

# CREATING BRIGHT FUTURES FOR CHILDREN WITH DISABILITIES AND/OR GIFTS AND TALENTS



COUNCIL FOR EXCEPTIONAL CHILDREN  
ANNUAL REPORT 2001

## Our Supporters

In 2001, CEC and the Yes I Can! Foundation for Exceptional Children received support from more than 2,000 donors. Among those donors were:

Fannie Mae  
American Guidance Services  
Pearson Publishing  
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Sopris-West Publishing  
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Teachers College Columbia University  
St. Joseph's School for the Blind

**Grass-Roots to Glory.** One of our primary fund raising activities was the production of *Grass-Roots to Glory*. This highly acclaimed musical toured in two states and presented an anthology of the evolution of gospel music told through the struggles and victories of Black history from slavery, through the civil rights movement, and culminating in recent events.



## Dedicated, Caring Professionals

CEC members include special education teachers, school administrators, educational researchers and university faculty, as well as parents, school psychologists, speech therapists, paraeducators, and others.

Of our nearly 50,000 members, in 2001:

51 percent were special education teachers,

21 percent were administrators, principals, and special education directors,

15 percent were career and vocational counselors, consultants, and diagnosticians, and

10 percent were teacher educators.

CEC's members are committed to excellence, and they consistently raise the quality of special education throughout the country. But most importantly, CEC members believe it is their responsibility to ensure that each of their students achieves to his or her highest potential. CEC gives special educators the tools and knowledge to make that goal a reality.

CEC provides numerous avenues for special educators to participate in professional development opportunities and increase their knowledge of the field. CEC also supports special educators by providing forums for learning and idea exchange, as well as by advocating on their behalf.

In the United States, more than 800 colleges and universities prepare professionals to teach students with disabilities. Of the 800+ institutions of higher learning, CEC works, either directly or indirectly, with each and every one of them.



## Supporting Teachers, Supporting Children

**CEC's Annual Convention & Expo.** More than 5,400 professionals, including teachers, administrators, college faculty, and related service professionals such as consultants, diagnosticians, speech and reading specialists, and psychologists, attended CEC's 2001 Convention & Expo in Kansas City, Mo. CEC attendees represent more than 9 million students including:

4 million children with learning disabilities, serious emotional disabilities, and mental retardation,

2 million children with other disabilities such as physical disabilities, and

3.5 million children with gifts and talents.



The convention program included more than 600 sessions providing special educators with expertise on all aspects of special education. Further, 300 exhibitors gave educators a hands-on look at the newest resources and technologies currently available for their students.

CEC was joined by Beverly Sills as the keynote speaker. Sills, a well-known opera star and the mother of two, spoke from the heart as she recounted her experiences as a mother of children with special needs.

**"I COULD NOT IMAGINE A WHOLE ROOM LIKE THIS FULL OF TEACHERS WHO WANTED TO HELP CHILDREN WITH DISABILITIES. WHEN YOU SEE WHAT THEY (CHILDREN WITH DISABILITIES) CAN ACCOMPLISH WITH PEOPLE LIKE YOU, IT'S MIRACULOUS." BEVERLY SILLS, 2001 KEYNOTE SPEAKER**



## Empowering Students and Teachers

### from Diverse Cultures

**Symposia.** The Culturally and Linguistically Diverse Symposium held in Albuquerque in November 2001 included special institutes on promising practices and bilingual assessment and education. Education leaders from universities and school districts across the United States presented information on cutting-edge practices used in the most progressive school districts today. The symposium, attended by more than 500 professionals, also included presentations on such topics as *Reducing Inappropriate Referrals to Special Education*, *Culturally Responsive Instruction*, and *Preparing American Indian Youth with Disabilities for College*.

**CLAS.** The Early Childhood Research Institute on Culturally and Linguistically Appropriate Services (CLAS) developed a resource bank of materials to promote effective early intervention practices for children and youth with disabilities from diverse backgrounds and their families. Over 2,000 materials are available on the CLAS Web site at <http://clas.uiuc.edu>. The Institute is a collaborative project with the University of Illinois.

**CEC BELIEVES IN THE DIGNITY OF ALL INDIVIDUALS, RESPECTS AND VALUES DIVERSITY, AND BELIEVES THAT ALL CHILDREN CAN LEARN AND DESERVE AN APPROPRIATE AND EFFECTIVE EDUCATION.**

## Advocacy - Ensuring Legislation Supports the Rights of Students with Special Needs

To support advocacy activities in 2001, CEC created the Public Policy and Legislative Action Center—a part of the CEC Web site that provides information on the latest legislative developments impacting special education and a vehicle for special educators to advocate on matters of law impacting the work they do. Last year, through the Legislative Action Center, special educators and supporters sent more than 7,000 letters and emails to members of Congress and the White House.

Through CEC's Children and Youth Action Network (CAN), members influence special education at all levels of government—national, regional, and local. CAN members regularly communicate with members of Congress and their staff as well as White House and administration officials on national, state, and local issues.

**IDEA Full Funding Campaign.** CEC initiated its campaign to fully fund the Individuals with Disabilities Education Act, or IDEA. Fully funding IDEA would enable states and districts to provide teachers with the resources they need to ensure that all children and youth with disabilities receive a high quality education. Additionally, it would relieve states and districts of the financial burden created by the federal shortfall in funding.

The Guaranteed Full Funding for IDEA campaign calls on Congress to pass legislation that guarantees full funding for IDEA within six years or no later than FY 2007. For FY 2002, CEC is advocating a total federal annual appropriation for IDEA of \$10.46 billion including increased appropriations for the IDEA Grants to States Program and preschool grants as well as the Infants and Toddlers Programs and Support Programs.

### FORGING A UNIFIED VOICE



## Careers Matter: Helping Students

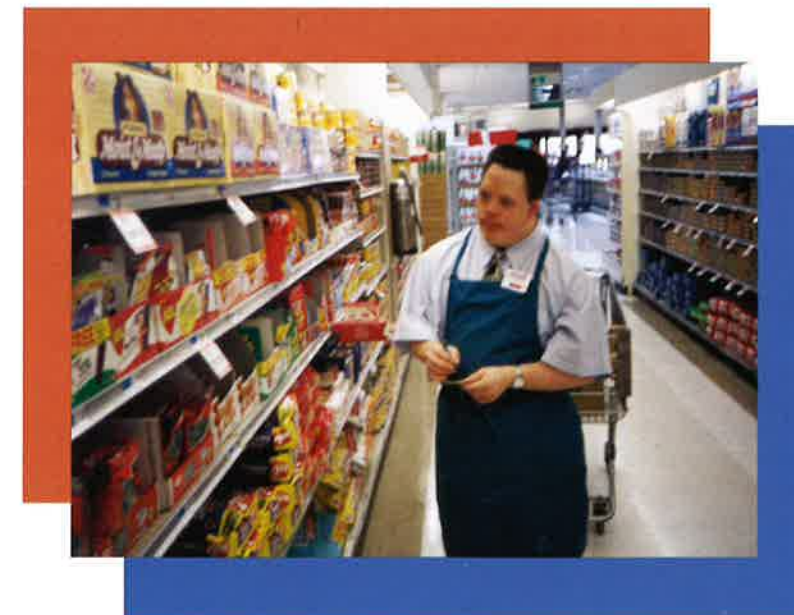
### Prepare for Life after School

**Life Centered Career Education (LCCE).** CEC's LCCE curriculum is the foundation for life skills and transition education for thousands of young people each year. This effective and outstanding curriculum helps students with moderate to severe disabilities learn how to live as independent adults and become an integral part of their communities. In 2001, the LCCE curriculum was implemented in 22 school districts in the United States, Canada, and other countries throughout the world.

**Student-Led IEPs.** Students who lead their Individualized Education Program (IEP) meetings improve their communication and self-advocacy skills, according to a project CEC conducted with the University of Minnesota and J.E.B. Stuart High School in Fairfax County, Virginia. IEP meetings are team meetings in which educators, parents, and the student develop the student's educational goals. Students who lead their IEP meetings also know more about their disability and rights and take more responsibility for their learning. Procedures we used at a high school in Virginia were published in *Student-Led IEPs: A Guide for Student Involvement* (available on CEC's Web site).

**Beacons of Excellence.** CEC, with the University of Minnesota, continued its third year of the Beacons of Excellence: Achieving Exemplary Results for Students with Disabilities in Secondary Education project, which studied excellence in four high schools in Sinagua, Arizona; Brooklyn, New York; Franklin, Tennessee; and Miami, Florida. This project provided unequalled knowledge about how schools obtain outstanding learning results for students with disabilities while achieving exemplary success for all students.

**Job Tech Clubs.** CEC's Yes I Can! Foundation operated Job Tech Clubs in the Washington, D.C., area to teach goal setting and self-determination skills. Job Tech Clubs give students opportunities to practice the social and interpersonal skills they need to function as effective adults in the community. The clubs meet bi-weekly throughout the school year. Students learn the basics: interview etiquette, how to find a job, and how to maintain employment. In 2001, many youth were placed into employment through this program. Among the youth employers are Giant Foods, Wal-Mart, Home Depot, 7-Eleven, McDonald's, Burger King, Safeway, YMCA, the U.S. Air Force, the D.C. Department of Human Resources, and the D.C. Department of Public Works.



## Building Bright Futures

### for Students with Disabilities

Too often, our special education teachers are forced to work in conditions that impede optimum learning for students with disabilities. High caseloads, overwhelming paperwork, and lack of resources are just a few of the problems special educators face every day.

Concerned about the teaching conditions of many special educators, CEC conducted a study and published the results in *Bright Futures for Exceptional Learners: An Agenda to Achieve Quality Conditions for Teaching and Learning*. The report received wide media attention throughout the U.S. In addition, the report was mailed to every school superintendent in the U.S. and Canada, all major national education associations, and the chairs of federal and state/provincial legislative committees.



CEC also created The Partners for Action to address the *Bright Futures* agenda. Three intended outcomes of the Action Agenda are:

Every student with exceptionalities will receive individualized services and supports from caring and competent professional educators.

Every special and general education administrator will provide special educators teaching and learning conditions to practice effectively.

Every instructional leader will establish strong expectations for the use of effective and validated instructional practices.

According to the *Bright Futures* report, schools must leverage the time spent in these critical activities by providing teachers with technology for electronic case management, record keeping, data analysis, professional development opportunities, and incentives such as career ladders to retain highly qualified special education teachers.

## Recruiting Qualified Teachers

The nation is experiencing a severe shortage of special education teachers. The problem is exacerbated by the fact that four of every 10 special educators entering the field leave special education before their fifth year of teaching. As a result, states will need more than 200,000 new special educators by 2005. CEC has established several initiatives to ensure our students with disabilities receive instruction from the best possible special education teachers.

**Clearinghouse on Careers.** The National Clearinghouse on Careers and Professions Related to Early Intervention and Education for Children with Disabilities is a federally-funded national network that CEC operates to develop and disseminate information on special education careers and employment opportunities.

The Clearinghouse sponsored the National Symposium: Policy and Practice to Ensure High Quality Teachers for Children and Youth with Disabilities in June 2001. Policy leaders from each state examined the need and benefits of aligning professional teaching standards, higher education program accreditation standards, and teacher licensing standards.



**Recruiting Special Educators.** The Clearinghouse has partnerships with Oregon, Colorado, Texas, Alabama, Georgia, and New Jersey to develop model recruitment and retention strategies among state education agencies, universities and colleges, and school districts. The Clearinghouse also developed a series of video public service announcements (PSAs), which were aired in the partnership states. Two PSAs focused specifically on urban and rural areas.

During 2001, the Clearinghouse distributed 800,000 recruitment brochures explaining the profession and providing information about federal grants for preparation to higher education department chairpersons, guidance directors in selected urban and rural high schools, and career counselors.

Also, through CEC's alliance with the National Council for Accreditation in Teacher Education, CEC now has agreements with 19 states to conduct the accreditation review for all special education teacher preparation programs.

**Online Recruiting Service.** To help match special educators with school districts in need of professionals, in 2001 CEC began working in collaboration with Teachers-Teachers.com, an internet recruiting service with over 34,000 resumes of teachers and related service professionals.

### Supporting Beginning Teachers

CEC's Mentoring Induction Project developed guidelines to support new teachers through mentoring by experienced special educators. These guidelines were piloted in four states and disseminated through several national presentations. The guidelines call for districts to support mentors and new teachers through release time, stipends or other benefits, and formal mentoring programs.

## Up-to-Date Knowledge

**Distance Learning.** To make continuing education more accessible and affordable to teachers, CEC offered telephone and web-based seminars. Two workshops presented the latest information on adapting curricular materials for students with disabilities—one focused on elementary classes and the second presented strategies for secondary classes. CEC also launched its exciting online workshop, “Beginning Reading Instruction.” The course helps teachers learn practical strategies to teach essential reading skills. A fourth seminar convened education leaders from Louisiana and Washington, D.C., who described their promising practices in reducing the large number of students from diverse cultures in special education. CEC also inaugurated its first full semester online course, *Assessing One and All*. Approximately 1,000 special educators participated in these distance learning opportunities.

**Publications.** CEC publications keep educators informed. Two of our most popular publications in 2001 were *A Principal’s Guide to Special Education* and *Assessing One and All: Educational Accountability for Students with Disabilities*. This past year, CEC continued to have record-breaking sales with our other best selling publications, including the *Survival Guide for First Year Teachers*; *Tough to Reach, Tough to Teach: Students with Behavior Problems*; *Life Centered Career Education*; and *Adapting Curricular Materials, Vols. 1, 2, and 3*. Our catalog offers an array of CEC publications, some of which are available online. In 2001, CEC increased its publication sales to \$1.7 million annually.

CEC’s journals and newsletters keep special educators aware of the latest trends, issues, and instructional strategies. These include:

*CEC Today*, CEC’s newsletter covering special education issues as well as CEC activities.

*TEACHING Exceptional Children*, an award-winning hands-on journal for teachers.

*Exceptional Children*, a quarterly journal with in-depth analysis of research.

In 2001, CEC began offering online versions of these popular publications. Selected articles were also available on CD-Rom.

Last year, approximately 70,000 individuals a month visited CEC’s Web site, which provides information on special education, instructional strategies, policies, and careers, as well as interactive forums for learning and idea exchange.



## Research to Practice —

### The Right Connection

**Information Clearinghouse.** The ERIC Clearinghouse on Disabilities and Gifted Education offers CEC members and others interested in special education an invaluable resource. It is part of a nationwide network that disseminates literature, information, and resources to researchers, educators, and families. And its searchable, online database makes it accessible to everyone. In 2001, more than 1 million educators, parents, and others visited the ERIC Web site, and ERIC answered more than 6,000 questions from individuals interested in special education. Last year our Clearinghouse produced publications on:

Homework Practices that Support Students with Disabilities

Involving Parents and Advocates in the IEP Process

Public Charter Schools

Students with Disabilities in Correctional Facilities

Educating Exceptional Children: A Statistical Profile

Serving the Underserved: A Review of Research

Assessment

Selecting a College for Students with Learning Disabilities and Attention Deficit Hyperactivity Disorders.

Last year, ERIC produced *Educating Exceptional Children: A Statistical Profile*. This widely-distributed publication presents a snapshot – in charts, tables, and graphs – of children with special needs, their education, and the professionals who serve them, as well as trends affecting the field.

Also through ERIC, *Research Connections* is disseminated to more than 75,000 professionals in general and special education. *Research Connections* helps teachers make the leap from research to practice on important topics such as homework, after school programs, and family involvement.

Our ERIC Clearinghouse, through a special project with the U.S. Department of Education, Office of Special Education Programs, hosts an annual conference for research project directors. In 2001, the conference brought over 400 researchers and educators together to improve special education. Participants addressed essential topics such as discipline, helping students with disabilities master the general education curriculum, school reform, and standards.



## Recognizing Those Who Excel —

### Awards, Minigrants, & Scholarships

CEC's Foundation has supported children and youth with disabilities and/or gifts and talents since 1971. The Foundation is a non-profit, 501(c)(3) corporation whose mission is to encourage, empower, and enhance the lives of children and youth with disabilities and/or gifts and talents to attain their greatest potential.

**Yes I Can! Awards.** Established in 1981, the Foundation's Yes I Can! program honors children and youth who achieve despite their disabilities. Awards are given in Academics, Arts, Athletics, Community Service, Employment, Extra Curricular Activities, and Independent Living. Thirty-five students are selected each year as the "Yes I Can!" international winners and presented with their awards at the Council for Exceptional Children's Annual Convention & Expo. With support from CEC's divisions, federation/provincial units, and their affiliated state chapters, more than 40,000 children and youth with disabilities have been honored through this program from 1981-2001.

**Scholarships.** The Foundation annually grants 10 scholarships of \$500 each to graduating high school seniors with special needs. It also sponsors the Stanley E. Jackson scholarship. Awards of \$500 are given to eight students who will enter post-secondary education in a university or trade school for the first time. In addition, the Foundation sponsors the *Infinitec* Scholarship, which is awarded to two students who use an augmentative communication device.

**Grants.** Through the Foundation's Minigrant Award Program, \$500 grants are awarded to innovative special educators in schools or nonprofit institutions for projects that directly benefit children or youth with disabilities.



CHRIS BURKE OF "TOUCHED BY AN ANGEL" INSPIRES OUR YES I CAN WINNERS AT THE 2001 AWARDS RECEPTION



THE FOUNDATION UNDERSTANDS THAT TOGETHER WE CAN MAKE A DIFFERENCE IN THE LIVES OF CHILDREN WITH SPECIAL NEEDS.

## Dedicated to Professional Excellence

Each year CEC honors outstanding special educators for service and excellence. Last year's professional awards recipients were:

**J. E. Wallace Wallin Special Education  
Lifetime Achievement Award**  
Martin J. Kaufman  
Dean, College of Education  
University of Oregon, Eugene, Oregon

**Clarissa Hug Teacher of the Year Award**  
Karen S. Voytecki  
Teacher, Richard L. Sanders Exceptional Education Center  
Pinellas Park, Florida

**CEC Special Education Research Award**  
Mark Wolery  
Professor, Department of Special Education  
Vanderbilt University, Nashville, Tennessee

**CEC Outstanding Leadership Award**  
Gerald J. Hime  
Los Angeles County Office of Education  
Los Angeles, California

**CEC Public Service Award**  
Congressman Robert C. Scott (D-VA)  
Newport News, Virginia

**Student Awards.** In 2001, awards were given to six university and college students preparing to enter special education.

**Susan Phillips Gorin Award**  
Tamarah Ashton and Wendy Weichel  
California State University, Northridge, California

**Outstanding Student CEC member of the Year Award**  
Laurie J. Johannsen (Graduate)  
Eastern New Mexico University, Portales, New Mexico

Lisa Blaskowski (Undergraduate)  
University of Wisconsin, Oshkosh, Wisconsin

**Student CEC Graduation Award**  
Elaine T. Gard  
Student CEC Chapter  
Eastern New Mexico University, Portales, New Mexico

**2001 Student CEC/CEC Black Caucus Scholarship**  
Monica L. Roaché  
George Washington University, Washington, D.C.

## Assisting ALL Children

### in the International Community

CEC provides a broad range of research-based information, professional development, and forums (including electronic) for global knowledge exchange with members and key affiliates. The Council champions numerous strategic partnerships, coalitions, and alliances that build increased respect and support for special education and special education professionals.

In 2001, CEC's international division, the Division of International Special Education Services (DISES):

Promoted exchanges to participate in special education projects in Belize, Russia, and Japan.

Participated in international conferences and events in Turkey, the Republic of China, Ontario, Manitoba, Quebec, the Republic of Korea, India, the Netherlands, Israel, and elsewhere.

Created an international network of special educators: 175 professionals representing 73 countries or jurisdictions are members of the Worldwide Liaisons Network.

Assumed key leadership in planning the Fourth International Congress on Disabilities that will be held in Mexico City in March 2002.



To support international education and communication, DISES offers a journal, an international newsletter, worldwide email networks and newsgroups, and international desks for communication and information gathering on educational topics or specific countries. CEC and DISES sponsor an international page on the CEC Web site.

In 2001, CEC and DISES began an international column as a regular feature in our *TEACHING Exceptional Children* journal. Also in 2000-2001, DISES and CEC's Foundation implemented the International Sponsorship Program that enables CEC members and units to make tax-deductible contributions to support membership dues of individuals in countries outside the United States.

## Partnering for Education

ASPIIRE (Association of Service Providers Implementing IDEA Reforms in Education) and ILIAD (IDEA Local Implementation by Local Administrators) are IDEA partnerships with the U.S. Department of Education, Office of Special Education Programs. The partnerships collaborate with more than 35 organizations nationwide including the National Education Association, the American Federation of Teachers, the National Association of Elementary School Principals, and the National Association of Secondary School Principals. Together they conduct professional seminars, share information for newsletters and other publications, and develop joint publications. They are building collaboration, cooperation, and communication to increase knowledge and understanding of IDEA '97.

ASPIIRE and ILIAD work in conjunction with the Families and Advocates Partnership for Education and the Policymaker Partnership, two companion projects operated by the Parents Advocacy Coalition for Educational Resources and the National Association of State Directors of Special Education and with the U.S. Department of Education, Office of Special Education Programs.

During the fall of 2000, 10 regional professional development meetings were held across the U.S., attracting several thousand teachers, service providers, administrators, and parents. In January 2001, a Winter Institute brought members from the ASPIIRE and ILIAD partner organizations information on IDEA '97 and research-based practices. The partnership organizations then distributed this vital information to their members. In June 2001, the four IDEA partnerships hosted a national summit on the Shared Implementation of IDEA.

### Ensuring Access to Learning

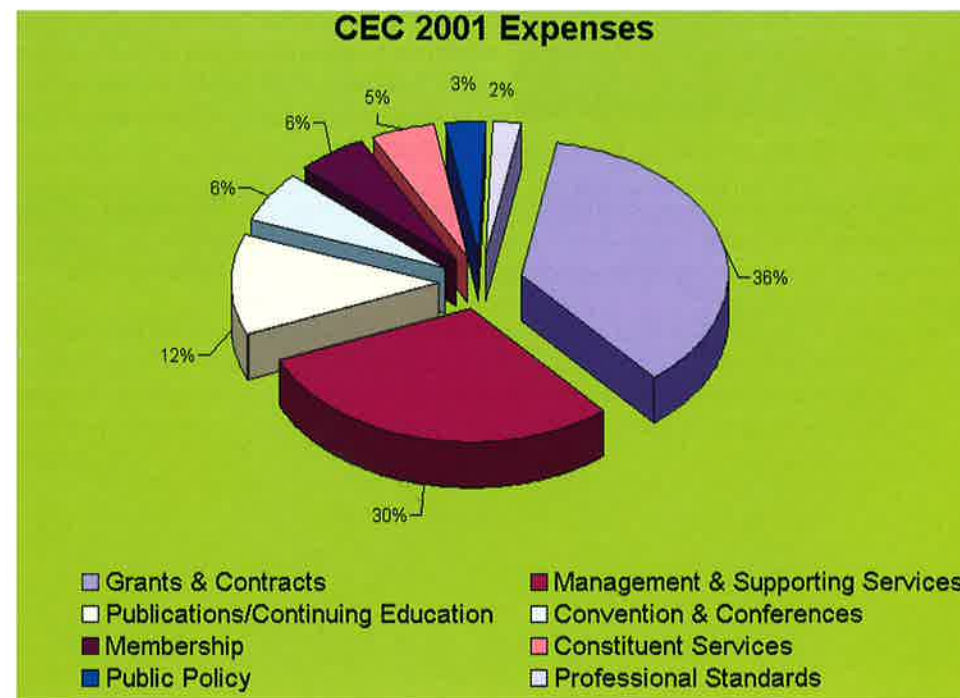
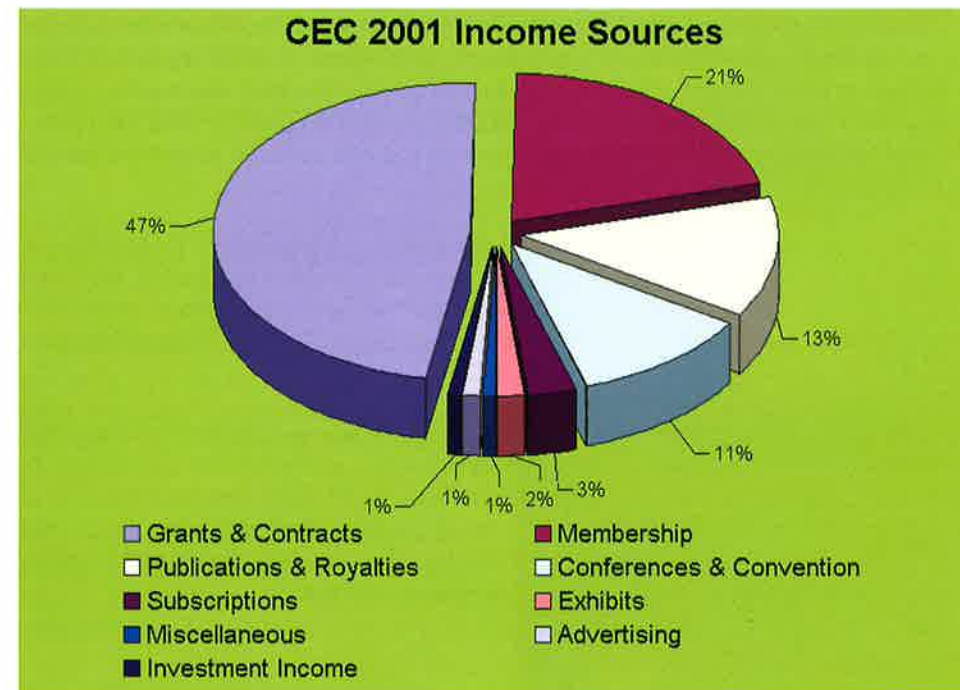
Working with CAST (the Center for Applied Special Technology) and other partners, CEC is helping educators learn about ways to modify or enhance the general education curriculum for students with disabilities. Through the National Center to Access the Curriculum, these partners are promoting Universal Design for Learning, electronic books, and the use of technology and other curriculum modification and support strategies. Last year, CEC helped this center participate in three international Web forums: *Leap for Literacy*, a celebration of International Literacy Day; *Party for Poetry*; and NEA's *Read Across America*.

All of CEC's federal projects are operated under awards from the U. S. Department of Education, Office of Special Education Programs and the Office of Educational Research and Improvement. The contents of this annual report do not necessarily reflect the views or policies of the Department of Education.



## Financial Data

Total revenues for the Council for Exceptional Children during 2001 were \$15,283,445.



## OFFICERS

AND

## DIRECTORS

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*Janet Burdick, President Elect*  
*Hellen Bogie, Immediate Past President*  
*Stan Dublinske, Treasurer*  
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## DIVISIONS

AND

## FEDERATIONS

CEC supports an active network of 17 Divisions and 59 Federations operating primarily in the United States and Canada.

Council of Administrators of Special Education (CASE)  
 Council for Children with Behavioral Disorders (CCBD)  
 Division for Research (CEC-DR)  
 CEC Pioneers Division (CEC-PD)  
 Council for Educational Diagnostic Services (CEDS)  
 Division for Communicative Disabilities and Deafness (DCDD)  
 Division on Career Development and Transition (DCDT)  
 Division for Culturally and Linguistically Diverse Exceptional Learners (DDEL)  
 Division for Early Childhood (DEC)  
 Division of International Special Education and Services (DISES)  
 Division for Learning Disabilities (DLD)  
 Division for Physical and Health Disabilities (DPHD)  
 Division on Visual Impairments (DVI)  
 Division on Mental Retardation and Developmental Disabilities (MRDD)  
 The Association for the Gifted (TAG)  
 Technology and Media Division (TAM)  
 Teacher Education Division (TED)

# CREATING BRIGHT FUTURES FOR CHILDREN WITH DISABILITIES AND/OR GIFTS AND TALENTS



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Exceptional  
Children**

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