in special education. That process generates, through local planning, clear student outcomes that provide teachers, parents, mentors (recruited from 100 Black Men of Jacksonville, Inc.) and principals a map that reflects what teachers are expected to teach, what students are expected to achieve, and what roles parents are expected to assume. During this teleconference, a Duval County Public School teacher, parent, principal, school psychologist, 100 Black Men mentor, and regional superintendent who have firsthand experience implementing this promising practice will share their experiences and strategies for reducing disproportionality in their schools. To participate in this teleconference, dial 1-703-639-1175 a few minutes before the call begins, and refer to the "NCSET Teleconference Call" if asked by the operator.

#### **NCSET Pre-Summit Teleconference**

*Teleconference Call*

*April 20, 2005*

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

<http://www.ncset.org/summit05/presummit.htm#calls>

This teleconference will focus on reasons for your state team to attend the NCSET National Leadership Summit, team membership to benefit from the Summit, and teaming principles to follow to ensure your team a quality experience at the Summit. Dr. Bob Stodden and Dr. Garnett Smith will discuss steps used to formulate an interagency transition team, typical team membership, characteristics of an effective team, and typical issues addressed by teams. Dr. Stodden will also discuss the use of the NCSET Essential Tool on Interagency Transition Team Development and Facilitation (available on the Web at <http://www.ncset.org/publications/essentialtools/teams/default.asp>) when preparing for the Summit. To participate in this teleconference, dial 1-800-582-9029, PIN # \*8012244\* a few minutes before the call begins. If you plan to participate in this call, please RSVP to Laurie Grant, 612-624-2097 or [gran0073@umn.edu](mailto:gran0073@umn.edu).

## **The Student Leadership Initiative: How New Jersey is Developing Tomorrow's Leaders**

*Teleconference Call*

*April 27, 2005*

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

[http://www.ncset.org/teleconferences/transcripts/2005\\_04.asp](http://www.ncset.org/teleconferences/transcripts/2005_04.asp)

When LeDerick Horne entered college in 1996, he had some serious doubts about his ability to survive the coursework. Diagnosed with learning disabilities that affected his spelling, reading, and math abilities, LeDerick had come to know school as a place where he felt awkward, inferior, and unwanted. Today, LeDerick is a college graduate, businessman, and accomplished advocate and public speaker. In this teleconference, presented by LeDerick and Jan Carr Jones from the New Jersey Department of Education, participants will gain insights into what made a difference for LeDerick, what supports work, and how the Student Leadership Initiative and other New Jersey Department of Education programs make a difference for students like LeDerick. To participate in this teleconference, dial 703-639-1359 a few minutes before the call begins, and refer to the "NCSET Teleconference Call" if asked by the operator.

## **Disproportionality in Special Education: One State's Perspective**

*Teleconference Call*

*May 11, 2005*

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

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

Dr. Donna Hart-Tervalon, Assistant Director of Special Education, Wisconsin Department of Public Instruction; Patricia Williams, School Administration Consultant, Wisconsin Department of Public Instruction; and Daniel Losen, Senior Legal and Policy Research Associate, The Civil Rights Project, Harvard University will present on Wisconsin's initiative to "scale up" efforts to address disproportionate representation of minority students in special education. They will discuss how disproportionate representation is being addressed by the state's Continuous Improvement and Focused Monitoring System with the assistance of the National Center for Special Education Accountability Monitoring, the National Center for Culturally Responsive Education Systems, and the Civil Rights Project. To participate, dial 703-639-1376 a few minutes before the call begins, and refer to the "NCSET Teleconference Call" if asked by the operator.

## **NCSET Pre-Summit Teleconference**

*Teleconference Call*

*May 11, 2005*

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

<http://www.ncset.org/summit05/presummit.htm#calls>

Dr. Bob Stodden and Dr. Garnett Smith will focus this teleconference upon the structure and content of the NCSET National Leadership Summit, discussing ways for team leaders to prepare their team members to get the most from the Summit. To participate in this teleconference, dial 1-800-582-9029, PIN # \*8012244\* a few minutes before the call begins. If you plan to participate in this call, please RSVP to Laurie Grant, 612-624-2097 or [gran0073@umn.edu](mailto:gran0073@umn.edu).

## **Other National Events**

### **Americans with Disabilities Act Public Forum**

*Other*

*April 8, 2005*

*Public Forum*

*Houston, TX*

<http://www.dimenet.com/hotnews/archive.php?mode=A&id=4326;&sort=D>

As a part of a year-long study, the National Council on Disability (NCD) is sponsoring five public forums around the country to gather testimony from people with disabilities, their families, and their advocates on the impact the Americans with Disabilities Act of 1990 (ADA) has had on their lives. NCD is an independent federal agency making recommendations to the President and Congress to enhance the quality of life for all Americans with disabilities and their families. For more information on this forum, contact Tajuana Dunning at the Independent Living Research Utilization Project at [tdunning@bcm.tmc.edu](mailto:tdunning@bcm.tmc.edu) or 713-520-0232 ext 112.

## **Americans with Disabilities Act Public Forum**

*Other*

*April 13, 2005*

*Public Forum*

*Savannah, GA*

<http://www.dimenet.com/hotnews/archive.php?mode=A&id=4326;&sort=D>

As a part of a year-long study, the National Council on Disability (NCD) is sponsoring five public forums around the country to gather testimony from people with disabilities, their families, and their advocates on the impact the Americans with Disabilities Act of 1990 (ADA) has had on their lives. NCD is an independent federal agency making recommendations to the President and Congress to enhance the quality of life for all Americans with disabilities and their families. For more information on this forum, contact Fritz Rumpel at the Lockheed Martin Service, Inc. at [Fritz.Rumpel@lmco.com](mailto:Fritz.Rumpel@lmco.com) or 912-927-1514.

## **Early Childhood Development: What Parents Need to Know**

*Other*

*April 19, 2005*

*Television Series*

*7:00 PM - 8:00 PM (Central)*

<http://registerevent.ed.gov/downlink/event-flyer.asp?intEventID=184>

The U.S. Department of Education offers a monthly satellite television series focusing on the No Child Left Behind Act. April's show will explore current research on brain development and early learning, how early childhood programs can meet the needs of all students, and types of professional development early childhood professionals need to ensure that they can prepare all students for elementary school. To participate, locate a facility with satellite downlink capabilities, call your local cable access station or school board channel and give them the satellite coordinates, or visit the site's Registration Gateway for local viewing options.

## **Finding Better Ways: Addressing the Mental Health Needs of Children, Youth, and Families**

*Conference*

*May 2, 2005 - May 4, 2005*

*New Orleans, LA*

<http://www.cwla.org/conferences/ShowConference.asp?CONF=FBW&YEAR=2005>

Sponsored by the Child Welfare League of America (CWLA) Walker Trieschman Center, Behavioral Health Division, and Mental Health Advisory Board, this conference is a showcase for agencies, child welfare and behavioral health professionals, researchers, and educators to share innovative and successful programs, treatment models, and approaches. It will examine best practice models and emerging strategies for responding to the increasing need of children and families for mental health services. Participants will learn about the application and replication of successes that presenters have achieved in their agencies and communities, as well as lessons learned from their struggles and ongoing challenges.

## **Social Work in Disability and Rehabilitation: Policy, Program Development, and Service Provision in Community-Based Settings**

*Conference*

*May 9, 2005 - May 11, 2005*

*New York, NY*

<http://yai.org/pid.cfm?conf=6&content=1>

This conference, presented by YAI/National Institute for People with Disabilities, will feature more than 250 prominent speakers and will include sessions on advocacy/self-determination, aging, case management, clinical issues and practice, day/residential services, employment, family supports, health care, life planning, management/supervisory, offenders with disabilities, policy/legislation, and social work education. It will feature a special keynote session with Mario M. Cuomo, former Governor, New York State. YAI/National Institute for People with Disabilities is a non-profit, non-sectarian network of agencies serving over 20,000 people with mental retardation and developmental and learning disabilities daily.

## **Joining Forces for Better Outcomes: CWLA 2005 Juvenile Justice National Symposium**

*Conference*

*June 1, 2005 - June 3, 2005*

*Miami, FL*

<http://www.cwla.org/conferences/ShowConference.asp?CONF=JJSYMPOSIUM&YEAR=2005>

Participants in the Child Welfare League of America's Juvenile Justice National Symposium will learn how child welfare and juvenile justice systems can collaborate to ensure better



outcomes for children. The Symposium will provide participants with valuable tools to better integrate services across systems of care and opportunities to learn how other jurisdictions are working to overcome the obstacles they face in undertaking this work. It will include more than 30 workshops on topics such as blended funding, state and local reform initiatives, alternatives to incarceration, girls in the juvenile justice system, disproportionate minority contact, and promising delinquency prevention programs.

### **IDEA Public Meeting**

*June 17, 2005*

*Public Meeting*

*Nashville, TN*

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

John H. Hager, assistant secretary of the Office of Special Education and Rehabilitative Services (OSERS) at the U.S. Department of Education, announces a public meeting to receive comments on the proposed rules to implement programs under the Individuals with Disabilities Education Improvement Act of 2004. Meetings will take place 1:00 PM-4:00 PM and 5:00 PM-7:00 PM (Central). For more detailed information, contact OSERS at 202-245-7468.

### **IDEA Public Meeting**

*June 22, 2005*

*Public Meeting*

*Sacramento, CA*

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

John H. Hager, assistant secretary of the Office of Special Education and Rehabilitative Services (OSERS) at the U.S. Department of Education, announces a public meeting to receive comments on the proposed rules to implement programs under the Individuals with Disabilities Education Improvement Act of 2004. Meetings will take place 1:00 PM-4:00 PM and 5:00 PM-7:00 PM (Pacific). For more detailed information, contact OSERS at 202-245-7468.

### **IDEA Public Meeting**

*June 24, 2005*

*Public Meeting*

*Las Vegas, NV*

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

John H. Hager, assistant secretary of the Office of Special Education and Rehabilitative Services (OSERS) at the U.S. Department of Education, announces a public meeting to receive comments on the proposed rules to implement programs under the Individuals with Disabilities Education Improvement Act of 2004. Meeting will take place 1:00 PM-4:00 PM and 5:00 PM-7:00 PM (Pacific). For more detailed information, contact OSERS at 202-245-7468.

### **IDEA Public Meeting**

*June 27, 2005*

*Public Meeting*

*New York, NY*

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

John H. Hager, assistant secretary of the Office of Special Education and Rehabilitative Services (OSERS) at the U.S. Department of Education, announces a public meeting to receive comments on the proposed rules to implement programs under the Individuals with Disabilities Education Improvement Act of 2004. Meeting will take place 1:00 PM-4:00 PM and 5:00 PM-7:00 PM (Eastern). For more detailed information, contact OSERS at 202-245-7468.

### **IDEA Public Meeting**

*June 29, 2005*

*Public Meeting*

*Chicago, IL*

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

John H. Hager, assistant secretary of the Office of Special Education and Rehabilitative Services (OSERS) at the U.S. Department of Education, announces a public meeting to

receive comments on the proposed rules to implement programs under the Individuals with Disabilities Education Improvement Act of 2004. Meeting will take place 1:00 PM-4:00 PM and 5:00 PM-7:00 PM (Central). For more detailed information, contact OSERS at 202-245-7468.

### **IDEA Public Meeting**

*July 7, 2005*

*Public Meeting*

*San Antonio, TX*

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

John H. Hager, assistant secretary of the Office of Special Education and Rehabilitative Services (OSERS) at the U.S. Department of Education, announces a public meeting to receive comments on the proposed rules to implement programs under the Individuals with Disabilities Education Improvement Act of 2004. Meetings will take place 1:00 PM-4:00 PM and 5:00 PM-7:00 PM (Central). For more detailed information, contact OSERS at 202-245-7468.

### **IDEA Public Meeting**

*July 12, 2005*

*Public Meeting*

*Washington, DC*

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

John H. Hager, assistant secretary of the Office of Special Education and Rehabilitative Services (OSERS) at the U.S. Department of Education, announces a public meeting to receive comments on the proposed rules to implement programs under the Individuals with Disabilities Education Improvement Act of 2004. For more detailed information, contact OSERS at 202-245-7468. [^ Top of Page ^](#)

## **Get Wired!**

### **Web Sites**

#### **Achievement Alliance**

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

The Achievement Alliance is a project of National Council of La Raza, Just for the Kids/National Center for Educational Accountability, Business Roundtable, Citizens' Commission on Civil Rights, and The Education Trust that believes that the No Child Left Behind Act represents the nation's best hope for raising the academic performance of all students and closing achievement gaps. The Alliance's goal is to provide accurate, nonpartisan information about student achievement. Its Web site offers publications, presentations, and fact sheets; contact information; and success stories from two schools.

#### **Annenberg Institute for School Reform**

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

The Annenberg Institute for School Reform's Web site reflects its focus on three interrelated support areas that are critical for systemwide improvement: teaching and learning supports, system supports, and civic supports. The site includes AISR work, projects, resources, and contact information for each of these areas, as well as general resources, publications, information about the Institute, and other information and tools.

#### **ForEmployers.com**

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

ForEmployers.com helps businesses tap into a growing workforce that has emerged as a result of rapid and innovative developments in technology—a workforce that includes people with disabilities. Site topics include hiring, accommodations and technology, legal resources, demographics and diversity, and success stories.

### **National Post-School Outcomes Center**

<http://psocenter.org/>

The National Post-School Outcomes Center, a five-year project funded by the Office of Special Education Programs, U.S. Department of Education in December 2004, has launched its Web site. The Center will develop practical, efficient, cost-effective, and sustainable strategies for collecting and using data to improve secondary, transition, and postsecondary outcomes for youth with disabilities; and identify state needs and provide technical assistance to improve systems for post-school outcome data collection and use. Its Web site features information about the Center, state profiles, tools for annual reporting and collecting data, a literature review, communities of practice, related resources, and events. Its mission is to help state education agencies establish practical and rigorous data collection systems that will measure and profile the post-school experiences of youth with disabilities (i.e., Indicator 14).

### **Parent Side Online Store: For Those Who Battle For What Others Take For Granted**

<http://www.cafepress.com/theparentside/>

Created by a parent of a child with a disability and a graduate of Partners in Policymaking from Temple University, The Parent Side Online Store offers t-shirts, sweatshirts, mousepads, mugs, bumper stickers, postcards, and tote bags in designs such as "Inclusion Voodoo Doll," "IEP Action Figure Set," and "Super Advocate."

## **Listservs**

### **NCD Bulletin**

<http://listserv.access.gpo.gov/archives/ncd-news-l.html>

The National Council on Disability, an organization whose purpose is to promote policies, programs, practices, and procedures that guarantee equal opportunity for all people with disabilities, regardless of the nature or severity of the disability, and to empower them to achieve economic self-sufficiency, independent living, and inclusion and integration into all aspects of society, has launched a new monthly listserv providing information on issues affecting people with disabilities, including press releases and legislative updates.

### **SchoolMatters E-Newsletter**

[http://www.schoolmatters.com/register\\_for\\_updates.shtml](http://www.schoolmatters.com/register_for_updates.shtml)

SchoolMatters, a service of Standard & Poor's, is a public source for information and analysis about our nation's public schools. The SchoolMatters e-newsletter is a free monthly newsletter that includes tips to help make the most of your school data, updates on tools and resources available on SchoolMatters, and links to articles and resources on hot topics related to education.

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## **Funding Forecast**

## **Federal Grant Opportunities**

## **Integration of Schools and Mental Health Systems Grants**

<http://a257.g.akamaitech.net/7/257/2422/01jan20051800/edocket.access.gpo.gov/2005/05-6744.htm>

The Integration of Schools and Mental Health Systems Program, Office of Safe and Drug-Free Schools, U.S. Department of Education will provide funds to increase student access to high-quality mental health care by developing innovative approaches that link school systems with local mental health systems. Eligible applications include state educational agencies, local educational agencies, and Indian tribes. Project period: up to 18 months. Maximum Award: \$350,000. Application Deadline: May 16, 2005.

## **Additional Funding and Award Opportunities**

### **2005 Goldman Sachs Foundation Prizes for Excellence in International Education**

<http://www.internationaleled.org/prizes/>

The Goldman Sachs Foundation and Asia Society seek applicants for the 2005 Prizes for Excellence in International Education. Five prizes of \$25,000 each will recognize elementary/middle schools, higher education institutions doing teacher preparation or K-12 outreach, states, and media/technology organizations that are working to put the "world" in world-class education. For example, the Elementary/Middle School Prize will recognize an elementary or middle school that engages all or most of its students in learning about other world regions, cultures, and languages. Application deadline for higher education institutions, states, and media/technology: May 10, 2005. Application deadline for elementary/middle and high schools: May 17, 2005.

### **American Honda Foundation Educational Grants**

<http://corporate.honda.com/america/philanthropy.aspx?id=ahf>

The American Honda Foundation provides grants in the fields of youth education and scientific education to K-12 educational institutions; accredited higher education institutions; community colleges and vocational/trade schools; college and university scholarship and fellowship programs or through national nonprofit organizations; other scientific and education-related, nonprofit, tax-exempt organizations; gifted student programs; national youth educational radio and/or television stations/networks; nationally distributed and aired films, movies, film strips, slides and/or short subjects concerning youth and/or scientific education; private, non-profit scientific and/or youth education projects; other nonprofit, tax-exempt, national institutions in the fields of youth and/or scientific education; and national programs pertaining to academic or curriculum development that emphasize innovative educational methods and techniques. Proposal deadline: May 1, 2005.

### **Jack Kent Cooke Foundation Young Scholars Program for High-Achieving Youth**

[http://www.jackkentcookefoundation.org/jkcf\\_web/content.aspx?page=YounSch](http://www.jackkentcookefoundation.org/jkcf_web/content.aspx?page=YounSch)

The Jack Kent Cooke Foundation Young Scholars Program selects high-achieving youth in the U.S. with financial need and provides individualized educational services throughout high school that enable them to develop their talents and abilities. Previous Young Scholars have received the support and guidance required to evaluate the suitability of their high school, take online courses, obtain computers or software, improve their musical or scientific skills, and explore their career goals. Eligible applicants must be entering the 8th grade in the fall of 2005 and be planning to attend a high school in the U.S. Application deadline: May 2, 2005.

### **NEA Foundation Grants**

[http://www.neafoundation.org/programs/Learning&Leadership\\_Guidelines.htm](http://www.neafoundation.org/programs/Learning&Leadership_Guidelines.htm)

The National Education Association Foundation for the Improvement of Education makes \$2,000 and \$5,000 grants to individuals and groups in the following professions: practicing U.S. public school teachers in grades K-12, public school education support professionals, and faculty and staff at U.S. public higher education institutions. Grants are provided for the purpose of engaging in high-quality professional development OR implementing project-based learning and break-the-mold innovations that raise student achievement. Application deadline: June 1, 2005.

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## End of Issue

### Excerpting E-News

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### Contributing to E-News

If you have information on new products, resources, funding opportunities, and conferences or training events and want to contribute these to a future E-News issue, please e-mail the information to [ncset@umn.edu](mailto:ncset@umn.edu) or see [Suggest an Item for E-News](#) for more information.

### Purpose of the Listserv

E-News features resources, activities, products, and funding information from around the country. E-News is dedicated to assisting youth, parents, educators, service providers, and administrators to stay connected and informed about secondary education and transition issues.

### To Subscribe or Unsubscribe

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**We will reply to you as soon as we can. Thank you for your interest!**

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