

## CRADLE TO COLLEGE AND CAREER RESOURCES

This Resource Guide contains information that has been found to be helpful on this topic. It contains only websites with materials that can be accessed at no cost.

### **Achieve**

<http://www.achieve.org/common-core-state-standards>

Achieve partnered with NGA and CCSSO on the Initiative and a number of Achieve staff and consultants served on the writing and review teams. Resources include a PowerPoint presentation providing an overview of the CCSS, fact sheets about the standards, side-by-side comparisons of the CCSS and the ADP benchmarks, content comparison briefs between the CCSS and well-regarded benchmarks (including the standards for high-performing nations and states), and links to editorials supporting the CCSS. Among the resources available is *Common Core State Standards & Career and Technical Education: Bridging the Divide between College and Career Readiness*

The report lays out a blueprint for increased engagement between state education leaders and the career and technical education (CTE) community. The paper outlines a set of strategies state and district leaders can leverage to ensure the implementation of Common Core State Standards (CCSS).

### **American Association of School Administrators (AASA)**

[Driving K-12 Reform through a College-Access and Success Agenda](http://www.aasa.org/uploadedFiles/Resources/College-Going_Data/College-Going%20Culture%20Toolkit_final.pdf?utm_source=06-2012+eNEWS&utm_campaign=06-2012+eNEWS&utm_medium=email)

[http://www.aasa.org/uploadedFiles/Resources/College-Going\\_Data/College-Going%20Culture%20Toolkit\\_final.pdf?utm\\_source=06-2012+eNEWS&utm\\_campaign=06-2012+eNEWS&utm\\_medium=email](http://www.aasa.org/uploadedFiles/Resources/College-Going_Data/College-Going%20Culture%20Toolkit_final.pdf?utm_source=06-2012+eNEWS&utm_campaign=06-2012+eNEWS&utm_medium=email)

State education departments are to report to the U.S. Department of Education (ED), and make public, college-going data disaggregated by school district in specific categories. This toolkit is designed to

- \* provide strategies for communicating to school boards, teachers, families and your community the information derived from reporting on college access and success; and
- \* offer ideas that may help increase the college-going and persistence rates of future graduating classes.

### **Arizona Youth Action Council (YAC-AZ)**

<https://www.facebook.com/pages/Youth-Action-Council-of-Arizona-YAC-AZ/117305251852>

Here you will find links to favorite websites, information on upcoming events, pictures from past events, and lively discussions about issues that affect youth with disabilities in Arizona. The mission of YAC-AZ is to empower youth to take personal responsibility to improve quality in their lives as they learn how to be better self-advocates.

### **Assessment Services Supporting ELs through Technology Systems (ASSETS)**

<http://www.wida.us/assessment/assets.aspx>  
<http://assets.wceruw.org>

WIDA is the Project Management Partner for the ASSETS Consortium, a collaboration designed to create an innovative technology-based assessment system supporting English learners. The system will be operational in 2015-16. The consortium will develop a next generation assessment system to measure English language proficiency linked to Common Core State Standards that will include K-12 assessments, be technology based, provide interim and annual assessments, and provide screeners for identification and placement. As managing partner, WIDA is working with partners at the Center for Applied Linguistics (CAL), WestEd, UCLA, MetriTech, Inc., and Data Recognition

Corporation (DRC) on all aspects of project planning, test development, governance support, budget monitoring, and communications.

### **Breaking Ranks – National Association of Secondary School Principals**

<http://www.nassp.org/school-improvement/breaking-ranks-comprehensive-framework>

*Breaking Ranks: The Comprehensive Framework for School Improvement* offers an integrated approach to school improvement that recognizes that substantive improvement will only be successful and sustainable if it is continuous, involves an ongoing and rigorous analysis of the entire school's needs, and takes into account the interdependence of elements within a learning community. It incorporates four critical questions that each school must answer as they begin the process of school improvement: why, what, how, and who?

### **Breaking Ranks in the Middle – National Association of Secondary School Principals**

<http://www.nassp.org/school-improvement/breaking-ranks-in-the-middle>

*Breaking Ranks in the Middle*, a follow-up to *Breaking Ranks II: Strategies for Leading High School Reform*, provides middle level leaders with knowledge, strategies and tools to use to engage the middle level community – staff, students, parents & community members – as they work together to create an academically rigorous, personalized learning environment that leads to improved student performance.

### **Career and Technical Education Resource Center**

<http://www.cteresource.org/about/index.html>

Virginia's CTE Resource Center supports career and technical and occupational-technical preparation programs by providing resources for curriculum development and program design and implementation. This site holds a variety of publications and documents such as the R U Ready Magazine, Career Planning Guide, and the Education Wizard, task competency lists and related resources, and a workplace readiness skills resource repository.

### **Center for Applied Technology (CAST)**

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

CAST is a nonprofit educational organization whose mission is to expand learning opportunities for all individuals, especially those with disabilities, through the development and use of innovative, technology-based resources. Through its applied research program, CAST investigates the needs of diverse learners and the effectiveness of UDL teaching tools and strategies in a variety of real-life contexts. Applied research informs CAST's concept development and product design.

Product development at CAST focuses on the creation of accessible curricula and software that are defining the evolving standards of Universal Design for Learning. Current CAST products include a software tool designed to support learners of all ages who may lack the skills needed to read materials independently; evaluation tools for World Wide Web accessibility; and supported learning tools and curriculum in the areas of literacy, mathematics, science, and social studies. Products are developed in-house as well as in partnership with major educational publishers and university-based researchers.

## **Center for K–12 Assessment & Performance Management at ETS**

[www.k12center.org](http://www.k12center.org)

The goal of the K–12 Center is to facilitate discussion among the best minds in the country in order to assist with the development of a new generation of assessment and performance management methodologies, technologies, policies and practices. The K– 12 Center at ETS offers a variety of publications, including guides, papers, policy briefs, presentation slides and more. These publications represent the best thinking and research on the range of measurement issues facing national, state and local decision makers. They can be used to aid discussions and support efforts to increase understanding among educators, policymakers and the public.

## **Center on Instruction**

<http://www.centeroninstruction.org>

The Center on Instruction (COI) is a national content center, part of the Comprehensive Center network and funded by the U.S. Department of Education’s Office of Elementary and Secondary Education (OESE) and Office of Special Education Programs (OSEP). COI provides support to the 16 Regional Comprehensive Centers as they support State Education Agencies to close the achievement gap and improve teaching and learning for all students. The Center focuses on the following content areas and objectives:

### **Content Areas**

- Reading
- Math
- Science
- Special Education
- English Language Learning

### **Objectives**

- Synthesize research
- Identify examples of best practices
- Translate these into usable products
- Disseminate information about ESEA
- Provide Professional Development

*Some recently added resources on the site include:*

- *Revised Publishers’ Criteria for the Common Core State Standards in English Language Arts and Literacy, K–2 and Grades 3–12*
- *Special Edition - COI Resources in Early Literacy (K-3) for Struggling Students and Students with Disabilities*
- *BUILDING THE FOUNDATION - A Suggested Progression of Sub-skills to Achieve the Reading Standards: Foundational Skills in the Common Core State Standards*

## **Choose Work Facebook Page**

<http://www.facebook.com/choosework>

The new Choose Work Facebook Page. Social Security’s Ticket to Work program offers people with disabilities an opportunity to achieve greater independence by providing choices in employment services and access to meaningful work.

## **Common Career Technical Core (CCTC)**

<http://www.careertech.org/career-technical-education/cctc/info.html>

The Common Career Technical Core (CCTC) is a state-led initiative to establish a set of rigorous, high-quality standards for Career Technical Education (CTE) that states can adopt voluntarily. The standards have been informed by state and industry standards and developed by a diverse group of teachers, business and industry experts,



administrators and researchers. The initiative is being coordinated by the National Association of State Directors of Career Technical Education Consortium (NASDCTEc), which represents the state and territory heads of secondary, postsecondary and adult CTE across the nation. The CCTC includes a set of standards for each of the 16 Career Clusters™ and their corresponding Career Pathways that define what students should know and be able to do after completing instruction in a program of study. The CCTC also includes an overarching set of Career Ready Practices that apply to all programs of study.

### **Common Core Standards**

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

The Common Core State Standards Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). The standards were developed in collaboration with teachers, school administrators, and experts, to provide a clear and consistent framework to prepare our children for college and the workforce. Available on the website are documents, such as a Mission statement, information about the standards development, Frequently Asked Questions, English Language Arts and Mathematics Standards, and maps showing adoption of standards by states.

### **Common Core State Standards Initiative | PTA**

<http://www.pta.org/4446.htm>

The *Parents' Guide to Student Success*, available in English and Spanish, was developed in response to the Common Core State Standards in English language arts and mathematics that more than 40 states have adopted. The National PTA® created the guides for grades K-8 and two for grades 9-12 (one for English language arts/literacy and one for mathematics). The *Guide* includes:

- Key items that children should be learning in English language arts and mathematics in each grade, once the standards are fully implemented.
- Activities that parents can do at home to support their child's learning.
- Methods for helping parents build stronger relationships with their child's teacher.
- Tips for planning for college and career (high school only).

### **Council of Chief State School Officers**

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

CCSSO and National Governors Association Center for Best Practices (NGA Center) have released a set of state-led education standards, the Common Core State Standards. The English-language arts and mathematics standards for grades K-12 were developed in collaboration with a variety of stakeholders including content experts, states, teachers, school administrators and parents. The standards establish clear and consistent goals for learning that will prepare America's children for success in college and work. CCSSO, has worked in collaboration with members, partners and thought leaders to identify four areas of focus that will lead the systems change necessary for a true transformation of teaching and learning. Those areas are Next Generation Learning; Standards, Assessment, and Accountability; System of Educator Development; and Comprehensive Data Systems. The CCSSO website offers a wealth of publications, briefs, growth models, research-based practices, and other resources.

### **Credentialed by 26- Forum for youth Investment**

<http://www.forumfyi.org/category/series/ready-21-credentialed-26>

Credentialed by 26 provides resources to insulate the education pipeline for older, vulnerable youth, by providing the supports necessary for their success. It identifies partners that need to be mobilized and policy approaches that need to be enacted in order to significantly increase completion rates and help more young people successfully transition to adulthood.

### **DC Partners in Transition**

<http://www.dctransitions.org>

Teens and young adults with disabilities often have questions about the future, like "Where can I get my first real job? How do I get my own place? How can I pay college tuition? Should I disclose my disability to employers or professors?" This website was created to help young adults with disabilities in the DC area answer these questions and plan for their future. It provides success stories and local resources to assist ALL teens and young adults achieve their dreams.

### **Division on Career Development and Transition**

[www.dcdt.org](http://www.dcdt.org)

The mission of DCDT is to promote national and international efforts to improve the quality of and access to, career/vocational and transition services, increase the participation of education in career development and transition goals and to influence policies affecting career development and transition services for persons with disabilities. The website contains numerous resources on career/vocational and transition services.

### **Dynamic Learning Maps Alternate Assessment System Consortium (DLM)**

<http://dynamiclearningmaps.org/>

The Dynamic Learning Maps Alternate Assessment System Consortium seeks to create an assessment system to support teachers in improving the learning of students with the most significant cognitive disabilities (SCD). The new DLM alternate assessment system will let students with significant cognitive disabilities show what they know in ways that traditional multiple-choice tests cannot. The DLM system is designed to map a student's learning throughout the year. The system will use items and tasks that are embedded in day-to-day instruction. In this way, testing happens as part of instruction, which both informs teaching and benefits students. An end of the year assessment will be created for states that want to include a summative test in addition to the instructionally embedded system. The website provides resources with links to other websites for students and parents, educators, researchers as well as Project Reports.

### **Federal Disability Website**

<http://www.disability.gov>

Federal site for more than 50 federal organizations that communicate, promote, and serve the disability communities. On September 26, 2011 OSEP updated its guidance on identifying postsecondary goals in training, education, employment, and, where appropriate, independent living.

### **Find Youth Info**

<http://www.findyouthinfo.gov>

Through the Youth Topics series on this website, the Interagency Working Group on Youth Programs provides information, strategies, tools, and resources for youth, families, schools and community organizations related to a variety of cross-cutting topics that affect youth.

### **Forum for Youth Investment**

<http://www.forumfyi.org>

The Forum for Youth Investment is a nonprofit, nonpartisan "action tank" dedicated to helping communities and the nation make sure all young people are Ready by 21®: ready for college, work and life. Informed by rigorous research and practical experience, the Forum forges innovative ideas, strategies and partners to strengthen solutions for young people and those who care about them. A trusted resource for policy makers, advocates, researchers and program professionals, the Forum provides youth and adult leaders with the information, connections and tools they need to create greater opportunities and outcomes for young people.

### **Gallaudet University Decision maker Program**

[www.gallaudet.edu/documents/clerc/odyssey-20062007-v8i1-p23.pdf](http://www.gallaudet.edu/documents/clerc/odyssey-20062007-v8i1-p23.pdf)

A Student-directed Transition Program which helps students develop essential skills in planning and decision-making.

### **IDEA Partnership CoP on Transition**

<http://ideapartnership.org>

The Community of Practice on Transition focuses on issues such as meaningful youth role, increasing accessible transportation, and outreach to child welfare, juvenile justice, mental health, employment, and post-secondary options

### **I'm Determined**

<http://www.imdetermined.org>

This website contains brochures, power point presentations, video clips, lesson plans, and five strategies with templates and examples all designed to assist parents and

### **Education Commission of the States Core Commons-Emerging strategies and issues in implementing the Common Core**

<http://www.ecs-commoncore.org/>

Core Commons is designed by the Education Commission of the States (ECS) to serve as a resource to states, policymakers and the public on the implementation of the Common Core State Standards. ECS tracks state progress on the development and implementation of common core strategies and policies. In addition, ECS explores the critical issues states encounter as they move to full implementation. Available on this vibrant website are highlights of current state implementation efforts, implementation issues by topic area, blogs, and policy tracking since 2010 which includes legislation and summaries collected from state newsletters, *StateNet*, *LexisNexis* and *Westlaw*. A variety of resource documents and video vignettes are also available.





teachers with helping youth become more self-determined. There are also several modules that were developed to help service providers gain more insight and understanding about self-determination. The site contains information for educators, parents and students.

### **LearningPort National Professional Development Library**

<http://www.learningport.us>

LearningPort is a national professional development library of learning modules, tool kits, archived webinars and video resources designed by U.S. Department of Education Office of Special Education Programs (OSEP) to support the use of ARRA funds. The library was made available through a supplement to NASDSE's IDEA Partnership. Larry Wexler, Director of OSEP's Research to Practice Division expressed the intent of The LearningPort in this way: "We believe that after saving jobs, most school districts would use at least some of their ARRA funds to support the provision of professional development. As such, we wanted to develop a resource for States.

### **Maryland Youth Leadership Forum (MD-YLF)**

<http://innow.org/home/youth-leadership-forum/about?3e3ea140>

The purposes of the MD-YLF are to:

- provide an opportunity, unlike any currently existing in Maryland, for young people with disabilities to attend an intensive forum emphasizing leadership, independence & personal and career goal setting.
- encourage youth to pursue their academic and career goals by exposing them to successful role models, i.e., adults with disabilities who have a variety of achievements.
- give youth the knowledge of resources that can help enable them to develop and achieve their goals.
- teach youth with disabilities about the cultural history of their predecessors with disabilities, including the long struggle for Civil Rights, which resulted in legislation such as The Americans with Disabilities Act.

### **National Alternate Assessment Center**

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

NAAC is a five-year project funded under the United States Department of Education, Office of Special Education Programs (OSEP). NAAC has four primary objectives: to bring together and build on high quality, technically sound alternate assessments; to demonstrate high quality design through our selected partner states; to administer all types of alternate assessments; and finally, to provide technical assistances through high quality dissemination practices. This site includes resources for parents and teachers, presentations and publications, and tools for alternate assessments.

### **National Association of Elementary School Principals Foundation Task Force on Early Learning**

<http://fcd-us.org/sites/default/files/NAESP%20Task%20Force%20Report.pdf>

Task force report on *Building & Supporting an Aligned System: A vision for Transforming Education Across the Pre-K – Grade Three Years*

### **National Career Development Association (NCDA) Career Information Resources**

[http://associationdatabase.com/aws/NCDA/pt/sp/interests\\_disabilities](http://associationdatabase.com/aws/NCDA/pt/sp/interests_disabilities)

The NCDA provides information and resources related to career development and counseling. This website links specifically to career-related information related to individuals with disabilities. Publications, initiatives, and organizations related to careers

and disabilities are highlighted and website links provided.

### **National Center and State Collaborative Partnership**

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

The NCSC partnership is focused on alternate assessments based on alternate achievement standards (AA-AAS). The National Center and State Collaborative (NCSC) is applying the lessons learned from the past decade of research on alternate assessments based on alternate achievement standards (AA-AAS) to develop a multi-state comprehensive assessment system for students with significant cognitive disabilities. The project draws on a strong research base to develop an AA-AAS that is built from the ground up on powerful validity arguments linked to clear learning outcomes and defensible assessment results, to complement the work of the Race to the Top Common State Assessment Program (RTTA) consortia. Appropriately challenging alternate assessment on alternate achievement standards, based on grade-level content; with different achievement expectations for students with significant cognitive disabilities will be utilized. Curriculum, instruction, and professional development resources are being developed and will appear on the website.

### **National Center on Accessible Instructional Materials (AIM)**

<http://aim.cast.org/>

The National Center on Accessible Instructional Materials (AIM) has recently released the AIM Navigator designed to facilitate the decision-making of individualized accessible instructional materials. An interactive tool that may be used with or without the internet, educators are guided through major points in the decision process that include (1) determination of need, (2) format(s) selection, (3) acquisition of format(s), and (4) selection of supports to be used.

### **National Center on Educational Outcomes (NCEO)**

<http://www.cehd.umn.edu/nceo>

The National Center on Educational Outcomes (NCEO) was established in 1990 to provide national leadership in designing and building educational assessments and accountability systems that appropriately monitor educational results for all students, including students with disabilities and English Language Learners (ELLs). NCEO offers the following kinds of materials and services for state personnel, educators, parents, and others concerned with the educational outcomes of all students:

- An extensive publications list that includes technical reports, state activity updates, policy documents, and self-study guides.
- Criteria for evaluating existing policies on large-scale assessments.
- Recommendations for developing assessment policies and guidelines for participation, accommodations, reporting, and accountability that include all students.
- Current information on assessment projects and other efforts to collect data on the educational outcomes of all students.
- A national network of people who can assist states and other agencies as they consider assessment issues.

### **National Center on Secondary Education and Transition**

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

The National Center on Secondary Education and Transition (NCSET) located at

University of Minnesota's Institute on Community Integration coordinates national resources, offers technical assistance and disseminates information related to secondary education and transition for youth with disabilities in order to create opportunities for youth to achieve successful futures.

### **National Center on Universal Design for Learning**

[www.udlcenter.org/](http://www.udlcenter.org/)

Universal Design for Learning (UDL) is a set of principles for curriculum development that give all individuals equal opportunities to learn. Founded in 2009, the National UDL Center supports the effective implementation of UDL by connecting stakeholders in the field and providing resources and information.

### **National Dropout Prevention Center for Students with Disabilities**

[www.ndpc- sd.org](http://www.ndpc-sd.org)

The ultimate goal the National Dropout Prevention Center for Students with Disabilities is to provide high quality, evidence-based technical assistance to help states build and implement sustainable programs and best practices that will yield positive results in dropout prevention, reentry, and school completion for students with disabilities. NDPC-SD has the following four interrelated goals, which captures its overarching purpose and supports the Center's mandate.

- Goal 1: Increase the awareness of policymakers, administrators, and practitioners about dropout prevention, reentry, and school completion.
- Goal 2: Increase the number of states that set and meet reasonable and rigorous performance targets for State Performance Plan (SPP) Indicators 1 and 2.
- Goal 3: Help State Education Agencies (SEAs) and Local Education Agencies (LEAs) develop and improve data systems to track students at risk of dropping out.
- Goal 4: Help SEAs and LEAs implement and evaluate effective, comprehensive school-completion models, practices, and systems for students with disabilities.

### **National Easter Seals Society**

<http://www.easterseals.com>

Easter Seals provides services, education, outreach, and advocacy so that people living with autism and related disabilities can live, learn, work and play in their communities.

### **National Gateway to Self-Determination**

<http://www.aucd.org/ngsd/template/index.cfm>

The National Gateway to Self-Determination (NGSD) is an initiative funded by the Administration on Developmental Disabilities. A web portal, the NGSD provides resources, training and information on self-determination. They provide stakeholders with current best practices and evidence-based activities to enhance self-determination skills for individuals with and without disabilities.

### **National Governors Association Center for Best Practices (NGA Center)**

<http://www.nga.org>

The Common Core State Standards Initiative is a state-led effort, launched more than a year ago by state leaders, including governors and state commissioners of education from 48 states, 2 territories and the District of Columbia, through their membership in the National Governors Association Center for Best Practices (NGA Center) and Council of Chief State School Officers (CCSSO).

### **National High School Center**

<http://www.betterhighschools.org>

The National High School Center, based at the American Institutes for Research, provides the latest research, user-friendly tools and products, and high-quality technical assistance on high school improvement issues.

### **National Post-school Outcomes Center**

[www.psocenter.org](http://www.psocenter.org)

The Center's 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). The results of collecting I-14 data will be used for national, state, and local reporting and, most importantly, to guide and improve transition services to this population.

### **National Secondary Transition Technical Assistance Center**

[www.nsttac.org](http://www.nsttac.org)

NSTTAC helps states build capacity to support and improve transition planning, services, and outcomes for youth with disabilities and disseminates information and provides technical assistance on scientifically-based research practices with an emphasis on building and sustaining state-level infrastructures of support and district-level demonstrations of effective transition methods for youth with disabilities. Resources include toolkits, instructional resources, and EBP resources, as well as webinars, PowerPoints and Presenters Guides.

### **National Youth Leadership Network (NYLN)**

<http://www.nyln.org/about-us/about-us/>

NYLN is a youth-led organization. We work to build power among people with disabilities between the ages of 16- 28 years old. We want to support young people in their role as the next generation of leadership in the Disability Rights Movement. NYLN has been around since 1997. We are the only youth-led disability rights nonprofit organization in the country.

The NYLN:

- Promotes youth leadership development.
- Values inclusion, interdependent support systems, and disability pride.
- Works to create access to the resources youth need to be leaders.
- Supports work being done by youth activists with disabilities on the local level.
- Trains youth with disabilities.
- Connects youth leaders with opportunities to serve and be active members of their communities.

### **Next Generation Science Standards**

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

A collaborative, state-led process managed by Achieve. The National Research



Council, the National Science Teachers Association, the American Association for the Advancement of Science, and Achieve are the lead partners in the two-part process to develop the *Next Generation K-12 Science Standards* (NGSS). As the process develops, new information is located on this website.

### **Office of Disability Employment Policy (ODEP)**

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

The Office of Disability Employment Policy (ODEP) was authorized by Congress in the Department of Labor's FY 2001 appropriation. ODEP's mission is to provide national leadership by developing and influencing disability employment-related policies and practices affecting an increase in the employment of people with disabilities. The site provides information on recent and ongoing research projects and technical assistance. The FAQ provides both employers and workers with a wealth of information.

### **Office of Special Education Programs, Office of Special Education and Rehabilitative Services, U S Department of Education**

<http://www2.ed.gov/about/offices/list/osers/osep/index.html?src=mr>

The Office of Special Education Programs (OSEP) is dedicated to improving results for infants, toddlers, children and youth with disabilities ages birth through 21 by providing leadership and financial support to assist states and local districts. It supports research, demonstrations, and technical assistance and dissemination, technology and personnel development and parent-training and information centers. This website provides resources, newsletters, and research.

### **OSEP Center on Positive Behavioral Interventions & Supports**

<http://www.pbis.org>

The TA Center on Positive Behavioral Interventions and Supports has been established by the Office of Special Education Programs, US Department of Education to give schools capacity-building information and technical assistance for identifying, adapting, and sustaining effective school-wide disciplinary practices.

### **OSEP's Learning Port**

<http://www.learningport.us>

A national online library of professional development resources compiled to help bridge research, policy and practice. Across states, national organizations and technical assistance investments, an extensive amount of professional development material is available. This library provides local educators with easy access to an array of resources that can be used or customized to meet their needs.

### **OSEP's Technical Assistance and Dissemination Network**

<http://www.rrfcnetwork.org>

The U.S. Department of Education's Office of Special Education Programs supports projects that provide information and technical assistance to states, local schools, educational professionals and families. The projects address topics such as autism, deafness, disproportional representation, dispute resolution, learning disabilities, parenting children with special needs, positive behavior support and transition. Most information and technical assistance is available free of charge.

### **Partnership for the Assessment of Readiness for College and Careers (PARCC)**

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

The Partnership for Assessment of Readiness for College and Careers (PARCC) is a consortium of states working together to develop a common set of K-12 assessments in English and math anchored in what it takes to be ready for college and careers. These

new K-12 assessments will build a pathway to college and career readiness by the end of high school, mark students' progress toward this goal from 3rd grade up, and provide teachers with timely information to inform instruction and provide student support. The PARCC assessments will be ready for states to administer during the 2014-15 school year.

### **Partnership for 21st Century Skills**

<http://www.p21.org/>

The Partnership for 21st Century Skills is a national organization that advocates for 21st century readiness for every student. As the United States continues to compete in a global economy that demands innovation, P21 and its members provide tools and resources to help the U.S. education system keep up by fusing the 3Rs and 4Cs (Critical thinking and problem solving, Communication, Collaboration, and Creativity and innovation). While leading districts and schools are already doing this, P21 advocates for local, state and federal policies that support this approach for every school.

### **PA Transition Health Care Checklist: Transition to Adult Living in PA**

[www.health.state.pa/transitionchecklist](http://www.health.state.pa/transitionchecklist)

The website provides a transition health care checklist.

### **Pennsylvania Youth Leadership Network**

<http://www.pyln.org>

The mission of PYLN is to develop self-determination, empowerment, and leadership of young adults with disabilities throughout Pennsylvania. The website provides resources, toolkits, webinars, and PowerPoints.

### **Positive Youth Development/National Conference of State Legislators**

<http://www.ncst.org/?tabid=16375>

This website focuses upon:

- Positive Youth Development Frameworks
- State Policies that Support Positive Youth Development
- Resources for Positive Youth Development Strategies

### **Ready by 21 - Forum for Youth Investment**

<http://www.forumfyi.org/readyby21>

Ready by 21 is an innovative set of strategies developed by national experts at the Forum for Youth Investment with decades of youth policy experience that help communities improve the odds that all children and youth will be ready for college, work and life.

Ready by 21 is built on the Four Building Blocks for Effective Change:

- Build broader partnerships
- Set bigger goals
- Use better data and information
- Implement bolder strategies
- **Technical Assistance Coordination Center (TACC)**

### **Regional Resource Center Program RRCP**

<http://www.rrfcnetwork.org>

The U.S. Department of Education's Office of Special Education Programs supports projects that provide information and technical assistance to states, local schools, educational professionals and families. The projects address topics such as autism, deafness, disproportional representation, dispute resolution, learning disabilities,

parenting children with special needs, positive behavior support and transition. Most information and technical assistance is available free of charge.

### **Research in Support of Youth Voice and Service-learning**

[www.servicelearning.org](http://www.servicelearning.org)

An easy-to-search database of hundreds of high-quality research documents on service-learning and youth voice.

### **RTI Action Network**

[http://www.rtinetwork.org/](http://www.rtinetwork.org)

The RTI Action Network provides an online guide to essential information about implementing Response to Intervention (RTI). The RTI Action Network is a national initiative dedicated to the responsible and effective implementation of RTI in school districts. Funded by the Cisco Foundation, led by the National Center for Learning Disabilities, and supported by our nation's top experts in RTI, this initiative seeks to guide frontline educators and families in the large-scale adoption of RTI.

### **Smarter Balanced Assessment Consortium**

[www.smarterbalanced.org](http://www.smarterbalanced.org)

The Smarter Balanced Assessment Consortium (Smarter Balanced) is a state-led consortium working to develop next-generation assessments that accurately measure student progress toward college- and career-readiness. Smarter Balanced is one of two multistate consortia awarded funding from the U.S. Department of Education in 2010 to develop an assessment system aligned to the Common Core State Standards (CCSS) by the 2014-15 school year. SBAC will create required summative assessments; a retake option; optional formative, or benchmark, exams and tools, processes and practices for use in planning and implementing informal, ongoing assessment. *The Transition to the Common Core Work Group* — one of ten state-led Smarter Balanced work groups — will identify high-quality curriculum resources aligned to the CCSS, and professional development strategies that can be replicated across states. The tools and resources will be posted online and incorporated into the digital library — an on-demand resource to help teachers address learning challenges and differentiate instruction — as part of the assessment system.

### **Social Security Administration's (SSA) Red Book Website**

<http://www.ssa.gov/redbook/eng/main.htm>

Direct link to the Social Security Administration's (SSA) Red Book (has everything a student, parent and teacher needs to know about SSA)

### **Social Security Publications Website**

<http://www.ssa.gov/pubs/index.html#Disability>

Link to all Social Security publications; this site also has ordering information whether requesting materials by email or phone.

### **Social Security Ticket to Work Website**

<http://www.choosework.net>

The Work Site, for all things Ticket to Work (TTW). Social Security's Ticket to Work program offers people with disabilities an opportunity to achieve greater independence by providing choices in employment services and access to meaningful work. The website provides materials for beneficiaries, outreach materials for service providers, as well as webinars.

### **Technical Assistance and Dissemination Network (TA&D Network)**

<http://www.tadnet.org>

The Technical Assistance and Dissemination Network (or “TA&D Network”) is a network of approximately 45 Centers (this fluctuates as old projects end or new ones begin) funded by the Office of Special Education Programs (OSEP). These projects provide information and technical assistance to states, schools, educational professionals and families, on topics such as autism, deafness, disproportional representation, dispute resolution, learning disabilities, parenting children with special needs, positive behavior support and transition.

### **Virginia Career VIEW**

<http://www.vaview.vt.edu/>

The Virginia Career VIEW site is designed for youth grades K-8, parents and teachers. This site helps students explore career interests. The site is interactive with many resources. There is an opportunity for children to play over 20 career exploration games, discover books about their career interest, tips and ideas to help students do better in school. Older students can begin a college search based on their interests. Teachers and parents will learn about workshops and various activities that engage youth in discovering a broad variety of careers.

### **Wisconsin Youth First**

[http://wiyouthfirst.org/about\\_us.html](http://wiyouthfirst.org/about_us.html)

This website was created by a group of youth with disabilities for youth in the state of Wisconsin so we could find information about youth leadership and how to get involved in one, convenient location.

### **Work Incentives Website**

<http://www.chooseworkttw.net/wise/jsp/wise.jsp>

You can register for one of their monthly, national Work Incentives webinars at this website/

This document was generated within the IDEA Partnership by cross-stakeholders representing teachers, administrators, related service personnel, family members and youth, state education agencies, higher education, technical assistance providers, and assessment consortia.