

A Model for Replication for High School Students with Disabilities

Leadership Academy

2007-2008

**PACER Center's Simon Technology Center
& Rockford High School**



Funded by Carl D. Perkins Federal Grant

Paula Goldberg, PACER Center Executive Director
Bridget Gilormini, Simon Technology Center Coordinator

With special thanks to MNSCU for funding this project and Erika Frake
for coordinating and developing the Leadership Academy Model.

© 2009, by PACER Center, Inc. All rights reserved. No portion of this book may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without express written permission of PACER Center, except for brief quotations or critical reviews.



PACER Center's Simon Technology Center

8161 Normandale Blvd.

Minneapolis, MN 55437-1044

(952) 838-9000 Voice

(800) 537-2237 Toll-Free in MN only

(952) 838-0190 TTY

(952) 838-0199 Fax

PACER@PACER.org

PACER.org

Leadership Academy



Leadership Academy Pilot Program 2007-2008

PACER Center's Leadership Academy

A replicable pilot program in partnership with Rockford High School, Rockford, Minn. during the 2007-2008 academic year.

This innovative technology program as a replicable model provides support, resources, and knowledge to enhance optimal academic and transition success for high school students with disabilities. During the 2007-2008 pilot program, students engaged in interactive workshops on technology, assistive technology, and on-line resources relating to college transition and careers in the fields of science, technology, engineering, and math (STEM). In addition, students honed their leadership and self-advocacy skills. Parents attended transition workshops and learned about how technology can impact education, transition, life and career skills for their young adults. Teachers enhanced their knowledge of assistive technology and technology resources as well as community resources available to aid students in academic and transition success.

Rockford High School- www.rockford.k12.mn.us

Rockford High School was the main collaborative partner in this pilot program. Their STEM-related initiatives aligned with the goals of the new PACER Leadership Academy, which focuses on students with disabilities.

Leadership Academy

Introduction

College enrollment of students with disabilities is approximately five times less than that of the general public, which leaves these students at a disadvantage as they enter the workforce (Wilson, 2003). This new pilot program enhances student interest in post-secondary education through hands-on experiences, and provides the resources and tools necessary to better inform students when they are considering post-secondary and career options. The Leadership Academy incorporates interventions such as assistive technology options, interactive Web-based tools, and community partnerships to develop and strengthen student leadership and self-advocacy skills, as well as provide training in the technical areas of science, technology, engineering, and math (STEM).

The Leadership Academy Pilot Program 2007/2008 partnered with Rockford High School in Rockford, Minn. to offer opportunities to eleven students with disabilities in grades nine through eleven to learn about a variety of technologies. The Rockford team learned about Assistive Technologies (AT), and resources that could enhance their academic and post-high school transition success. The program actively involved parents, school staff, Leadership Academy staff, and DO-IT Pals eMentoring to create a strong base of support for student success.

The after-school pilot project was led by a team including a PACER AT specialist and a special education teacher at Rockford. A core component of the project was monthly workshops on specific AT and transition topics. Follow-up labs were also offered to give participants hands-on time with the new AT. The workshop topics included: orientation session, DO-IT Pals eMentoring, eFolio Minnesota, a disability career fair, introduction to AT, Web resources, transition, job skills, guest speakers on STEM careers, campus tours and closing ceremony.

Other components of the program included AT consultations for participants, membership in the Simon Technology Center Software Lending Library, and loaner desktop PC computers loaded with Open Office and the Premier Literacy Pack.

Leadership Academy

A Model for Replication

First – Identify

Program-credited versus extracurricular

Funding

Participants

Program Components

Second – Establish

Syllabus

Resources

Evaluation Protocol

Third - Put into Action

1. Eight Workshops
2. Activity - Career Day
3. Activity - College Tour
4. Activity - Job Shadow
5. Activity - eMentoring
6. Assistive Technology
7. Resources & Tools

Fourth – Sustain

Assess participant & program progress

Program funding

Replication & Expansion

Appendix

This program model is intended as a replicable model to be adapted to meet your districts needs.



First – Identify

1. The Pilot Program

Extra-Curricular Model

The pilot program for the Leadership Academy 2007-2008 was established as an extra-curricular model. The syllabus reflects the after-school paradigm. Primary workshops were held after school hours. However, computer lab time was scheduled during school hours.

Students with disabilities in grades nine through eleven who have post-secondary intentions and aspirations were identified by school staff and interviewed to determine program interest level. Invitations to attend a program orientation were sent to their parents. During the orientation, the program mission and syllabus were introduced and parents and students were asked to fill out the pre-program survey forms and program paperwork. Parents and students who decided to participate in this program were required to attend all program workshops and to complete the program curriculum.

As an extra-curricular model, issues arose during the year when other extra-curricular events conflicted with the Leadership Academy schedule, causing some students to drop out. Thus when using an extra-curricular paradigm consider: a) participant incentives to enhance retention, such as the potential to earn a school/activity letter; b) identifying school and community events when establishing a calendar and syllabus.

Alternate Considerations:

A) Credited Class Program Model

A program model offered as part of a school day or as an accredited class could enhance retention of students for the entire program. Also this model may more easily involve faculty and AT staff interested in transition issues and support for students. However, some workshops may need to be held after school hours to accommodate parent participation.

B) Summer School Model

While the pilot was conducted in monthly segments during the school year, the project could be adapted to be run as a summer program. Core components of the program would be selected and offered in a shorter amount of time.

C) Multi-Year Model

While the pilot was conducted in monthly segments during the school year, the model could be adapted across multiple school years. Questions to address: Will participants continue in the program in subsequent years until graduation or will they finish the program in one academic year? If participants complete the program in one year, do they mentor new participants?

2. Participants and Staff/Role of Parents

1) Participants

The pilot program identified high school students with disabilities in grades nine through eleven who had intentions of pursuing post-secondary education. Eleven student participants who were on either an IEP or a 504 plan were recommended by Rockford High School staff. A majority of these students had learning disabilities and/or ADHD.

The Leadership Academy was established as a “transition program” for students in grades nine through eleven. However, in replication, transition could include eighth grade or twelfth grade as well.

2) Staff

Staff utilized for the pilot program for 11 students included one special education teacher. A school board member was also actively connected to the program and attended multiple sessions. Other special education teachers in the district attended some of the trainings. Questions to address: How much time will it take to organize and implement the program? Would a team approach work and can two or more participating teachers be identified?

3) Role of Parents

The pilot program aimed to strengthen parent involvement in their child’s IEP, education, and transition by encouraging parents to attend specific workshops: orientation, introduction to AT, transition, AT-the Student Perspective, college tours, and the closing ceremony. In replication, adaptations could be made to accommodate parent

involvement. Questions to address: What is the core information vital for parents to know? How many workshops are needed to share this information with parents? When is the best time for parents to meet?

3. Components of the Program

The pilot program consisted of the following activities:

- *workshops and labs
- *the Minnesota Business Leaders Network (MNBLN) Career Fair
- *college tours
- *an optional job shadow experience

The pilot program consisted of the following Web resources:

- *Minnesota E-folio
- *DO-IT Pals
- *C³ Planner
- *creating a WetPaint Wiki

Program coordinators will want to coordinate the following prior to implementation:

- *How many students will participate and how will they be identified?
- *How many workshops will be held and what will be the topics covered?
- *Will there be collaboration with community resources and how?
- *What resources will be used and who needs training on them?
- *Will the program model be piloted in one school or at several throughout the district?
- *How will the project be funded?

A Wiki Explained

A wiki is a resource tool enabling participants both to gain knowledge by reading and to express knowledge by writing. It is interactive in that participants can edit group content. The most commonly known wiki is Wikipedia.

A Leadership Academy wiki was created using a tool called WetPaint (<http://www.wetpaint.com/>). This site has a user-friendly set up, costs nothing, and is free of advertisement when used for educational purposes. The pilot program kept the wiki “invite only” for the majority of the year, ensuring the Leadership Academy staff and participants full control over the site. The site was made “public” toward the end of the program to allow others to view information about the program and to add relevant content. Rockford High School has linked the wiki to their Web site which allows school staff, students, and parents to easily access the resource. However, individuals can view the wiki from any search engine by typing the URL (<http://leadershipacademy.wetpaint.com/>).

This wiki site was found to be a very useful tool. Resources should be made available at the beginning of the program. New tools and resources can be added to the wiki as they are discovered thus enhancing its use. Content can be added by any contributor to the wiki, but should be supervised by a designated wiki administrator.

Evaluation Protocol

Evaluations are an essential element to any program. Evaluation protocol may be determined by grant funding sources. In the pilot program, students and parents were given a pre-program survey and a post-program survey. Students also filled out evaluations after each workshop and activity. Students may need instruction on how to be reflective about their learning. For some students, evaluations may need to be provided in an alternative format to accommodate their disabilities.

4. Funding

Funding is an issue for each organization to address. In addition to staffing and overhead expenses, additional program funding may be needed for transportation, refreshments, etc. Schools may have resources such as the Parents Influencing Education (PIE) or additional fund-raising events. More information on funding resources is located in the Put into Action Resources and Tools section of this model.

A resource for state grants can be found at: <http://www.grants.state.mn.us/public/>. This Website is a “first stop” location to learn about the hundreds of grant programs available through 23 state agencies.

Second - Establish

1. Program Syllabus

Once core components are determined, a program syllabus will need to be created. A program syllabus should include an outline of the entire program, short descriptions of workshops and activity content, a schedule or calendar and a list of expectations for each participant.

2. Program Resources

Resources are the essence of this program. The Leadership Academy wiki hosts a comprehensive list of resources for model replication. Go to <http://leadershipacademy.wetpaint.com/page/Resources>. When listing resources, remember to validate the source and content on a regular basis.

3. Meetings with staff and interested persons

Meetings should be held for interested persons and staff before the program begins to give them to the program and core components. In addition, time should be scheduled to train staff and interested persons participating in the program on the tools that will be implemented prior to the program start date.

4. Communications

Communication is a core component to the success of any program. Letters should be sent to students, parents, and staff to give them an outline of the program including

expectations of those participating in the program. Regular communication about workshop topics and tools being discussed and explored should be sent to parents. Communication with community resources and professions will facilitate the implementation of specific workshops and activities such as the college tours, career fairs, and guest speakers.

5. Evaluations

Pre- and post-evaluations will need to be created. Questions should reflect identified outcomes. These evaluations should match in content and be administered free of possible obstacles (i.e. provided in large print for vision impaired students; have questions read by a moderator). Establishing a knowledge baseline on the pre-evaluation (i.e. Do you know what a transition plan is? Do you have a transition plan?) will help you measure the effectiveness of your program.

Third – Put into Action

1. Eight Workshops

The pilot program included eight primary workshop topics (16 sessions). The workshop topic was introduced in one session. A second session was held to give participants hands-on experience with the tool or resource introduced in the first session. Workshops focused on tools and transition topics that could enhance student interest and success in pursuing post-secondary goals. Key components of individual workshops are identified below. Hands-on labs provided extra time to practice and gain knowledge of primary workshop topics.

Workshop 1 - Orientation:

The Orientation workshop is an opportunity for participants and their parents to meet and receive information about the program. Topics to include in a program orientation are:

- mission of the program
- a program syllabus with the dates and topics of workshops and activities
- program expectations

Paperwork to be completed at the orientation session should be available in alternate formats to allow for disability or language differences and may include:

- Parental consent for student participation in the program
- Parental form on student information (health, behavioral, and special accommodation concerns)
- Parental consent for photographing the student, for transportation on specified dates, etc.

- Emergency contact information and pertinent health and behavior information
- Parental and student signatures for internet usage
- Parental pre-program survey
- Student pre-program survey

Workshop 2 - Introduction to Assistive Technology:

For the PACER-Rockford HS pilot, the AT selected was appropriate for individuals with Specific Learning Disability (SLD). Technology tools for scan and read, word prediction, speech dictation, organizational tools, and electronic text format were explored. This workshop also addressed the consideration of AT in the IEP.

Minnesota Resources include:

1. The Minnesota Department of Education offers the Minnesota Assistive Technology Manual and resources regarding AT and education at: http://education.state.mn.us/mde/Learning_Support/Special_Education/Evaluation_Program_Planning_Supports/Assistive_Technology/AT_Resources/index.html.
2. The Minnesota STAR program at: <http://www.starprogram.state.mn.us/> provides another great resource on AT.
3. PACER Center's Simon Technology Center provides AT resources and support at: <http://www.pacer.org/stc/index.asp>.
4. In addition to the Minnesota sites referenced, most vendors of AT software and devices provide support for their products either via phone, on-line, in person, or webinars.

Workshop 3 - Minnesota eFolio:

Portfolios are a useful tool and eFolios are an enhanced alternative to paper portfolios. Educating students about the benefits of eFolios early in their transition phase is helpful for when they start to fill out post-secondary and career applications. The eFolio Minnesota (<http://www.efoliominnesota.com/>) is free for all Minnesota residents. The site is user friendly and provides enhanced privacy features for minors. Students can fill out the provided templates and continue to add content. Information about prior jobs, contacts, and classes can be added as well as project examples, videos, documents, links, student transition plans and IEPs. Students have the option to make any section private or public. All portfolios for students under the age of 18 require a guest to have a user name and password to access the eFolio. A student could provide this source as an electronic resume and only allow the intended viewer to see the information. Others cannot view the site unless invited and must have a username and password set up by the student.

This workshop included information on what an eFolio is, the intended use, and how to construct one. In the pilot program students were provided time to construct their eFolio on the eFolio Minnesota site. Additional staffing support is helpful at this workshop to give each student individual attention. Students should bring information such as names

and contact information for prior jobs or schools attended as well as information about past extra curricular activities and awards. The Web site offers clear step-by-step instructions. A letter outlining the workshop including the student's eFolio Minnesota URL and password was sent to each parent. Students were instructed to show their parents their eFolio and to continue to add content.

Workshop 4 - Electronic Text and MP3 Players:

Students are exposed to many forms of electronic text; however, many are not using this format for educational purposes. During this workshop, students were educated on electronic text sources and how to download electronic text to an MP3 player and use it effectively.

The following resources were demonstrated during this workshop:

*Bookshare (<http://www.bookshare.org/web/Welcome.html>)

*Project Gutenberg (<http://www.gutenberg.org>)

*Net Library (<http://www.netlibrary.com/>)

The presenter should also address DAISY format and the benefits of the different types of electronic text. (PDFs on MP3 comparisons and downloading electronic texts are listed in the appendix)

Workshop 5 - On-Line Resources:

There are many useful on-line resources for transition. The pilot program presented a workshop and follow-up lab on GoogleDocs to acquaint students with the power of using the web to communicate and share work in group projects. GoogleDocs is a free online place where a user can create a word document or a PowerPoint presentation and invite others to not only read the work but to contribute to the work. Information about GoogleDocs can be found at: <http://docs.google.com>. Users must sign up for a free Google account to access GoogleDocs.

This workshop was paired with iSEEK (<http://www.iseek.org/sv/index.jsp>), an on-line transition tool where students can take assessments to match their interests and skills with careers. Students were asked to complete the assessment and research one career that was identified as a match for them. Then they researched a post-secondary site offering a degree in the career identified. Students then linked to information about the careers and to post-secondary education sites that offer degrees in the specified career field. They were also asked to create a short document and post it on GoogleDocs for their teacher to provide feedback.

This workshop did require the use of a computer lab. It was helpful to have extra staff support to ensure all students understood the material and were able to proceed with the tasks given. The program coordinator may want to incorporate the information from this workshop into the job shadow and college tour workshops.

Workshop 6 - Transition:

Parents were required to attend this workshop along with the student. The issues regarding transition addressed included: What is transition? What is the transition time frame? Who should be involved in transition planning? Why is a transition plan important? What tools are available to aid in transition planning? How does transition fit into the IEP? What is the difference between secondary and post-secondary education in regards to disabilities services.

With transition a key component for a student with disabilities, it is important that students and parents understand transition planning and the IEP. Transition should be addressed in grade nine and every IEP meeting thereafter. PACER Center offers a variety of transition resources in the Technical Assistance on Transition and Rehabilitation Act project and Project C³ (Connecting Youth to Communities and Careers) project at: <http://www.pacer.org/tatra/transitionprojects.asp>. Students and parents searched the C³ Planner web transition tool and discussed construction of a transition plan.

Workshop 7 - Guest Speakers:

This workshop provided presentations by a panel of four professionals in STEM-related fields: IT software developer; architect; structural engineer; and logistical statistician. The professionals identified for the pilot workshop were motivational speakers and practitioners in careers that matched the students' interests.

The speakers shared information about their careers, the steps necessary to pursue a similar career, and the required skills for the career. In addition, they provided personal insight as to how their own disability impacted their education and career and what skills and tools they used. The program coordinator will want to network and identify professionals in fields of interest to the students and who may also like to participate as a job shadow provider. This workshop may need to be held after school hours to best accommodate the guest speakers.

Workshop 8 – Assistive Technology: The Student's Perspective:

The Student Perspective workshop was a presentation by a panel of four students in grades 7 through 12 who had SLD, and who had been participants in earlier programs at PACER Center. One student was a participant in the Leadership Academy. The students demonstrated the AT they use and provided insight into their experiences with their AT trials, training, and implementation. The AT demonstrated was: Kurzweil 3000 scan and read software; Dragon Naturally Speaking version 9.0 speech recognition software; Co:Writer 4000 word prediction software; and an MP3 player used for downloading electronic text books and text. In addition, two parents of the panelists provided insight on their personal experiences about AT for their child, the trial period, how to advocate for AT in the IEP and AT for use on standardized testing such as the ACT.

Feedback about this workshop was positive from professionals, parents, and students. Students observed first hand how AT can be used to benefit education and life.

When considering this workshop for replication, select speakers who have used AT in the educational setting for at least one year and are using current AT software versions that will be relevant for the group. It is helpful to have seating that offers a clear view of images projected on a screen. The length of time allocated for this presentation in the pilot was two hours and could have easily been three to field the numerous questions.

The program coordinator should meet with the student speakers about the presentation format, provide a template for presentation slides, and preview their presentations. A practice presentation as a group may be helpful. The program coordinator may also want to arrange for handouts, printing and distribution. This type of presentation gives student speakers the opportunity to improve their leadership, self-advocacy, and presentation skills.

2. Activity - Career Fair

One purpose of this project is to expose students to different types of career possibilities and acquaint them with business people in their community. The Minnesota Business Leadership Network (MNBLN) hosts an annual career fair for high school and post-secondary education students. For the pilot, a day-long excursion gave students an opportunity to hear motivational speakers, stroll through the business exhibits, and participate in a mock interview. Students were required to complete a resume prior to attending this workshop, to have at least five questions prepared, and to dress in proper attire. They demonstrated self-advocacy and leadership skills when speaking to the various business representatives and mock interviewers. They also received information about various careers and what employers are looking for in future employees.

Additional information on the MNBLN career fair can be obtained at: (http://www.mnbln.org/career_development_info.htm). Contact the identified coordinator and inform them about the group attending. With more than 700 students attending the event, registering as a group will ensure that everyone remains together. Many of the local Minnesota businesses and large national corporations were present representing many career choices within a company. This event offers essential information and experiences for youth with disabilities in educational transition.

3. Activity - Campus Tour

The pilot program participants toured two colleges in the Minneapolis metro area: the University of Minnesota, a four-year program; and Anoka Ramsey Community College, a two-year and technical program. Parents were strongly encouraged to attend this event with their son or daughter. Students gained awareness of college requirements and student life.

A tour of the disability service center was provided at each location. Representatives gave information about admission procedures and disability services, emphasizing the differences between disability services in secondary versus post-secondary education. Representatives highlighted the importance of transition plans and how a student needs to self-advocate for services in post-secondary education. College representatives were

asked to address financial aid and scholarships during the presentation.

To prepare for this event students should research post-secondary education options using the following Web-based tools: the MNSCU web site (<http://www.mnscu.edu/>), the iSEEK web site (<http://www.iseek.org/sv/index.jsp>), and the Project C³ website (<http://www.c3online.org/education.htm>). This research will help them to gain insight about their options and to prepare questions they would like to have addressed during the campus tours. The MNSCU web site (<http://www.mnscu.edu/>) is a good tool to locate post-secondary education. In addition, program coordinators can obtain the Minnesota College Guide for the current year published by the Minnesota Office of Higher Education (www.getreadyforcollege.org) and numerous other post-secondary education planning brochures.

Students will also benefit from having completed a practice college application and financial aid paperwork. Project C³ offers a universal college application at: <http://www.mnscu.edu/students/application/index.html>. In addition, the site offers a link to filling out Federal Financial Aid (<http://www.fafsa.ed.gov/>) and guidance for scholarships and financial aid. Students may want to complete application practice forms and upload them to their eFolio site for future reference.

Transportation issues will need to be addressed for this workshop. Providing group transportation to and from locations reduced concerns for late arrivals. If any student requires handicap accessibility, the sites visited need to be informed in advance. Some campuses provide more accessibility than others for parking, classrooms and buildings, and lodging accommodations. Obtain transportation and emergency contact and medical information if students attend without an adult.

4. Activity - Job Shadow (optional)

The opportunity to job shadow a professional can be a valuable experience for students in transition. Job shadow contacts were established via pilot project staff networking and business connections. A list was compiled of interested professionals. Project coordinators should choose professionals who are affiliated with credible companies to ensure student safety. The program coordinator, when matching student to job shadow mentor, should consider the professional's and student's communication styles, interests and motivation levels, and background experience in regard to student disabilities and issues of health, privacy, and safety.

Job shadow professional contacts were informed that a student would be contacting them to initiate a date and time for their job shadow experience, and that students would provide for their own transportation, food and beverage needs. The length of the experience could be two to eight hours, decided by the provider. Specific disability disclosure was left to the student's discretion. Students and parents were informed that they were responsible for contacting the professional to set the date and time of the visit and providing for their own transportation, food and beverages. If any student required help for personal needs or behavior management, they were required to have a personal care attendant (PCA) or parent attend.

Students prepared for job shadowing by learning about appropriate etiquette and attire, researching career information at iSEEK (<http://www.iseek.org/sv/10000.jsp>) and preparing interview questions. An interactive video titled “Top Secret Job Skills” available at PACER Center (<http://www.pacer.org/publications/transition.asp>) was a useful preparatory tool for this workshop. Students were also asked to write a thank you letter after their visit. A thank you letter template was provided. The program coordinator should follow-up with the professional contacts to thank them and to obtain insight to the experience.

The project coordinator will need to clarify to parents that this event is a third party event. Parents and students should know that the job shadow experience is to take place on company grounds and the student should not be transported to alternate locations. In the pilot program, this workshop provided an enjoyable experience for both the professional provider and the students.

It is beneficial for both the student and the group to have each student give a presentation on their experience. Professional contacts communicated they felt the students were well prepared and professional. Only one student was assigned to each professional contact to enhance a more personal experience. Students indicated they obtained a greater understanding of the career and some even had a clearer transition plan as a result.

5. Activity - eMentoring

DO-IT Pals is an electronic community of teens with disabilities who are planning for college and careers. Offering a membership to an established eMentoring community augments the support of teachers and parents.

If this will be used the program coordinator should contact the listed DO-IT Pals contact to inform them a group of students (provide names) will be applying and to please notify the program coordinator if problems arise with any of the applications.

This workshop introduced the students to the eMentoring concept and to DO-IT Pals. Students were instructed on the application process, DO-IT Pals requirements, and net-etiquette and given time to complete the on-line application.

Information on DO-IT pals can be viewed at:

<http://www.washington.edu/doi/Programs/pals.html/>. When giving this workshop, show participants the actual site and location of the links. Becoming an eMentoring member requires obligations and regulations that need to be clearly addressed in the presentation. It will take a few days for the application to be confirmed.

6. Assistive Technology

The pilot program utilized many forms of technology. Each student was loaned a desktop PC for the pilot program to ensure home access to computer use. Each computer was loaded with the Premier Literacy Pack Accessibility Suite. The majority of the workshops included technology tools and resources as well as on-line Web applications and software purchase information.

At the beginning of the pilot, several students requested an AT consultation at PACER Center's Simon Technology Center. The consultations are not an assessment or evaluation but a starting point for AT recommendations that best match individual student's needs.

Information about the technology used in this model is readily available. The Leadership Academy wiki (<http://leadershipacademy.wetpaint.com>) is a public site and all of the technology tool and resource information can be viewed and downloaded as PDF files.

a) Information regarding the Premier Literacy Pack grant is provided on the wiki site and may be linked via <http://www.readingmadeez.com/education/grant.html>. Any educational or nonprofit organization that does not currently have premier products may apply for this grant and be awarded the Accessibility Package to be used throughout the entire organization.

b) The Minnesota e-Folio is another valuable tool. This multimedia electronic portfolio is available free of charge to all Minnesota residents, including all students enrolled in Minnesota schools and educators working in Minnesota schools. More information about e-Folio can be found at: <http://www.efoliominnesota.com/>.

c) DO-IT Pals is an electronic community of teens with disabilities planning for college and careers. This is part of the DO-IT project out of the University of Washington. For more information about the DO-IT programs at the University of Washington go to: <http://www.washington.edu/doit/Programs/pals.html>.

d) iSeek, the Minnesota Internet System for Education and Employment Knowledge at: <http://www.iseek.org/sv/index.jsp> is a productive tool for students to assess their interests and skills and research careers and post-secondary education options.

e) Project C³ Connecting Youth to Communities and Careers at: <http://www.c3mn.org/> is another useful electronic resource to aid youth in transition resources within their community.

It is vital for the project staff to fully understand the technology tools and resources prior to introducing them to the program participants.

7. Resources & Tools

Educating teachers, parents, and students about the many resources and tools available to them is a core component of the Leadership Academy. The pilot program compiled a list of educational resources, which are available to those who wish to replicate the model. While not exhaustive, the resources do provide a solid foundation for secondary education and transition resources. Resources available increase and change daily.

Many schools and not-for-profit organizations encounter issues with funding. There are companies and organizations that offer grants or make their products available for free to qualifying individuals.

The Premier Literacy Pack (<http://www.readingmadeez.com/education/grant.html>)

The Efofex EmPower Program (<http://www.efofex.com/empower.php>), (which offers free math and science software to qualifying students with special needs)

Bookshare (<http://www.bookshare.org/web/Welcome.html>) (which offers free membership for electronic text downloads to qualifying individuals)

Please view the appendix for a list of Leadership Academy resources or link to the wiki site at: <http://leadershipacademy.wetpaint.com/page/Resources>.

Fourth – Sustain

Assess Program Outcomes

The program coordinator will want to assess program outcomes and develop a survey that will allow them to evaluate the results. To accommodate students' disabilities, surveys may be read to participants or provided in alternate format. In the pilot program, staff realized the students needed guidance in self-reflection and expression skills. Staff provided coaching to students on how to expand their replies. Surveys were given for each workshop to note strengths and target points of improvement.

Other questions addressed included: Did material need to be provided in alternative format for a student? Did the resources or materials match the student's needs and interests? Were there portions of the program that could have been deleted? Augmented? Adapted?

Replication and Expansion

The program coordinator will want to address ways the program might be replicated and expanded. If the program is hosted in a school, perhaps providing a presentation to the school board would enhance probable replication and expansion. The pilot program was hosted in Rockford High School within one special education classroom. An example of replication and expansion would be for the program to expand to all special education students in the high school and be replicated in other schools within the district. PACER encourages others to use this model to implement a program to further enhance the academic and transition success of students with disabilities.

Appendix



Referenced Contacts Pages 21

Included are a list of the referenced contacts and their contact information.



Resource PDFs Pages 22 - 43

Included are resource PDFs

Referenced Contacts

Courage Camp

<http://www.couragecamps.org>

3915 Golden Valley Road
Golden Valley, MN 55422
Telephone: (763) 520-0504
Toll Free: (866) 520-0504
Fax: (763) 520-0577
Email: camping@courage.org

DO-IT

<http://www.washington.edu/doit/>

University of Washington
Box 355670
Seattle, WA 98195-5670
Telephone: (206) 685-3648
Toll Free: (888) 972-3648
Fax: (206) 221-4171
Email: doit@u.washington.edu

eFolio Minnesota

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

Telephone: (800) 456-8519
TTY: (800) 627-3529
International: +16515560596

iSEEK

<http://www.iseek.org>

iSeek Solutions
Minnesota State Colleges and Universities
Wells Fargo Place
30 7th Street East
Suite 350
St. Paul, MN 55101-7804
Telephone: (800) 657-8372

MN Business Leadership Network (MNBLN)

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

Email: info@mnbln.org

MN Department of Education

<http://education.state.mn.us/mde/index.html>

1500 Highway 36 West,
Roseville, MN 55113-4266
Telephone: 651-582-8200

MN STAR Program

<http://www.starprogram.state.mn.us/>

358 Centennial Office Building
658 Cedar Street
Saint Paul, MN 55155
Phone: 651-201-2640
Toll free: 1-888-234-1267
MN Relay at 711 or toll free 800-627-3529
Fax: 651-282-6671

MN State Colleges & Universities (MNSCU)

<http://www.mnscu.edu/>

Wells Fargo Place
30 7th Street East
Suite 350
St. Paul, MN 55101-7804
Phone: (651) 296-8012
Toll-free: (888) 667-2848
TTY: (651) 282-266
Fax: (651) 297-5550



Resources for Students in Secondary Education

Below are categorized lists of resources available to enhance the academic success of students in the areas of organization, math, science, reading, writing, and typing. Educational gaming and teacher resources are also included. This list is not all inclusive but offers a few resources for students in secondary education.

Organization

Many students experience difficulties initiating, completing, and turning in their homework and class work. These tasks can be categorized as executive functions (EF) and are part of the foundations for learning along with memory and attention.

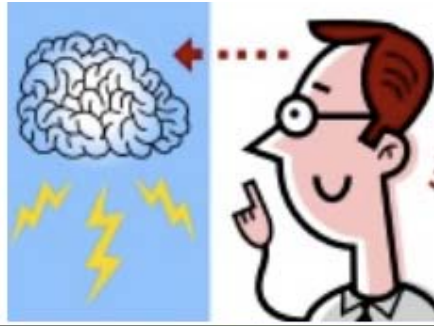
Often times, students with Attention Deficit Hyperactivity Disorder (ADHD), Traumatic Brain Injury (TBI), and Specific Learning Disability (SLD) may experience difficulties with executive function tasks.

There are many resources available to help these students so they may be more successful in their academics and everyday life tasks.

Tasks Affected May Include:

- *Planning and Goals
- * Initiating
- * Prioritizing
- * Sequencing
- * Organizing
- * Self-monitoring & emotional control
- * Pacing & sequencing
- * Completion

Read more about Executive Function & how it affects students at:
http://www.schoolbehavior.com/conditions_edf.htm



Executive Function Resources

Organizers:

Jott

(<http://www.jott.com>)

Free voice & text to do list and reminder service. Can be activated with cell phone or email.

Journler

(<http://journler.com/index.php>)

Purchase. Free Trial.

Featuring iLife integration, audio and video entries, extensive document importing and instantaneous searching and filtering, not to mention Mail, iWeb and Address Book integration, a dash of blogging and AppleScript and Spotlight support. Journler is a daily notebook and entry-based information manager.

(Mac)

PocketMOD

(<http://www.pocketmod.com/>)

A Free disposable personal organizer. Student can print own pocket organizer using a variety of templates in five easy steps.

Schoolhouse 2.1

(<http://www.coolosxapps.net/?s=school+house+2>)

Free. Schoolhouse 2.1 is a free application for OS X, that keeps track of your homework, reports, notes, and projects from all of your courses. Student can sort and manage homework with ease. Color code assignments by due date, priority or course to give a visual cue of upcoming deadlines.

(Mac)

Mind Mapping Tools:

Imagination Cubed

(<http://www.imaginationcubed.com/>)

A free Web-based white board.

Inspiration

(<http://www.inspiration.com>).

Purchase. Free Trial.

Proven strategies of visual learning to create documents. Students can create or use one of many templates for written reports. (Mac/Win)

InspireData

(<http://www.inspiration.com/productinfo/inspiredata/index.cfm>).

Purchase. Free Trial.

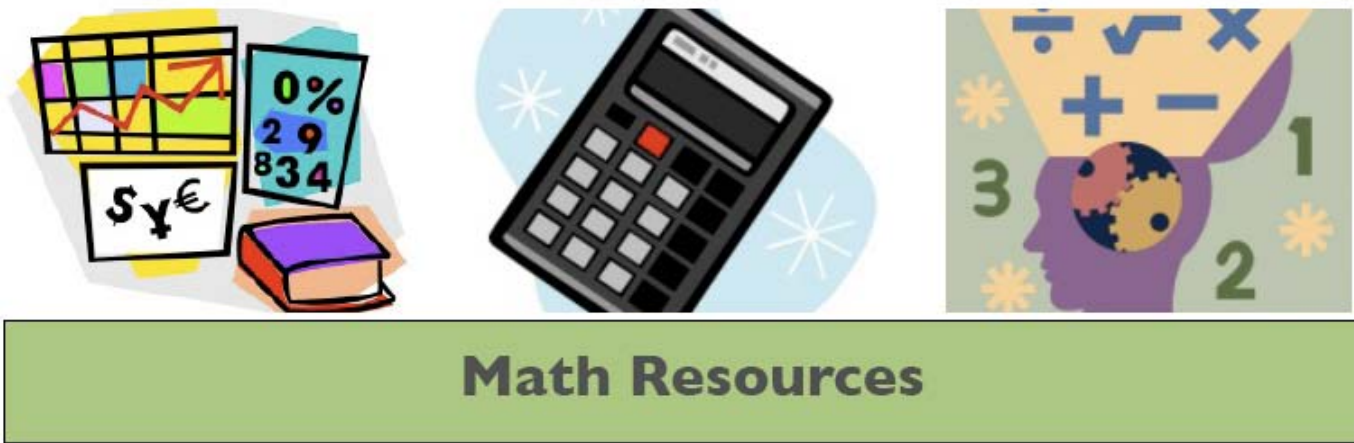
Applies proven strategies of visual learning to data literacy; supporting strong critical thinking. (Mac/Win)

Visual Thesaurus

(<http://www.visualthesaurus.com>)

Free Trial/ Subscription. An

interactive dictionary and thesaurus which creates word maps.



Math Resources

Many students experience difficulties with math. While some students have difficulties with the calculations or equations, other students may have difficulties writing math. Dyscalculia is a life-long learning disability with math. Learn more about dyscalculia at: <http://www.ncld.org/content/view/463/391/>.

There are many useful resources to help students of all abilities with the many concepts of math. On the following pages are lists of helpful math resources that are available on the Web or as software programs. The resources are categorized and include a brief description of the program in addition to the link for downloading or purchasing. Many of the resources are free downloads or free trials.

Math is one of the more complex issues in regards to AT. If a student requires alternative pencils at a younger age and for basic math, they may find the following software helpful: **Mathpad** and **Mathpad Plus** (<http://www.intellitools.com/>), **Virtual Pencil** (<http://www.hentermath.com/>). If the student requires an alternative pencil for more advanced mathematics, they may find **MathTalk** and **Scientific Notebook** helpful (<http://www.mackichan.com/index.html?products/voiceio.html~mainFrame>). In addition, **Efofex** offers their **empower program** (<http://www.efofex.com/empower.php>) free for students who qualify. The following pages provide more applications and software programs for mathematical Assistive Technology.



Math Resources

Algebra Solver

(<http://www.algebrasolver.com/index.shtml>)

PURCHASE. An interactive, algebraic problem solver and graphing tool. (Mac/Win)

Conversion Tools

(<http://www.convertit.com>)

Online. Free.

Basic online collection of conversion tools.

Cosmeo

(<http://www.cosmeo.com/math/>).

Purchase. Free Trial.

Homework video-tutor for many national textbooks (**Online Subscription**)

Destination Math

(<http://hmlt.hmco.com/DMPT.php>)

Contact rep. for demo information. Online interactive tutorial and practice on math concepts taught in grades 6-12.

EmPower Math Programs

(<http://www.efofex.com/empower.php>)

Free to qualifying students. Programs allow students to

construct mathematical equations and graphs. Great tool for students who have difficulty writing math (dysgraphia-dyslexia).

GeoGebra

(<http://www.geogebra.org/cms/>).

Free. Geometry, algebra, and calculus simulations and manipulatives. (Mac/Win)

GoMath

(<http://www.gomath.com>)

Free. Online tool that helps students solve math problems. Includes algebra and geometry calculators.

Hot Math

(<http://hotmath.com>)

Provides online help and guidance for math problems in most textbooks.

InspireData

(<http://www.inspiration.com>).

Free Trial. Applies proven strategies of visual learning to data literacy; supporting strong critical thinking. (Mac/Win)

Math Dictionary

(<http://www.teachers.ash.org.au/jeather/maths/dictionary.html>)

Online. Free. Highly interactive extensive math dictionary.

MathTalk-speech recognition

(<http://www.mathtalk.com>)

Purchase. Speech recognition software for math. Allows the student to voice input their work in arithmetic/pre-algebra/algebra/trig/calculus/statistics/graphing etc.

SOS Math

(<http://www.sosmath.com/>)

Online. Free. Short explanations of algebra, trigonometry, calculus, differential, equations, complex variables, matrix algebra, and mathematical tables.

Translating Word Problems

(<http://www.purplemath.com/modules/translat.htm>).

Online. Free. Keywords to help with word problem translation.



Math Resources

Virtual Rulers

(<http://www.desktopruler.com/products-dr.htm>). **Windows**

(<http://www.svet-soft.com/ruler.shtml>)

(<http://www.spadixbd.com/freetools/>). (**Win Free . Win Pro**)

Visual Impairments & Math Tips/Resources

(<http://www.tsbvi.edu/math/>)

Ideas and recommendations for helping students with visual impairments learn math concepts

WebMath

(www.webmath.com)

Online. Free.

Online tool that helps students solve math problems by showing step-by-step solutions with levels from general math through calculus.



Virtual Math Manipulatives

Educational Java Programs

(<http://www.arcytech.org/java>)

Online. Free.

Visual manipulatives for pattern blocks, integer bars, fraction bars, pythagorean theorem, value of Pi, fractals, and more.

ExploreLearning Gizmos

(<http://www.explorelearning.com>)

Free Trial.

Gizmos are interactive simulations in math for grades 6-12.

Interactive Education & Math

(<http://www.cut-the-knot.org/front.shtml>)

Online. Free.

Wide range of interactive math puzzles including algebra, geometry, logic, probability, fallacies, calculus, and much more.

NCTM Manipulative Applets

(<http://standards.nctm.org/document/eexamples>)

Online. Free.

Visual manipulatives for grades 9-12 including properties of vectors, using graphs, equations, and tables, ratios, least squares, and linear functions.

Pattern Blocks, Fractions, and Shapes

(<http://www.best.com/~ejad/java/patterns>)

Online. Free. Hands-on manipulatives with basic concepts of fractions.

Utah State University National Library of Virtual Manipulatives

(<http://matti.usu.edu>)

Free Trial. Subjects include: number operations, algebra, geometry, measurement, probability, and more.

Virtual Rulers

(<http://www.desktopruler.com/products-dr.htm>). **(Win)**

(<http://www.svet-soft.com/ruler.shtml>)

(<http://www.spadixbd.com/freetools/>). **(Win Free . Win Pro)**

Visual Fractions

(<http://www.visualfractions.com>)

Online. Free.

Visualize fractions and factorial operations.



Math Tools

Calculators

Big Calculator

(<http://www.sensorysoftware.com/bigcalculator.html>)

Free. Basic calculator that can be adjusted for really big buttons. **(Win)**

Computer Graphing & Scientific

(<http://www.independentliving.com/>)

(click on calculators) Includes talking, low vision, and scientific calculators.

KoalaCalc

(<http://www.macropodsoftware.com/koalacalc/>)

Free simple and scientific mode calculator **(MacOSX.)**

MoffSoft FreeCalc

(<http://www.moffsoft.com/freecalc.htm>)

Free. Great basic calculator with adjustable size and color schemes, and a simulated paper tape display. **(Win)**

Graph Paper

GraphTablet

(<http://www.graphtablet.com/graphtablet.html>)

Free.

Program for creating custom graph paper. **(Win)**

Incompetech

(<http://incompetech.com/graphpaper/>)

Online. Free.

PDFs of various graph papers and online generator to create customized graph paper.

Rulers

Virtual Rulers

(<http://www.desktopruler.com/products-dr.htm>). **Windows**

(<http://www.svet-soft.com/ruler.shtml>)

(<http://www.spadixbd.com/freetools/>). **(Win Free . Win Pro)**



Science Resources

Like math, science curriculums can also be difficult for some students. Students may benefit from using some of the resources and tools listed in the reading and writing section in regards to achieving academic success in their science classes. Below are a few resources when addressing the science curriculums.

EmPower Science Programs

(<http://www.efofex.com/empower.php>)

Free to qualifying students.

Programs allow students to use various science resources. Great tool for students who have difficulty writing (dysgraphiadyslexia).

Visible Body

(<http://www.visiblebody.com/>)

Online. Free.

A detailed and anatomically correct virtual model of the human body that has been produced and made available online by Argosy Publishing to zoom in or out to adjust the level of visible detail.

ExploreLearning Gizmos

(<http://www.explorelearning.com>)

Free Trial. Gizmos are interactive simulations in science for grades 6-12.

Sheppard Software

(<http://sheppardsoftware.com>)

Online. Free.

This site offers various quizzes and games for topics like periodic table, animals, & chemistry.



Reading Resources

Many students with disabilities experience difficulties with reading and writing. Students with dyslexia are visual, multi-dimensional thinkers often preferring a hands-on learning style. They think in pictures and find it sometimes more difficult to understand letters, numbers, symbols, and written words. View more information about dyslexia at: <http://www.dyslexia.com/>.

Often students with ADHD also experience difficulties with reading and writing and keeping their mind attentive to the task at hand. Scan and Read software programs may be useful tools. They offer summarization, highlighting and extraction, written and voice notes, and text-to-speech as a few examples. View more information on ADHD at: http://www.addresources.org/article_adhd_educ_rights_rabiner.php. Information on additional resources and tools is listed on the following pages.

The resources and tools referenced are intended for secondary education and above. There are many additional resources and tools for students who demonstrate skills at a lower level, which can be identified by doing a Web search or contacting PACER Center's Simon Technology Center.



Reading Resources

Mind Mapping

bubbl.us

(<http://www.bubbl.us>)

Online. Free.

Mapping software. Basic and simple.

cMap

(<http://cmap.ihmc.us>)

Free.

Concept mapping software.

(Mac/Win)

Draft:Builder

(http://www.donjohnston.com/products/draft_builder/index.html)

Purchase. Free Trial.

Using Draft:Builder, a writing software technology that breaks down the writing process, students will enjoy the pre-writing process and ultimately write effective essays and papers.

(Mac/Win)

FreeMind

(<http://freemind.sourceforge.net>).

Free.

Mind mapping software; requires Java runtime. (Mac/Win)

Inspiration 8

(<http://www.inspiration.com/>)

Purchase. \$69. Free Trial.

Inspiration® is the essential tool students rely on to plan, research and complete projects successfully. With the integrated Diagram and Outline Views, they create graphic organizers and expand topics into writing. (Mac/Win)

Mindomo

(<http://www.mindomo.com/index.php>)

Free online mind mapping software; supports additional graphics and shapes.

SOLO

(<http://www.donjohnston.com/products/solo/index.html>)

Purchase. Free Trial.

SOLO includes word prediction, a text reader, graphic organizer and talking word processor.

(Mac/Win)

Test Scanning Software

Accessibility Suite

(<http://www.readingmadeez.com/education/>)

[AccessibilitySuite.html](http://www.readingmadeez.com/education/AccessibilitySuite.html))

Purchase. A suite of text-to-speech and scanning programs.

Demos of many of the programs can be downloaded. (Win) (Mac version is coming)

Key to Access

(<http://www.readingmadeez.com/products/keytoaccess.html>)

Purchase. USB flash drive with accessibility software loaded so that it will run from the flash drive without having to install software on a computer. Students can take their software from computer to computer. (Win)

Kurzweil 3000

(<http://www.kurzweilededu.com/>)

Purchase. Free Trial.

Kurzweil 3000™ is the comprehensive reading, writing and learning software solution for any struggling reader, including individuals with learning difficulties, such as dyslexia, attention deficit disorder.

(Mac/Win)



Reading Resources Cont.

Read and Write Gold

(<http://www.texthelp.com>)

Purchase. Free Trial.

Provides text-to-speech support across applications. It reads help files out loud. It includes word prediction, a talking calculator, and scanning from printed to digital text. **(Mac/Win)**

TestTalker

(<http://www.freedomscientific.com/LSG/products/testtalker.asp>)

Purchase. Enables student to create talking tests and worksheets. A timed evaluation version is available. **(Win)**

WYNN

(<http://www.freedomscientific.com>)

Purchase. A feature-rich program that will scan printed text into the computer, retaining the original format and graphics, and then read the text aloud to the student. It also includes features for reformatting the text to make it more accessible. A 30-day or 30-hour trial version is available. **(Win)**

Text-To-Speech

Accessibility Suite

(<http://www.readingmadeez.com/>)

Purchase. A suite of text to speech and scanning programs. Demos of many of the programs can be downloaded. **(Win) (Mac version coming)**

AspireReader

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

Purchase.

A feature-rich text reader with a built in Internet browser for reading web pages. **(Win)**

Bookshare

(<http://www.bookshare.org/web/Welcome.html>)

Free to qualifying individuals.

Bookshare.org is a web-based system supplying accessible books in digital formats designed for people with print disabilities. These digital formats are the NISO/DAISY XML-based format for the next generation of talking books, and the BRF

format for Braille devices and printers.

CLiCk, Speak

(<http://clickspeak.clcworld.net/about.html>)

Free.

CLiCk, Speak is a text-to-speech add-on for FireFox.

LibriVox

(<http://librivox.org/>)

Online. Free.

A rapidly growing collection of books that have been read aloud and recorded by volunteer readers.



Writing Resources

Answers.com

(<http://www.answers.com/>)

Online. Free.

Offers an extensive range of reference tools: a dictionary that includes spoken pronunciation; a thesaurus with links to entries for each of the synonyms; a list of antonyms; a “word tutor” containing an audio file that uses the word in a sentence; the Wikipedia entry for the term; translations into multiple other languages; and context specific references to sources such as the “Veterinary Dictionary.”

Co:Writer

(<http://www.donjohnston.com/products/cowriter/index.htm>)

Purchase. Free Trial.

Co:Writer is a word prediction program used with any word processor, email or device with typing. **(Mac/Win)**

Dragon Naturally Speaking

9.0

(http://www.nuancestore.com/v2.0img/operations/scansoft/site/367062/367062_dns-talk.html)

Purchase. Speech recognition software. **(Win)**

Inspiration 8

(<http://www.inspiration.com/>)

Purchase. \$69. Free Trial.

Inspiration® is the essential tool students rely on to plan, research and complete projects successfully. With the integrated Diagram and Outline Views, they create graphic organizers and expand topics into writing. **(Mac/Win)**

Kurzweil 3000

(<http://www.kurzweiledu.com/>)

Purchase. Free Trial.

Kurzweil 3000™ is the comprehensive reading, writing and learning software solution for any struggling reader, including individuals with learning difficulties, such as dyslexia, attention deficit disorder or those who are English Language Learners. **(Mac/Win)**

Read and Write Gold

(<http://www.texthelp.com>)

Purchase. Free Trial.

Provides text-to- speech support across applications. It even reads help files out loud. It includes word prediction, a talking calculator, and scanning from

printed to digital text. **(Win)**

SOLO

(<http://www.donjohnston.com/products/solo/index.html>)

Purchase. Free Trial.

SOLO includes word prediction, a text reader, graphic organizer and talking word processor. **(Mac/Win)**

Word Q

(<http://speialed.about.com/cs/mentalretardation/a/wordq.htm>)

Purchase. Free Trial.

A software application that helps reluctant writers with their written work. It will work with email, word processors, the web, etc. **(Win)**

WYNN

(<http://www.freedomscientific.com>)

Purchase. Free Trial.

A feature-rich program that will scan printed text into the computer, retaining the original format and graphics, and then read the text aloud to the student. It also includes features for reformatting the text to make it more accessible. A 30-day or 30-hour trial version is available. **(Win)**



Typing Resources

Ababa Software

(www.ababasoft.com/typing)
Free tutorials and speed builders.

About One Hand Typing

(www.aboutonehandtyping.com)
Video online showing one hand typing. CD "How to Type with One Hand."

Educational Typing Freeware / Shareware

(www.dmoz.org/computers/software/educational/typing)
List of typing programs both free and for purchase.

Free Typing Games

(www.freetypinggames.net)
Lessons, games, typing tests online.

Nimblefingers

(www.nimblefingers.com)
Online. Free.
Beginner, intermediate and advanced QWERTY lessons for the keyboard.

Power Typing

(www.powertyping.com)
Online. Free.
Lessons and games for QWERTY or Dvorak.

Touch Typing

(<http://sense-lang.org/typing>)
Online. Free.
Helps you learn touch typing.

Typing Software Tutors

(http://typingsoft.com/all_typing_tutors.htm)
Lots of freeware and shareware listed for trial.

Typing Test

(www.typingtest.com)
Online. Free.
Teen to adult typing speed test (wpm).

Typing Tutor

(www.typingtutor.org)
Online. Free



Educational Game Resources

Game Design

(http://www.gamedesign.jp/index_en.html)

Houses both a collection of flash games for online use as well as games that may be downloaded and installed on your PC for use off line.

OSCD Interactive Games

(<http://www.oswego.org/staff/cchamber/techno/games.htm>)

A platform for creating and sharing a variety of interactive online learning activities.

Papunet Games

(<http://papunet.net/games/>)

Engaging set of activities designed specifically to work well for individuals who use switches to access a computer, including those who use two switches for stepscanning.

Scratch

(<http://scratch.mit.edu/>)

Online. Free. Enables a user to create interactive computer animations, games, art, music, and digital stories.

Sheppard Software

(<http://sheppardsoftware.com/>)

This site offers various quizzes and games of various topics.



Teacher Resources

CapScribe

(http://snow.utoronto.ca/index.php?option=com_content&task=view&id=393&Itemid=356)
Free. Create captioning for video or presentations. (Mac)

DownloadpediA

(http://downloadpedia.org/Main_Page)
The focus is on free and open source programs. Listings are helpfully organized with concise but useful descriptions.

Educational Java Programs

(<http://www.arcytech.org/java>)
Free. Visual manipulatives for pattern blocks, integer bars, fraction bars, pythagorean theorem, value of Pi, fractals, and more.

EmPower Math/Science Programs

(<http://www.efofex.com/empower.php>)
Free to qualifying students.. Programs allow students and teachers to use various math concepts and science resources. (Win)

Glogster

(<http://www.glogster.com/>)
An online option for presentation and for sharing creative effort.

Imagination Cubed

(<http://www.imaginationcubed.com/>)
Free. Web-based white board.

Interactive Education & Math

(<http://www.cut-the-knot.org/front.shtml>)
Free. A wide range of interactive math puzzles including algebra, geometry, logic, probability, fallacies, calculus, and much more.

Jamendo

(<http://www.jamendo.com/en/>)
A collection of music that is licensed under the Creative Commons. Selections may be downloaded, either by individual “song” or by album, and may then be used free of charge under the terms of its Creative Commons license.

Math dictionary for kids

(<http://www.teachers.ash.org.au/jeather/maths/dictionary.html>)

NCTM manipulative applets

(<http://standards.nctm.org/document/eexamples>)
Free. Visual manipulatives for grades 9-12 including properties of vectors, using graphs, equations, and tables, ratios, least squares, and linear functions.

PhotoShow

(<http://www.photoshow.com/home>)
Applications for creating online slide shows.

Picnik

(<http://www.picnik.com/>)
An online photo editing application. A premium version is available for paid subscription, but there many editing functions and features available for free.



Teacher Resources cont.

QuizStar

(<http://www.4teachers.org/>)

Create electronic test for students.

Free for K-12 Teachers

Scratch

(<http://scratch.mit.edu/>)

Online. Free. Enables a user to create interactive computer animations, games, art, music, and digital stories.

Sheppards Software

(<http://www.sheppardsoftware.com>)

Free. Uses multimedia to enhance learning through educational games for K-12.

SoundSnap

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

Windows. Free. Use sound effects or audio loops in digital projects. It has thousands of well-organized and searchable audio files available for download.

Spelling

(<http://spellingcity.com/>)

Online. Free

Practice, test, and play games with your customized spelling words.

Star Quiz

(<http://www.cosmicsoft.net/>)

Create electronic tests for students.

(Mac/Win) Free Demo

The Quiz Maker

(<http://www.pc-shareware.com/quiz.htm>)

Online.Free.

The Quiz Maker is a program that is easy to use even for those with novice level of computer knowledge. User can create fill in the blank and multiple choice questions with pictures and various text.

Utah State University National Library of Virtual Manipulatives

(<http://matti.usu.edu>)

Free Trial. Subjects include: number operations, algebra, geometry, measurement, probability, and more.

Virtual rulers

(<http://www.desktopruler.com/products-dr.htm>). **Windows**

(<http://www.svet-soft.com/ruler.shtml>)

(<http://www.spadixbd.com/freetools/>). **(Win Free . Win Pro)**

Visual Fractions

(<http://www.visulafractions.com>)

Online. Free. Visualize fractions and fractional operations.



Funding Resources

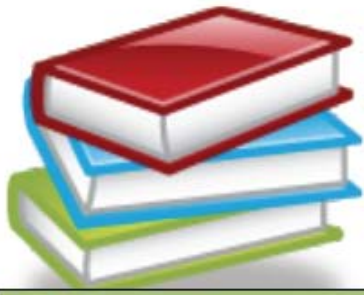
Where can I get funding for Assistive Technology?

There are three major types of AT funding available to families of children with disabilities: public programs, private programs and loan programs. Most programs have very specific requirements for application and consideration, so it is important to define and document assistive technology needs before considering potential assistive technology funding sources.

Public or government programs include federal insurance agencies (which cover assistive technology costs that are medically or occupationally necessary) and various state programs that assist people with disabilities. School districts make available technology devices that are written into an Individual Education Plan, but some equipment may not be available for home use. State programs are generally administered by the Department of Human Services, the Division of Rehabilitative Services, or the Department of Education.

Private insurance covers assistive technology on a policy-by-policy basis. The use of private insurance to purchase technology devices could count against lifetime caps, or result in a premium increase. Nonprofit disability organizations, as well as some community groups, have programs to help with assistive technology funding. These include organizations like the Muscular Dystrophy Association, National Association for the Blind, Goodwill Industries, United Way, Junior League, and Kiwanis for example.

Some financial institutions offer loans for assistive technology, and several have special low-rate programs for people with disabilities. Manufacturers of assistive technology often offer time-payment programs to help fund assistive technology. The State of Minnesota's STAR Program, an initiative of the Governor's Advisory Council on Technology for People With Disabilities, offers a subsidized loan program to help Minnesota residents with a disability purchase adaptive technology. They also offer a "Directory of Funding Resources for Assistive Technology in Minnesota." This free directory lists both public and private funding sources as well as strategies for funding assistive technology. To order, call (651) 296-2771 or go to the STAR Program website (<http://www.starprogram.state.mn.us/>).



Funding Resources

Receive Free and/or Low-Cost Computers

Computers Go Round (UCP of Central Minnesota)

Contact Information:

http://www.ucp.org/ucp_localsub.cfm/91/8389/8401

510 25th Avenue North

St. Cloud, MN 56303

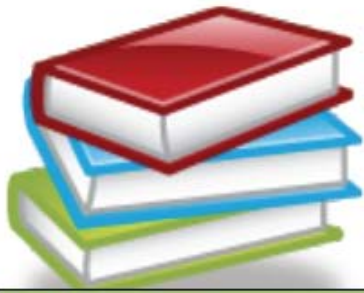
320-253-0765 or toll free 1-888-616-3726

Computers are recycled for children and adults with a disability in MN. Computers can be used for school, work, fun, shopping, or to keep in touch.

Computers Go Round is a program of United Cerebral Palsy of Central Minnesota to distribute quality recycled computers to children and adults with a disability. These computers are used for school, work, fun, shopping or to keep in touch with family and friends. Since 2000, the Computers Go Round program has distributed more than 400 refurbished computers to people with disabilities and their families.

To qualify for a computer you must:

- Reside in Stearns, Sherburne or Benton counties
- Have a recognized disability or have a family member (living in your home) with an Americans with Disabilities Act recognized disability
- Pay a nominal program fee for the specific configuration of your computer. An application is available for download.



Funding Resources

In Minneapolis:

The Patchwork Quilt Digital Divide Initiative for Minneapolis Residents

Contact Information:

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

Ken Nelson

2507 Bryant Avenue North

Minneapolis, MN 55411

(612) 529-3125

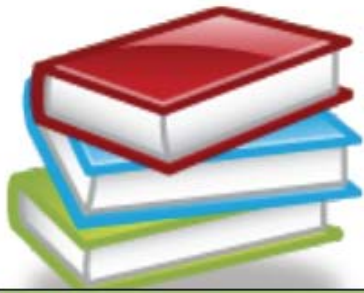
The Computer Exchange Project (CompEx) works with corporations and agencies in the greater Twin Cities to secure donated computers for redeployment to: Low-income families with children living in Minneapolis, Minnesota.

All computers are refurbished by a team of volunteers who test, standardize, clean and inventory the machines. Through partnerships with companies and the use of open source tools, CompEx adds value to all refurbished computers by installing software and ensuring minimum configuration standards.

Deployment Methods to Community Members

CompEx partners with area nonprofits to identify and select community members to receive refurbished computers. CompEx hosts a Computer Take Home Workshop on the 4th Saturday of each month. Applicants must meet the qualifications and attendance is on a first-come, first-serve basis. All recipients complete an application form and pay a nominal fee or volunteer their time to participate in the program. Additionally, all recipients attend a 4-hour training workshop to learn about:

1. Computer parts and memory
2. How to customize Windows
3. How to access software tools preloaded on the computer. At the training, recipients are given information about internet service provider options and community computer classes so they can increase their technology literacy skills.



Funding Resources

In Southern Minnesota

PCS 4 People

<http://www.pcs4people.com/index.php>

Andy Elofson andy.elifson@co.blue-earth.mn.us

402 Jackson Street

Mankato MN 56002-3526

Phone: (507) 304-4291

Fax: (507) 304-4387

PCs 4 People is a southern Minnesota collaborative effort based in Blue Earth County. PCs 4 People takes donated PCs from various sources and rebuilds, refurbishes and redistributes them for people to use. Relationships have been established with local businesses and colleges, including Minnesota State University, Mankato and South Central College along with local volunteers, to take donated equipment and get it to those in need.

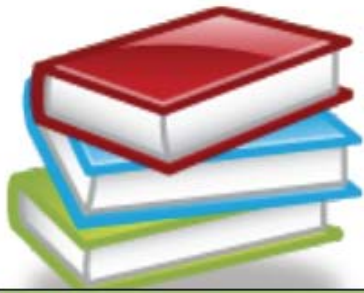
PCs 4 People also provides educational experience, internships, as well as volunteer work. It allows people to give something back to the community and increase their knowledge of computers in doing so.

Since PCs 4 People first started, over a thousand computers have been donated to those in need. PCs 4 People also provides technical support to help provide additional assistance to its participants. PCs 4 People has been able to help people who have never before had a computer to finally own one, and gain from knowledge and opportunity that comes from having access to technology.

Possible qualifying programs could include:

- Head Start
- Employment Services
- Child Protection Services
- Adult & Child Mental Health Case Management recipients
- Public Housing residents
- Refugee populations
- Seniors

PCs 4 People has 501c3 nonprofit status through the Mankato Rehabilitation Center Inc. (MRCI), part of the Microsoft Authorized Refurbisher (MAR) Program.



Funding Resources

Minnesota Computers for Schools:

For Minnesota K-12 students who have a chronic illness or special need, whose education would benefit from having a laptop or computer in their home.

The Minnesota Computers for Schools (MN High Tech Foundation):

www.mncfs.org

970 Pickett Street North

Bayport, MN 55003

Phone: 651-779-2816

Fax: 651-747-1613

*** Because of school's involvement, applications will only be accepted from September through April***

Special Kids is a program designed to assist those students who are frequently absent or having significant difficulties in the classroom because of chronic illness or other special needs. To qualify, students must have school support and a medical referral.

Computer Specifications:

- Pentium 4 computers(1.3-1.9 GHz processor, 512 Mg memory, 20 GB hard drive, CDROM drive, Windows XP Operating system, two-year warranty) available for \$50
- Pentium III laptops (1.0 GHz processor, 256 processor, 256 Mg memory, 10 GB hard drive, CD-ROM drive, Windows XP Operating system, 90 day warranty-excluding battery) available for \$100
- Modems or printers could be provided, upon request, if available at time of purchase.
- Families responsible for internet, software, and adaptive equipment.

information current as of 6/08