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## January 2004 E-News

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## Announcements

The latest news and information from around the country.

## New Projects

### ATA Announces New Interactive Information Service

<http://www.ATAccess.org/hub/>

The Alliance for Technology Access (ATA), a national network of assistive technology resource centers, vendors, community-based organizational individuals, announced the launch of "The Hub", a free interactive service that provides quick and efficient data on assistive technology products. The Hub is the ATA's method of providing a central exchange for people, both sellers and users of technology tools, to interact and exchange

## Legislative Announcements

### Paige Announces New No Child Left Behind Provision Giving Schools Increased Flexibility While Ensuring All Children Count, In With Disabilities

<http://www.ed.gov/news/pressreleases/2003/12/12092003.html>

Secretary of Education Paige announced a new provision of No Child Left Behind that will give local school districts greater flexibility in meeting requirements for students with disabilities.

### Paige Outlines No Child Left Behind Act's Provisions for English Language Learners

<http://www.ed.gov/news/pressreleases/2003/12/12022003.html>

U.S. Secretary of Education Rod Paige and Deputy Under Secretary of Education Maria Hernandez Ferrier kicked off the department's second annual English language acquisition by unveiling a new initiative to help parents play a more active role in their child's education. "Ten Key Benefits of English Language Learners" is a summary of the No Child Left Behind Act's most important provisions that affect the nation's approximately 5 million English language learners. The department's goal is to provide a copy of the document to all parents so that they can fully understand and benefit from the Child Left Behind Act.

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## The Resource Zone

### NCSET Resources

#### **Bullying and Teasing of Youth with Disabilities: Creating Positive School Environments for Effective Inclusion** (December 2003)

*NCSET Issue Brief • Volume 2, Issue 3*

<http://www.ncset.org/publications/viewdesc.asp?id=1332>

Bullying has been proven by numerous studies to be a serious problem nationwide. Harassment of youth with disabilities in particular has been increasing. Whole school anti-bullying/anti-violence programs are necessary to address this problem effectively. This Issue Brief provides clear information about bullying, teasing, and disability harassment. It also outlines research about bullying and harassment, and describes two effective, comprehensive school, anti-bullying programs. Finally, the brief offers recommendations and resources for further action.

### Other National Resources

**All in One Stop? The Accessibility of Work Support Programs at One-Stop Centers** (September 2003) 

Brief

[http://www.clasp.org/publications/one-stop\\_rpt.pdf](http://www.clasp.org/publications/one-stop_rpt.pdf)

This policy brief from the Center for Law and Social Policy examines practices at community one-stop centers designed to provide a central point of contact for various education, training, and support services. Available in PDF (56 pages).

**FairTest Analysis Findings: Schools That Do Not Use SAT I or ACT Scores for Admitting Substantial Numbers of Students Into Bachelor's Degree Programs As of October 7, 2003** (2003)

Report

<http://www.fairtest.org/optinit.htm>

A new list published by the National Center for Fair & Open Testing (FairTest) demonstrates that scores from neither the ACT or the SAT are required for many applicants at more than 700 four-year U.S. colleges and universities. Some schools on the list do not require any applicants to submit test scores, while others require them only from students whose high school records do not meet minimum grade point average or class rank levels.

**Feeling Great Lifeskills Program** (2003)

Guidebook

<http://www.empowerkidstoexcel.com>

This comprehensive 90-day program teaches children a natural and effective way to reduce stress and excel in their daily pursuits. Developed by Dr. Nadeane McCaffrey, Ph.D. and other specialists in the field of Sports Psychology and Education, this program was designed from the beginning to meet the real needs of children living through very challenging times. Published by Empower Kids to Excel.

**Literacy Resource Guide for Families and Educators** (2003)

Guidebook

[http://eric.ed.gov/ERICWebPortal/Home.portal?\\_nfpb=true&\\_pageLabel=RecordDetails&ERICExtSearch\\_SearchValue\\_0=FD476360&ERICExtSearch\\_SearchType\\_0=eric\\_accno&objectId=09](http://eric.ed.gov/ERICWebPortal/Home.portal?_nfpb=true&_pageLabel=RecordDetails&ERICExtSearch_SearchValue_0=FD476360&ERICExtSearch_SearchType_0=eric_accno&objectId=09)

The Literacy Resource Guide for Families and Educators, a publication of the Federation for Children with Special Needs, highlights current research on literacy resources available through the U.S. Department of Education and its funded projects, with an eye toward appealing to parents, educators, and caregivers. The Guide lists whether the resources are available in print, online, CD-ROM, or videotape. The description of each item also includes information about cost, ordering, and the relevance for specific audiences.

**Making Your Case** (2002)

Online Training

<http://www.partnersinpolicymaking.com/makingyourcase/>

This self-study course is designed to help people with developmental disabilities and their families create positive change through advocacy. It is intended to enhance an individual's advocacy skills. Course created by the Minnesota Governor's Council on Developmental Disabilities.

**Math, Science, and Technology: Essential Skills for Career Success in the 21st Century** (December 2003)

Brief

<http://www.ncwd-youth.info/information-brief-07>

This brief, produced by the National Collaborative on Workforce and Disability/Youth, provides a quick and easy checklist for youth service providers to share with students as they explore careers of interest to them. The brief highlights the importance of math, science, and technology courses for young adults for top growing careers.

**Meeting the No Child Left Behind Act Goals for Highly Qualified Teachers: Estimates by State from Survey Data** (2003)

Report

<http://www.ccsso.org/publications/details.cfm?PublicationID=224>

The Council of Chief State School Officers released a detailed analysis of state data on the qualifications of teachers in grades 7-12. The report states that states will likely be challenged in meeting the "highly-qualified" teacher provisions of the No Child Left Behind Act. The 50-state results from the National Teacher Staffing Surveys of 1994 and 2000 show the percentage of teachers in each state that are fully certified and have a major in their assigned teaching field. The analysis is intended to help state leaders, educators, and others obtain a picture of highly qualified teachers in their state and to be able to compare state statistics with states across the nation.

**Online Databases of Community-Based Transition Programs for Students Ages 18-21 and OSEP Funded Transition Grants from the Transition Coalition** (2003)

Web Page

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

The Transition Coalition at the University of Kansas has created two searchable databases. The 18-21 Programs: Community-Based Special Education Programs database contains descriptions of over 100 community-based transition programs throughout the U.S. The Transition Grants: OSEP Related to Secondary Special Education and Transition database contains information regarding transition-related projects administered by the Department of Education, Office of Special Education Programs. From the Web page, select '18-21 Programs' or 'Transition Grants'.

**Open Futures: Role Models and Journeys into the World of Work** (2003)

CD-ROM

<http://www.disabilitytraining.com/ofrm.html>

The Open Futures CD-ROM features Role Models who have a range of educational backgrounds, occupations, and disabilities. Each Role Model includes answers to questions about career path, the rewards of work, and other career information. Open Futures is a program that offers role models to people with disabilities. Each month Open Futures will introduce you to three people with disabilities who believed in themselves and followed their dreams. Open Futures will also lead you to resources that will help you open up your future.

**Outreach and People with Disabilities from Diverse Cultures: A Review of the Literature** (November 2003)

Report

[http://www.ncd.gov/newsroom/advisory/cultural/cdi\\_litreview.htm](http://www.ncd.gov/newsroom/advisory/cultural/cdi_litreview.htm)

The objectives of the review, published by the National Council on Disability, were to articulate the principal themes of outreach, describe outreach practices, and identify barriers to outreach.

illuminate the many challenges to effective outreach, and to document the nature and prevalence of national disability/diversity outreach by t government.

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## What's Happening

### NCSET Events

#### **Creating Communities of Practice: Shared Visions for the Successful Transition of Students with Disabilities**

*Teleconference Call*

January 8, 2004

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

[http://www.tacomunities.org/ev.php?URL\\_ID=2166&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201&reload=1073327676](http://www.tacomunities.org/ev.php?URL_ID=2166&URL_DO=DO_TOPIC&URL_SECTION=201&reload=1073327676)

The OSEP Exiting Community of Practice invites you to participate in a conference call with Ellen Romett and representatives of other Pennsylv who will discuss the evolution of the Pennsylvania Transition Communities of Practice and will be available to answer questions and provide st

#### **Increasing Rates of School Completion: Moving from Policy and Research to Practice**

*Teleconference Call*

January 27, 2004

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

[http://www.ncset.org/teleconferences/transcripts/2004\\_01.asp](http://www.ncset.org/teleconferences/transcripts/2004_01.asp)

NCSET national teleconference call held January 27, 2004. Presenters shared what the research tells us about effective interventions that kee and without disabilities in school. They described critical conceptual issues linked to school completion and summarized research-based interv with Check & Connect, a model designed to prevent dropout and engage students in school and learning. Presented by Dr. Camilla Lehr, Rese the Institute on Community Integration, University of Minnesota; and Dr. Sandra Christenson, Professor in the Department of Educational Psy University of Minnesota. Transcript now available.

### Other National Events

#### **The 2nd Anniversary of No Child Left Behind**

January 20, 2004

*Satellite Teleconference*

8:00 PM - 9:00 PM (Eastern)

<http://www.ed.gov/news/av/video/edtv/03-04-schedule.html>

The U.S. Department of Education launched a new monthly television series entitled Education News Parents Can Use to help parents underst Child Left Behind law and all the important changes it will bring. To view live Webcasts of Education News (you will need the free RealPlayer C which can be downloaded from the site), or archived Webcasts of past programs please visit <http://www.connectlive.com/events/ednews/>. Re required.

#### **20th Annual Pacific Rim Conference on Disabilities: Promises to Keep, Futures to Seek**

*Conference*

March 29, 2004 - March 30, 2004

Honolulu, HI

<http://www.pacrim.hawaii.edu/pacriminfo/pacrim2004/>

Since the first Pacific Rim (Pac Rim) Conference in 1985, the scope and size of this premier event has grown to include participants from the l Alaska, Pacific Islands Nations, Japan, Australia, the Philippines and numerous other countries. Persons with disabilities, family members, res service providers join policymakers and nationally recognized speakers to share resources for communities to fully accept and support person disabilities. This year's theme, "Promises to Keep, Futures to Seek", reflects on the promises and goals made and the opportunities created fc disabilities. Sponsored by the Center on Disability Studies at the University of Hawai'i at Manoa and others. [^ Top of Page ^](#)

## Get Wired!

### Web Sites

#### **Disability Statistics: Online Resource for U.S. Disability Statistics**

<http://www.ilr.cornell.edu/edi/disabilitystatistics/>

The DisabilityStatistics.org Web site condenses several data sources into a single, user-friendly, accessible, Internet resource. It also provides background information on key issues related to disability statistics.

#### **Family Involvement Network of Educators (FINE)**

<http://www.gse.harvard.edu/hfrp/projects/fine.html>

Launched by Harvard's Family Research Project, FINE is a national network of over 2,000 people who are interested in promoting strong part educators, families, and communities. FINE believes that engaging families and communities in education is essential to achieve high-perform successful students. FINE's Web site features monthly announcements of current ideas and new resources; research, evaluation, and training models and perspectives on family involvement; and a member insight and opinion section.

#### **Family Village: A Global Community of Disability-Related Resources**

<http://www.familyvillage.wisc.edu/index.htmlx>

This site is a global community that integrates information, resources, and communication opportunities on the Internet for persons with cognitive disabilities, for their families, and for those that provide them services and support.

#### **Medicaid Benefits: Online Database**

<http://www.kff.org/medicaidbenefits/>

This online database provides access to information on Medicaid benefits in the 50 states, DC, and the U.S. territories about benefits covered for what populations the benefits are available, and the limitations, co-payments and payment rules that apply to the benefits. Published by the Commission on Medicaid and the Uninsured.

#### **National High School Alliance**

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

The National High School Alliance (HS Alliance) is a partnership of over forty organizations representing a diverse cross-section of perspective approaches. Its goal is to close the achievement gap, and promote civic and personal growth among all youth in our high schools and communities. One highlight of the site is its National Calendar of high school related events, as well as an online Learning Community where partners and other stakeholders engage in ongoing dialogue and current developments in improving America's high schools.

#### **Partners in Policymaking**

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

Partners in Policymaking was created in Minnesota by the Governor's Council on Developmental Disabilities in 1987. Partners provides comprehensive leadership training programs for adults with disabilities and parents of young children with developmental disabilities. It also provides resources on topics such as activism, education, and self-determination.

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## **Funding Forecast**

### **Federal Grant Opportunities**

#### **Charter Schools Program (CSP) – CFDA# 84.282A, 84.282B, and 84.282C**

<http://www.ed.gov/fund/grant/apply/grantapps/2004/84282.html>

The purpose of the CSP is to increase national understanding of the charter school model and to expand the number of high-quality charter schools to students across the Nation by providing financial assistance for the planning, program design, and initial implementation of charter schools. The program also includes activities for evaluating the effects of charter schools, including the effects on students, student academic achievement, staff, and parents. Applications available: December 24, 2003. Application deadline: February 19, 2004.

#### **Clay Aiken Awards**

[http://www.ysa.org/awards/award\\_grant.cfm](http://www.ysa.org/awards/award_grant.cfm)

Twenty-five grants up to \$1,000 each are available to encourage young people between the ages of 5 and 22 with developmental disabilities to complete service projects in the U.S. for National Youth Service Day 2004. Application deadline: February 9, 2004. (Second listing on the page).

#### **Fund for the Improvement of Postsecondary Education--Special Focus Competition – CFDA# 84.116N**

<http://www.ed.gov/fund/grant/apply/grantapps/2004/84116n.html>

The purpose of the program is to provide grants or enter into cooperative agreements to improve postsecondary education opportunities by focusing on problem areas or improvement approaches in postsecondary education. Applications available: September 30, 2003. Application deadline: April 30, 2004.

#### **Fund for the Improvement of Postsecondary Education--Special Focus Competition: European Community-United States of America Cooperation Program in Higher Education and Vocational Education and Training – CFDA#84.116J**

<http://www.ed.gov/fund/grant/apply/grantapps/2004/84116j.html>

The purpose of the program is to provide grants or enter into cooperative agreements to improve postsecondary education opportunities by focusing on problem areas or improvement approaches in postsecondary education. Applications available: December 30, 2003. Application deadline: April 30, 2004.

#### **Small Business Innovation Research Program - Phase I - CFDA# 84.305S**

<http://www.ed.gov/fund/grant/apply/grantapps/2004/84305s.html>

The purpose of this program is to stimulate technological innovation, strengthen the role of small business in meeting Department of Education research and development needs, and increase the commercial application of innovations derived from Department-supported research or research and development. Applications available: December 22, 2003. Application deadline: February 19, 2004.

#### **Teaching American History Grant Program – CFDA# 84.215X**

<http://www.ed.gov/fund/grant/apply/grantapps/2004/84215x.html>

Teaching American History grants support projects to raise student achievement by improving teachers' knowledge, understanding, and appreciation of traditional American history. Grant awards assist local educational agencies (LEAs), in partnership with entities that have extensive content expertise, to develop, document, evaluate, and disseminate innovative, cohesive models of professional development. Applications available: December 23, 2003.

Applications deadline: March 2, 2004.

## Additional Funding and Award Opportunities

### Connecticut Youth Leadership Forum

<http://www.ctdol.state.ct.us/yjf/default.htm>

Applications are now available for the sixth annual Connecticut Youth Leadership Forum (YLF), which will be held at the University of Connecticut from July 25 to July 29, 2004. The Youth Leadership Forum is a unique training program for high school sophomores and juniors who have developed leadership potential and skills through an intense, four-day curriculum. Participants are chosen on the basis of their contribution to their communities, as well as demonstrated leadership potential, and represent Connecticut in terms of geography, gender, ethnicity and disability. Application deadline: January 16, 2004.

### Summer Seminars and Institutes for School Teachers

<http://www.neh.gov/projects/si-school.html>

National Endowment for the Humanities offers teachers opportunities to study humanities topics in a variety of Summer Seminars and Institutes for School Teachers in American K-12 schools, whether public, private, or church-affiliated, are eligible to apply to seminars and institutes. Americans teachers are also eligible if a majority of the students they teach are American citizens. Librarians and school administrators may also be eligible. Application deadline: March 1, 2004.

### The Anne Ford Scholarship 2004

<http://www.nclد.org/content/view/871/456074/>

The National Center for Learning Disabilities, Inc. (NCLD) is seeking applicants for the Anne Ford Scholarship, which is available to students with an identified learning disability (LD) in public or private secondary schools and who is planning on completing an undergraduate degree. Application deadline: January 31, 2004.

### The California Youth Leadership Forum for Students with Disabilities

[http://www.disabilityemployment.org/yp\\_yjf.htm](http://www.disabilityemployment.org/yp_yjf.htm)

Approximately 60 high school students will be selected to attend this forum. The event, held July 25-29, 2004, will successfully integrate students with disabilities and represent the disability and ethnic diversity of the state. The forum includes small group discussions with fellow students, large group presentations, a dance, a talent show, a formal luncheon with community leaders, and a meeting in the State Office. Application deadline: February 13, 2004.

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## End of Issue

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**Please contact us with your questions, comments, or suggestions (include your phone number and the city and state where you live) at:**

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

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