



C E L E B R A T I N G

*40 years*

1975-2015

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*“Not only was I able to attend school with my peers, but I was also able to prove that I was not disabled. I was an individual with a disability who had abilities as well... IDEA made a difference to me in that it gave me a voice to advocate and the opportunity to achieve and succeed above and beyond my wildest expectations.”*

*- Jaanai R. A. Forbes*

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# OVERVIEW

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## EVENTS

### **Anniversary Reception**

Hall of States

November 16, 2015

5:30-7:30 PM

### **White House Event**

South Court Auditorium, White House

November 17, 2015

9:30-11:00 AM

### **IDEA Symposium**

Barnard Auditorium

November 17, 2015

3:00-5:00 PM

### **IDEA 40th Anniversary Event Page:**

[www.ed.gov/about/offices/list/osers/idea40/](http://www.ed.gov/about/offices/list/osers/idea40/)



# U.S. DEPARTMENT OF EDUCATION

OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

OFFICE OF THE ASSISTANT SECRETARY

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Dear Colleague,

Congratulations on celebrating the 40<sup>th</sup> anniversary of the passage of Public Law 94-142, the Individuals with Disabilities Education Act (IDEA). As noted in the very first provision of IDEA, “[d]isability is a natural part of the human experience, and in no way diminishes the right of individuals to participate in or contribute to society.” We have made remarkable progress these past 40 years; improved access, accountability, and achievement for students with disabilities. Now, 40 years later, a majority of students with disabilities spend approximately 80% of their time in the general classroom; students with disabilities are held to the same high standards as their non-disabled peers; and more students with disabilities, including students with significant cognitive disabilities, attend college than ever before. Today, States, school districts, and early childhood programs are actively working to implement evidence-based strategies to improve educational results for children with disabilities.

Despite the progress, we know that achievement and opportunity gaps are persistent and pernicious. More work lies ahead. The Office of Special Education and Rehabilitative Services (OSERS) is empowered by the values of inclusion, equity, and opportunity which guide its work. We believe that inclusion starts early, and that all young children with disabilities must have the opportunity to learn, develop, and thrive alongside their peers in high-quality inclusive early childhood programs. And it also means that youth with disabilities must receive the services, supports, and work-based learning opportunities necessary to transition from secondary school to college and high-quality, competitive integrated employment.

For too many children, circumstances of birth remain a barrier to learning, and we must address the wide disparities that exist in the intersection of race and disability. These disparities are not caused by differences in children; they are caused by differences in training, professional development, and discipline policies. We must rethink discipline policies that result in preschoolers being suspended and expelled from early childhood programs, which is often the beginning of the school-to-prison pipeline for too many students of color and students with disabilities. Children with disabilities need intensive instruction not less instructional time. We need to provide the social and behavioral supports to enable them to remain in school and access quality instruction. These children cannot afford to miss even one day, and certainly not ten. And, we must address the significant disproportionality of students of color in identification, placement, and discipline.

Ultimately, it’s about creating the opportunities for all students with disabilities to graduate from high school ready for college and career. IDEA provides that opportunity. A student’s individualized education program (IEP) – annual goals, specially designed instruction, supplementary aids, supports, services, and accommodations – provides a student with the means to gain the knowledge and skills necessary to meet the academic standards of the grade in which the student is enrolled. The IEP must be designed to ensure the student is involved in and makes progress in the general curriculum – the same curriculum taught to nondisabled students for the grade in which the student is enrolled. Effective instruction on grade level content standards, with appropriate supports and services, can lead to graduation with a regular diploma and successful post-school outcomes.

Expectations have never been higher and opportunities have never been greater. On behalf of the team at OSERS, and the U.S. Department of Education, we cannot wait to see the next forty years!

Congratulations!

Michael K. Yudin  
Assistant Secretary for Special Education and Rehabilitative Services



# U.S. DEPARTMENT OF EDUCATION

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Dear Colleague,

Forty years ago, disability advocates called for our nation's students with disabilities to be allowed to participate in and benefit from a great American value—an education. Champions of equality and justice in the United States Congress answered the call, and President Gerald Ford signed into law Public Law 94-142, now the Individuals with Disabilities Education Act, or IDEA.

Thank you for joining us to celebrate the successes of millions of students with disabilities and their families, along with early interventionists, teachers, administrators, service providers, Federal, State and local agencies, organizations, and advocates who have continued to move us forward and shape a better framework for meeting the needs of individuals with disabilities.

In the 2004 reauthorization, Congress added the following powerful language:

Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities.

In 1975, the goal of the law was simply to get students with disabilities in school with supports and services. In 2015, we know that access to education is not enough if our nation is to fulfill the above ideals of the IDEA. Results-Driven Accountability (RDA), the Office of Special Education Programs' (OSEP's) accountability system, is changing the way we view effectiveness in special education, and bringing into focus the educational outcomes of students with disabilities. Compliance alone is not sufficient if children are not gaining the knowledge and skills needed to be successful in school and in post-secondary life.

OSEP has aligned all its resources to assist States in supporting schools to implement evidence-based practices that improve learning outcomes. States are engaging stakeholders to develop and carry out ambitious plans that hold all students to high academic standards and expectations, and that build the capacity of educators to help students achieve those high standards.

I look forward to what is ahead as we build on the lessons of the past 40 years toward more inclusion, equity, and opportunity. Every child in our nation deserves the chance to pursue the American Dream---employment, independence, participation in one's community, and to be supported in choosing his or her dream.

It has been my great honor to serve as director of OSEP, and I am grateful to all who have partnered with us on an aggressive agenda to improve special education. Words are inadequate to express my appreciation to the OSEP team for their support and dedication to improving the lives of students with disabilities and their families.

Yours,

Melody Musgrove, Ed.D.

Director

Office of Special Education Programs

# AGENDAS

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## ANNIVERSARY RECEPTION

### OPENING

Video Introduction: A Brief History of the IDEA

LeDerick Horne, Celebrating the 40th Anniversary of IDEA Opening Poem

### WELCOMING REMARKS

Michael Yudin, Assistant Secretary, Office of Special Education and Rehabilitative Services, U.S. Department of Education

Melody Musgrove, Director, Office of Special Education Programs, U.S. Department of Education

Chris Minnich, Executive Director, Council of Chief State School Officers

Vinton G. Cerf, Vice President and Chief Internet Evangelist, Google, Event Sponsor

Charles Best, Chief Executive Officer, DonorsChoose.org, Event Sponsor

Katy Beh Neas, Chair, Consortium on Citizens with Disabilities

### CONGRESSIONAL REMARKS

Introduction and Remarks from Congressional Members

### RECEPTION

# WHITE HOUSE EVENT

## OPENING

Video Introduction: Celebrating the 40th Anniversary

## WELCOMING REMARKS

Introduced by Lewis Hagen, student, GW Community School and Marshall Academy

Arne Duncan, Secretary, U.S. Department of Education

Presentation by Senior White House Official

Michael Yudin, Assistant Secretary, Office of Special Education and Rehabilitative Services, U.S. Department of Education

## PANEL: REFLECTIONS ON THE HISTORY AND IMPACT OF IDEA

Introduced by Michael Yudin, Assistant Secretary, Office of Special Education and Rehabilitative Services, U.S. Department of Education

Rud Turnbull, J.D., LL.D. Beach Distinguished Professor Emeritus, Kansas University

Deborah M. Spitalnik, PhD, Boggs Center, Robert Wood Johnson Medical School

## PANEL: YOUTH, PARENTS, AND TEACHERS SHARE THEIR EXPERIENCES ABOUT THE IMPACT OF IDEA

Introduced by Lewis Hagen, student, GW Community School and Marshall Academy

Noah Kane, student, Rock Ridge High School

Kristin Kane, parent

William Gulgert, assistant principal at Stone Hill Middle School

Madison Essig, student, Woodrow Wilson High School

Kimberly Templeton, parent

Eden McCauslin, English/Social Studies Teacher, Woodrow Wilson High School

## IMPACT OF IDEA ON YOUTH AND FAMILIES

Introduced by Lewis Hagen, student, GW Community School and Marshall Academy

Melody Musgrove, Director, Office of Special Education Programs, U.S. Department of Education

## CLOSING REMARKS

John King, Jr., Senior Advisor Delegated Duties of Deputy Secretary of Education, U.S. Department of Education

# AGENDAS

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## IDEA SYMPOSIUM

### WELCOMING REMARKS

Arne Duncan, Secretary, U.S. Department of Education

Michael Yudin, Assistant Secretary, Office of Special Education and Rehabilitative Services, U.S. Department of Education

### IDEA AND FAMILY ENGAGEMENT

Sue Swenson, Deputy Assistant Secretary, Office of Special Education and Rehabilitative Services, U.S. Department of Education

### PANEL: THE IMPACT OF IDEA - LINKS TO RESEARCH AND PRACTICE

Introduced by Sue Swenson

Lise Fox, University of South Florida—Early Childhood

Sharon Vaughn, University of Texas—Literacy

Lynn Fuchs, Vanderbilt University—Math

Rob Horner, University of Oregon—School Climate/Social Behavior

David Test, University of North Carolina, Charlotte—Secondary/Transition

Michael Wehmeyer, University of Kansas—Inclusion

Lisa Dieker, University of Central Florida—Teacher Training

### CLOSING REMARKS

Melody Musgrove, Director, Office of Special Education Programs, U.S. Department of Education

### RECEPTION

# BIOGRAPHICAL SKETCHES

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## **CHARLES BEST**

Charles Best leads DonorsChoose.org, a nonprofit organization that provides a simple way to address educational inequity. At DonorsChoose.org, public school teachers create classroom project requests and donors choose the projects they want to support. Best launched the organization in 2000 out of a Bronx public high school, where he taught history. DonorsChoose.org is one of Oprah Winfrey's "ultimate favorite things" and was featured on the cover of Fast Company as one of the "50 Most Innovative Companies in the World." For three years, Fortune Magazine has named Best to its "40 Under 40" list, an annual ranking of "the most influential young people in business."

## **VINTON G. CERF**

Vinton G. Cerf is vice president and Chief Internet Evangelist for Google. He contributes to global policy development and continued spread of the Internet. Widely known as one of the "fathers of the Internet," Cerf is the co-designer of the TCP/IP protocols and the architecture of the Internet. He has served in executive positions at MCI, the Corporation for National Research Initiatives, and the Defense Advanced Research Projects Agency, and on the faculty of Stanford University.

Cerf served as chairman of the board of the Internet Corporation for Assigned Names and Numbers (ICANN) from 2000–2007 and has been a Visiting Scientist at the Jet Propulsion Laboratory since 1998. Cerf served as founding president of the Internet Society (ISOC) from 1992–1995. Cerf is a fellow of the IEEE, ACM, and American Association for the Advancement of Science, the American Academy of Arts and Sciences, the International Engineering Consortium, the Computer History Museum, the British Computer Society, and the Worshipful Company of Information Technologists, and a member of the National Academy of Engineering. He currently serves as past president of the Association for Computing Machinery and as chairman of the American Registry for Internet Numbers (ARIN), and completed a term as chairman of the Visiting Committee on Advanced Technology for the U.S. National Institute of Standards and Technology. President Obama appointed him to the National Science Board in 2012.

Cerf is a recipient of numerous awards and commendations in connection with his work on the Internet, including the U.S. Presidential Medal of Freedom, the U.S. National Medal of Technology, the Queen Elizabeth Prize for Engineering, the Prince of Asturias Award, the Tunisian National Medal of Science, the Japan Prize, the Charles Stark Draper award, the ACM Turing Award, Officer of the Legion d'Honneur, and 25 honorary degrees. In December 1994, People magazine identified Cerf as one of that year's "25 Most Intriguing People."

His personal interests include fine wine, gourmet cooking, and science fiction. Cerf and his wife, Sigrid, were married in 1966 and have two sons, David and Bennett.

## **DR. LISA DIEKER**

Dr. Lisa Dieker is a professor and Lockheed Martin Eminent Scholar at the University of Central Florida. She has a passion for the use of technology and virtual classrooms to impact teacher preparation. Dr. Dieker was instrumental in bringing together the Colleges of Computer Science, The Institute of Simulation and Technology, and the College of Education to develop TLE TeachLivE™. TeachLivE™ is a classroom simulator being used by 42 universities across the country, four school districts, and the United Arab Emirates to prepare preservice and inservice teachers using virtual students. She recently led a convening funded by the Bill & Melinda Gates Foundation to create a two-year research agenda on the use of virtual environments in teacher education, which resulted in a three-year, \$1.5M research project to conduct research on simulation in teacher education and in several prestigious awards. Dr. Dieker received her undergraduate and master's degrees from Eastern Illinois University and her Ph.D. from the University of Illinois.

## **ARNE DUNCAN**

Arne Duncan is the ninth U.S. Secretary of Education. He has served in this post since his confirmation by the U.S. Senate on January 20, 2009, following his nomination by President Barack Obama.

Duncan's tenure as Secretary has been marked by a number of significant accomplishments on behalf of American students and teachers. He helped to secure congressional support for President Obama's investments in education, in-

cluding the American Recovery and Reinvestment Act's \$100 billion to fund 325,000 teaching jobs, increases in Pell grants, reform efforts such as Race to the Top and Investing in Innovation, and interventions in low-performing schools. Additionally, he has helped secure an additional \$10 billion to avoid teacher layoffs, eliminate student loan subsidies to banks, and fund a \$500 million national competition for early learning programs. Under Duncan's leadership at the Department, the Race to the Top program has the incentives, guidance, and flexibility it needs to support reforms in States. The Department also has focused billions of dollars to transform struggling schools, prompting nearly 1,000 low-performing schools nationwide to recruit new staff, adopt new teaching methods, and add learning time. He has led new efforts to encourage labor and management to work together as never before, and this new collaboration is helping drive reform, strengthen teaching, create better educational options, and improve learning. During Duncan's tenure, the Department has launched a comprehensive effort to transform the teaching profession.

In support of President Obama's goal for the United States to produce the highest percentage of college graduates by the year 2020, Duncan has helped secure increases in the Pell grant program to boost the number of young Americans attending college and receiving postsecondary degrees. He has begun new efforts to ensure that colleges and universities provide more transparency about graduation, job placement, and student loan default rates. With the income-based repayment program introduced during Duncan's tenure, student loan payments are being reduced for college graduates in low-paying jobs, and loans will be forgiven after 10 years for certain public service occupations, such as teachers, police officers, and firefighters.

Before becoming Secretary of Education, Duncan served as the chief executive officer of the Chicago Public Schools (CPS), a position he held from June 2001 through December 2008. In that time, he won praise for uniting education reformers, teachers, principals, and business stakeholders behind an aggressive education reform agenda that included opening more than 100 new schools, expanding after-school and summer learning programs, closing down underperforming schools, increasing early childhood and college access, dramatically boosting the caliber of teachers, and building public-private partnerships on a variety of education initiatives. Duncan is credited with significantly raising student performance on national and State tests, increasing graduation rates and the numbers of students taking Advanced Placement courses, and boosting the total number of scholarships secured by CPS students to more than \$150 million. Also during his leadership of CPS, the district was recognized for its efforts to bring top teaching talent into the city's classrooms, where the number of teachers applying for positions almost tripled.

Prior to joining the Chicago Public Schools, from 1992 to 1998, Duncan ran the nonprofit education foundation Ariel Education Initiative, which helped fund a college education for a class of inner-city children under the I Have A Dream program. He was part of a team that later started a new public elementary school built around a financial literacy curriculum—the Ariel Community Academy, which today ranks among the top elementary schools in Chicago. From 1987 to 1991, Duncan played professional basketball in Australia, where he also worked with children who were wards of the State.

Duncan graduated magna cum laude from Harvard University in 1987, majoring in sociology. He was co-captain of Harvard's basketball team and was named a first team Academic All-American.

Duncan is married to Karen Duncan, and they have two children.

#### **MADISON ESSIG**

Ms. Madison Essig is a 19-year-old senior at Woodrow Wilson High School in Washington, DC, where she is a member of the Wilson Chapter of the National Honor Society, serves as the Buddy Ambassador for the Wilson Best Buddies Chapter, and helped lead a "Spread the Word to End the Word" campaign. In addition, she is a member of the Wilson Concert Choir and the Wilson yoga club, and she works as an intern with the National Down Syndrome Society. Ms. Essig has been included in general education classes throughout her K-12 experience, and will be the first person with Down syndrome to graduate with a standard diploma from the District of Columbia Public Schools. She recently took the SAT and is exploring post-secondary opportunities.

#### **DR. LISE FOX**

Dr. Lise Fox is a professor in the Department of Child and Family Studies of the University of South Florida in Tampa, Florida, and the co-director of the Florida Center for Inclusive Communities: A University Center for Excellence in Developmental Disabilities. She is a faculty member with the Early Childhood Technical Assistance Center ([www.ecta.org](http://www.ecta.org)) and was the principal investigator of the Technical Assistance Center for Social and Emotional Intervention for Young Children ([www.challengingbehavior.org](http://www.challengingbehavior.org)). Dr. Fox is engaged in research, training, and technical assistance efforts related to the use of evidence-based practices in early education and care classrooms, professional development and coaching of early educators, and positive behavior support.

## **DR. LYNN FUCHS**

Dr. Lynn Fuchs is the Nicholas Hobbs Professor of Special Education and Human Development at Vanderbilt University. She has conducted programmatic research on assessment methods for enhancing instructional planning, on instructional methods for improving mathematics and reading outcomes for students with learning disabilities, and on the cognitive and linguistic student characteristics associated with mathematics development and responsiveness to intervention. Dr. Fuchs has published more than 350 empirical studies in peer-reviewed journals. She sits on the editorial boards of 10 journals, including the Journal of Educational Psychology, Scientific Studies of Reading, Reading Research Quarterly, Elementary School Journal, Journal of Learning Disabilities, and Exceptional Children. She has been identified by Thomas Reuters as one of the most frequently cited researchers in the social sciences, and has received a variety of awards to acknowledge her research accomplishments that have enhanced reading and math outcomes for children with and without disabilities. Her research projects are Federally funded, and provide doctoral students with opportunities to learn the methods for conducting high-quality studies in the public schools to evaluate state-of-the-art intervention methods the research team develops. Her projects also provide master's students the chance to learn the skills necessary for understanding how school-based research operates and for appreciating how such research can have a major positive impact on the teachers and students who are involved and can improve education practice across the country and world. Training grant and research grant funds associated with these Federal research projects provide doctoral and master's students with tuition support and stipends.

## **WILLIAM GULGERT**

William (Bill) Gulgert is a father of three and an assistant principal at Stone Hill Middle School in Ashburn, Virginia. He has been in education for 25 years and has experience as a high school and middle school math teacher in special education as well as an instructional leader at both levels. He is a doctoral candidate and has earned his master's degree in leadership at Shenandoah University. As an adjunct professor at Shenandoah University, Gulgert is able to prepare teachers with the necessary abilities to offer individualized and differentiated best practices to all students.

## **LEWIS HAGEN**

Lewis Hagen is a 17-year-old senior who lives in Fairfax County, Virginia. He attends GW Community School in Springfield and Marshall Academy in Falls Church. He participates in youth mental health leadership and self-advocacy training in the region and across the State. Hagen plays basketball, works part-time at a local craft store, and is active in his religious community. An aspiring rapper, Hagen hopes to work in music production. He is also taking information technology courses and hopes to earn technology industry certifications. Hagen received early intervention as an infant and toddler and has received special education and related services since kindergarten.

## **LEDERICK HORNE**

Labeled as neurologically impaired in third grade, LeDerick Horne defies all labels. He is a dynamic spoken-word poet. A tireless advocate for all people with disabilities. An inspiring motivational speaker. A bridge builder between learners and leaders across the United States and around the world. An African-American husband and father who serves as a role model for all races, genders, and generations.

The grandson of one of New Jersey's most prominent civil rights leaders, Horne uses his gift for spoken-word poetry as the gateway to larger discussions on equal opportunity, pride, self-determination, and hope for people with disabilities. His workshops, keynote speeches, and performances reach thousands of students, teachers, legislators, policy makers, business leaders, and service providers each year. He regularly addresses an array of academic, government, social, and business groups, including appearances at the White House; the United Nations; Harvard University; the National Association of State Directors of Special Education; and the Pennsylvania, Wisconsin, Nevada, and Alabama State Departments of Education. His work addresses the challenges of all disabilities, uniting the efforts of diverse groups in order to achieve substantive, systemic change.

From 2003 to 2012, Horne served as the founding board chair of Eye to Eye ([eyetoeyenational.org](http://eyetoeyenational.org)), the only national nonprofit mentoring program for students labeled with LD/ADHD, and continues to serve on the board today. He is also a steering committee member of the IRIS Center for Training Enhancements at Vanderbilt University's Peabody College and Senior Consultant for the Center for School Climate and Learning.

In 2015, he and coauthor Margo Vreeburg Izzo, Ph.D., Ohio State, will release a book titled *Hidden Disabilities, Hidden Potential*—the definitive compendium on LD/ADHD and other hidden disabilities—to be published by Brookes Publishing Company.

He has released two spoken-word poetry albums (*Rhyme Reason and Song* in 2005 and *Black and Blue* in 2011) and co-created *New Street Poets*, a spoken-word play about the effect of gentrification on urban culture. The play received considerable acclaim, including accolades at the New York City International Fringe Festival, and toured extensively throughout the United

States.

Horne has earned a bachelor's degree in mathematics with a fine arts minor from New Jersey City University and also studied mathematics at Middlesex County College. His poetry is available on iTunes and YouTube, and you can learn more about him at [lederick.com](http://lederick.com).

#### **DR. ROBERT HORNER**

Dr. Robert Horner is the Alumni-Knight Endowed Professor of Special Education at the University of Oregon. His research has focused on instructional and behavioral supports for students with disabilities. He currently is a co-director of the OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports.

Dr. Horner's 25-year history of research, grants management, and systems change efforts related to school reform and positive behavior support include helping schools and school administrators develop systems for embedding school-wide systems of positive behavior support.

#### **NOAH KANE**

Noah Kane is 14 years old and a freshman at Rock Ridge High School in Ashburn, Virginia. Kane is currently enrolled in honors classes and on track to graduate with an advanced diploma. Kane is an active member of high school chorus. He auditioned and performed with all-county, all-district, and all-Virginia State choruses in the past three years. He also auditioned for, was accepted by, and performed with the Performing and Visual Arts, Northwest (PAVAN) Governor's School in Virginia for voice in the summer of 2015. Kane currently is conditioning with the Rock Ridge wrestling team and will begin the winter season of wrestling this November. Outside of school Kane works with Decoding Dyslexia Virginia to help raise awareness about the issue of dyslexia. He has attended meetings with local, State, and Federal legislators to discuss dyslexia and its impact on student life at public school.

#### **KRISTIN KANE**

Kristin Kane is the mother of three and has a B.S. in psychology from Kutztown University. She is an active advocate for children with dyslexia and other learning disabilities in the Virginia public schools and the Washington, DC, area. Kane helped found the Decoding Dyslexia Virginia movement, and collaborates with other parents, educators, school administrators and organizations such as the National Center for Learning Disabilities and the International Dyslexia Association on parent outreach and education efforts. Kane is a local Loudon County, Virginia, Special Education Advisory Committee (SEAC) representative, and has participated as a parent with the Virginia State SEAC. She was a presenter at the Decoding Dyslexia Social Media Conference, sponsored by Learning Ally and made possible by a grant from the Tremaine Foundation, where she trained parents from across the country on how to use social media for grassroots advocacy, and has served on a panel with Pete Wright to help raise Dyslexia awareness in Richmond, Virginia. Upon becoming a certified Parent Collaborative leader through the Virginia Parent Educational Advocacy Training Center (PEATC) in June of 2014, she knew she could impact the philosophy and mission of the Virginia State parent center and make a positive difference in the lives of Virginia's families with special needs.

#### **JOHN B. KING, JR.**

John B. King, Jr., is the Senior Advisor Delegated Duties of Deputy Secretary of Education at the U.S. Department of Education, a position he assumed in January 2015. In this role, he oversees a broad range of management, policy, and program functions.

Prior to his arrival at the Department, King served as the commissioner of education for the State of New York, having been appointed to that position by the New York State Board of Regents in May 2011. In this role, he served as chief executive officer of the State Education Department and as president of the University of the State of New York (USNY). During his tenure, USNY comprised the following: more than 7,000 public and independent elementary and secondary schools serving 3.1 million students; 270 public, independent, and proprietary colleges and universities; 7,000 libraries; 900 museums; 25 public broadcasting facilities; 3,000 historical repositories; 436 proprietary schools; 48 professions encompassing more than 761,000 licensees and 240,000 certified educators; and services for children and adults with disabilities. King was one of the nation's youngest State education leaders at the time of his appointment and the first African American and Puerto Rican to serve as New York State education commissioner.

As commissioner, King worked with the Board of Regents to pursue an ambitious education reform agenda. During his tenure, New York State was a national leader in many facets of education: implementing college- and career-readiness standards; redesigning teacher and school leader evaluations to incorporate student learning growth; supporting teachers and school leaders through strong professional development, access to rich instructional resources, and innovative educator ca-

reer ladder models; investing in high-quality early learning; expanding career and technical education in high-demand fields; and increasing educational opportunity for students in the highest need communities. Under King's leadership, New York deepened collaboration between the State's P-12 schools and its institutions of higher education, including strengthening teacher and principal preparation, raising the bar for teacher and principal certification, and creating partnerships to expand the State's P-20 data system.

Before becoming commissioner, King served as senior deputy commissioner for P-12 education at the New York State Education Department. In that role, King coordinated the development of the State's successful Race to the Top application, which earned the second-highest point total of the winning States in Round 2 and secured \$696.6 million to support the P-12 education reform agenda of the Board of Regents.

King brings to his role extensive experience leading urban public schools that are closing the achievement gap and preparing students to enter, succeed in, and graduate from college. Prior to his appointment as senior deputy commissioner, King served as a managing director with Uncommon Schools, a nonprofit charter management organization that operates some of the highest-performing urban public schools in New York, New Jersey, and Massachusetts. Prior to joining Uncommon Schools, King was a cofounder and co-director for curriculum and instruction of Roxbury Preparatory Charter School. Under his leadership, Roxbury Prep's students attained the highest State exam scores of any urban middle school in Massachusetts, closed the racial achievement gap, and outperformed students from not only the Boston district schools but also the city's affluent suburbs. Prior to founding Roxbury Prep, King taught high school social studies in San Juan, Puerto Rico, and Boston, Massachusetts.

King earned a Bachelor of Arts degree in government from Harvard University; a master of arts in the teaching of social studies from Teachers College, Columbia University; a J.D. from Yale Law School; and a doctor of education degree in educational administrative practice from Teachers College. King was a 1995 Truman Scholar and received the James Madison Memorial Fellowship for secondary-level teaching of American history, American government, and social studies. In February 2011, King was appointed by U.S. Secretary of Education Arne Duncan to serve on the U.S. Department of Education's Equity and Excellence Commission. In addition, King served on the board of New Leaders for New Schools from 2005 to 2009, and is a 2008 Aspen Institute–New Schools Entrepreneurial Leaders for Public Education fellow.

#### **EDEN MCCAUSLIN**

Ms. Eden McCauslin has taught for five years as a high school English and history teacher for District of Columbia Public Schools. She currently teaches 11th grade Advanced Placement English language and composition and 11th grade United States history at Woodrow Wilson Senior High School in northwest Washington, DC. Previously, she taught 9th grade world history at Spingarn High School in northeast Washington, DC. In August, Ms. McCauslin debuted on Ken Burns' remastered documentary *Civil War*, in which she demonstrated how she used the documentary in her classroom. Ms. McCauslin also recently presented lessons to educators at the National Conference of Social Studies in New Orleans. Ms. McCauslin is currently in her final year of graduate school, in which she will earn a Master of Arts degree in political science from the School of Public Affairs at American University.

#### **CHRIS MINNICH**

Chris Minnich was appointed executive director of the Council of Chief State School Officers (CCSSO) in December 2012. As executive director, Minnich has ushered in a new strategic plan in which CCSSO is committed making sure all students participating in our public education system—regardless of background—graduate prepared for college, careers, and life.

Since 2012, CCSSO has worked with States to raise the bar on standards and on assessments and accountability, transform educator preparation programs, design new approaches to teaching and learning, and implement and sustain promising reforms across the country.

Minnich first joined CCSSO in 2008. While at CCSSO, he facilitated the State-led Common Core State Standards Initiative and served as Senior Membership Director, serving as the lead contact for all 57 of CCSSO's members.

Minnich has an extensive background in assessment and accountability work, working to improve assessments for educators in both the public and private sectors since 2003.

#### **DR. MELODY MUSGROVE**

Dr. Melody Musgrove grew up in Mississippi, the child of public school teachers. She worked as a classroom teacher, school administrator, district special education director and assistant superintendent before serving as State Director of Special Ed-

ucation for the Mississippi Department of Education until January 2007. She then moved to the private sector as director of business development for LRP Publications, the nation's leading publisher of legal and regulatory guidance for educators.

Dr. Musgrove was selected by the White House to be Director of the Office of Special Education Programs (OSEP) for the U.S. Department of Education, and assumed the role in August 2010. OSEP is responsible for providing leadership to the early intervention and educational agencies serving our nation's 6.7 million infants, toddlers, children and youth under the Individuals with Disabilities Education Act (IDEA).

Dr. Musgrove's career is distinguished by her commitment to collaborative frameworks that find creative solutions to difficult educational problems. She is focused on improving outcomes for all children, and experienced in using data to influence systemic improvement decisions. Since becoming director, Dr. Musgrove has been leading OSEP staff through a thoughtful process, in collaboration with stakeholder groups, to change the way OSEP works and to shift, as Secretary Arne Duncan has said, "from a compliance-driven bureaucracy to an engine of innovation" that is focused on improving results for children and families.

Dr. Musgrove and her husband, Ronnie, have four children, all of whom graduated from Mississippi's public schools and universities, and three grandchildren. The Musgrove family also includes a rescued shelter dog named Noah. Dr. Musgrove and her husband divide their time between homes in Madison, Mississippi and Washington, DC.

### **KATY BEH NEAS**

Katy Beh Neas is Easter Seals' point person on public policy for people with disabilities and their families. As Executive Vice President, Government Relations, Neas leads a staff of lobbyists to develop and achieve Easter Seals' Federal and State public policy goals. Neas has been a member of Easter Seals' Government Relations team since January 1995, and a member of the Easter Seals management team since 2011. She develops and implements strategies to influence Congress, Federal agencies, and others to increase opportunities for children with disabilities and their families.

Neas also serves as the chair of the Consortium for Citizens with Disabilities, a coalition of more than 110 national organizations that engage in concerted advocacy for national public policy that ensures the self-determination, independence, empowerment, and inclusion of children and adults with disabilities in all aspects of society; that enhances the civil rights and quality of life of all people with disabilities and their families; and that reflects the values of the Americans with Disabilities Act.

Prior to Easter Seals, Neas was the associate director of the American Association of University Affiliated Programs for Persons with Developmental Disabilities. She also was a legislative staff member to Chairman United States Senator Tom Harkin of the Senate Subcommittee on Disability Policy between 1987 and 1991, where she worked on all disability legislation, including the Americans with Disabilities Act (ADA) and the Individuals with Disabilities Education Act (IDEA). She is a graduate of Georgetown University and the proud mother of a high school daughter.

### **DR. DEBORAH SPITALNIK**

Deborah M. Spitalnik, Ph.D., is a professor of pediatrics at Rutgers Robert Wood Johnson Medical School, and the founding executive director of the Boggs Center on Developmental Disabilities, New Jersey's federally designated University Center for Excellence in Developmental Disabilities Education, Research, and Service.

Dr. Spitalnik holds degrees from Brandeis University, Harvard University, and Temple University, and was a Maternal and Child Fellow at St. Christopher's Hospital for Children. In her efforts to promote inclusive communities, her work has focused on the intersection between individuals and public policy. She is a coauthor of two editions of the classification manual in intellectual disability. Dr. Spitalnik has promoted the health and well-being of individuals with disabilities through her research, by developing innovative models for integrating adults with chronic disabilities into managed health care, and the development of curricula and educational materials for professionals and consumers. As course director for the Seminar on Family Centered Care and Developmental Disabilities, Dr. Spitalnik educates a wide range of constituencies and disciplines, including people with disabilities and their families, medical students, resident physicians, direct support professionals, and social workers.

Dr. Spitalnik chairs the New Jersey Medical Assistance Advisory Council, and is immediate past chair of the national Council on Quality and Leadership. Re-appointed by President Obama, she is a member and past chair of The President's Committee for People with Intellectual Disabilities, and is past president of the Association of University Centers on Disabilities. Dr. Spitalnik, a former trustee of Children's Specialized Hospital, serves on numerous State and national committees, and provides extensive consultation to families, policy makers, State agencies, and service providers.

Dr. Spitalnik has received the Dybwad Humanitarian Award of the American Association on Intellectual and Developmental Disabilities, the Verice M. Mason Community Service Leader Award of the Edward J. Ill Excellence in Medicine Awards, the Humanitarian Award of The Arc Union County, the Elizabeth Boggs Citizenship Award, and the Ann Klein Distinguished Advocate in Developmental Disabilities Award of the Community Health Law Project.

#### **SUE SWENSON**

Sue Swenson got involved with disability advocacy because her middle son, Charlie, had profound disabilities. She was active in the Minneapolis schools as well as in State and Federal policy while working as a professional services marketing director before being named a Kennedy Fellow in the U.S. Senate in 1996. She has served as the U.S. commissioner for developmental disabilities in the U.S. Department of Health and Human Services, and now serves as Deputy Assistant Secretary for Special Education and Rehabilitative Services in the U.S. Department of Education. Swenson served as CEO of The Arc of the United States and executive director of the Joseph P. Kennedy, Jr. Foundation. She was educated at the University of Chicago and earned an MBA at the University of Minnesota.

#### **KIMBERLY TEMPLETON**

Ms. Kimberly Templeton is an executive search consultant with Higher Talent, Inc., a national executive search firm specializing in the nonprofit and higher education sectors. Prior to joining Higher Talent, Ms. Templeton served as the director of candidate and business development for Garrison & Sisson, a prominent attorney search and consulting firm. Previously, she was the director of external affairs for the Taubman Museum of Art, where she provided leadership for a \$66 million public-private expansion project. Ms. Templeton began her career as an associate at Cahill Gordon & Reindel, a leading Wall Street law firm. She also holds professional certification as a lobbyist from the Association of Government Relations Professionals.

Ms. Templeton currently serves as vice chair of the board of directors and chair of the development committee for the National Down Syndrome Society, the national advocate for the value, acceptance and inclusion of people with Down syndrome. A committed advocate for individuals with Down syndrome, she has previously served on boards of other nonprofit disability organizations and as the president of the Down Syndrome Association of Roanoke (Virginia).

#### **DR. DAVID W. TEST**

Dr. David W. Test is a professor of special education at the University of North Carolina at Charlotte. He teaches courses in single subject research, transition, and professional writing. The majority of Dr. Test's publications have focused on self-determination, transition, community-based training, and supported employment. Along with Dr. Nellie Aspel and Dr. Jane Everson, he wrote the first transition methods textbook, *Transition Methods for Youth with Disabilities*. Dr. Test currently serves as a Co-Project Director (with Drs. Paula Kohler, Loujeania Bost, Deanne Unruh, Rich Luecking, and Mary Morningstar) of the National Technical Assistance Center on Transition, and Co-Director on the North Carolina Indicator 14 Post-school Outcomes Project and the IES CIRCLES project (with Dr. Claudia Flowers), and Co-Director of the UNC Charlotte Ph.D. Program in Special Education Leadership Grant (with Dr. Diane Browder). Finally, he and Dr. Bob Algozzine currently serve as co-editors of *Career Development and Transition for Exceptional Individuals*. He just does not seem to be able to do anything by himself.

#### **RUD TURNBULL**

Rud Turnbull, a self-described student of the human condition in policy context, is a researcher, advocate, teacher, and consultant in the field of intellectual and developmental disabilities. With his wife Ann, he cofounded and codirected the Beach Center on Disabilities at the University of Kansas (1988–2014). At that university, he was appointed to the rank of Distinguished Professor in special education in 2007, having served as chairman of the Department of Special Education (1980–1983) and professor in that department (1980–2014) and as courtesy professor of law (1980–2008).

A graduate of Kent School, Kent, Connecticut, he earned his B.A. from Johns Hopkins University, his LL.B./J.D. from the University of Maryland, and his LL.M. from Harvard Law School. He is author, coauthor, or editor of over 300 books (first and subsequent editions), peer-reviewed articles and chapters, and monographs and technical reports. His research has addressed nearly 20 different issues of disability policy. He has been an expert witness before Congressional committees on nearly a dozen occasions. As professor of public law and government at the University of North Carolina (1969–1980), he was the principal draftsman of the revised guardianship, special education, and mental-disability codes. He has been one of the principal draftsmen of two Federal statutes, one on assistive technology and the other on special education, and was a draftsman of the original regulations implementing the Education of All Handicapped Children Act (P.L. 94-142, now named Individuals with Disabilities Education Act).

Until January 7, 2009, he was the father of Jay Turnbull, who had an intellectual disability, autism, and emotional-behavioral challenges, and died at age 41; he regards Jay as his principal inspiration for all of his work and credits his wife Ann and daughters Amy and Kate as guides for his life and work. He has served as chairman of the board of trustees of the Judge David L. Bazelon Center for Mental Health Law; president, American Association on Intellectual and Developmental Disability; chairman, American Bar Association Commission on Disability Law; secretary, The Arc of the United States; and treasurer, The Association for Persons with Severe Disabilities. Together with his wife Ann (also Distinguished Professor, University of Kansas), he has received juried peer recognition as one of 36 people who, in the 21st century, “changed the course of history in mental retardation” and, during the 20th and 21st century, as one of the leaders of the field of special education. He has received leadership and research awards from over 50 national and international organizations, including the highest awards available from The Arc of the United States, the American Association on Intellectual and Developmental Disabilities, the International Council for Exceptional Children, and the Prince Salman Center for Disability Research (Riyadh, Kingdom of Saudi Arabia). He has taught or consulted in all but two States in the United States and in more than a dozen other countries. He retired from the University of Kansas in 2014, and now lives in Pittsboro, North Carolina.

#### **DR. SHARON VAUGHN**

Dr. Sharon Vaughn was the Editor-in-Chief of the Journal of Learning Disabilities and the Co-editor of Learning Disabilities Research and Practice. She is the recipient of the AERA SIG Distinguished Researcher Award and The University of Texas Distinguished Faculty Award. She is the author of numerous books and research articles that address the reading and social outcomes of students with learning difficulties. She is currently the principal investigator or co-principal investigator on several Institute for Education Sciences, National Institute for Child Health and Human Development, and U.S. Department of Education research grants investigating effective interventions for students with reading difficulties and students who are English language learners. She is the author of more than 35 books, 250 peer-reviewed research articles, and 65 chapters.

#### **DR. MICHAEL L. WEHMEYER**

Michael L. Wehmeyer, Ph.D., is the Ross and Mariana Beach Professor of Special Education; Director and Senior Scientist, Beach Center on Disability; and Director, Kansas University Center on Developmental Disabilities; all at the University of Kansas. His research and scholarly work has focused on issues pertaining to self-determination, positive psychology and disability, transition to adulthood, the education and inclusion of students with severe disabilities, conceptualizing intellectual disability, and technology use by people with cognitive disabilities.

He is co-author of the widely used textbook *Exceptional Lives: Special Education in Today's Schools*, published by Merrill/Prentice Hall, now in its eighth edition, and *The Oxford Handbook of Positive Psychology and Disability* (2013, Oxford University Press). Dr. Wehmeyer is past president of the board of directors for, and a fellow of, the American Association on Intellectual and Developmental Disabilities (AAIDD); a past president of the Council for Exceptional Children's Division on Career Development and Transition (DCDT); a fellow of the American Psychological Association (APA), Intellectual and Developmental Disabilities Division (Div. 33); and vice president for the Americas and a fellow of the International Association for the Scientific Study of Intellectual and Developmental Disabilities (IASSIDD). He is former editor in chief of the journal *Remedial and Special Education* and is a founding co-editor of the AAIDD journal *Inclusion*.

He has been recognized for his research and service with awards from numerous associations and organizations, including, recently, the Distinguished Researcher Award for lifetime contributions to research in intellectual disability by The Arc of the United States, and the American Psychological Association Committee on Disability Issues in Psychology 2015 Distinguished Contributions to the Advancement of Disability Issues in Psychology Award.

#### **MICHAEL K. YUDIN**

Michael K. Yudin is the Assistant Secretary for Special Education and Rehabilitative Services and in that capacity leads the Office of Special Education and Rehabilitative Services (OSERS) at the U.S. Department of Education. The president nominated Yudin for that position in July 2013, and the U.S. Senate confirmed his nomination on June 2, 2015.

Yudin has been with the Department of Education since 2010, serving the Secretary of Education in a number of capacities dedicated to improving opportunities for all students. Yudin served as Acting Assistant Secretary of OSERS from August 2012 to February 2015, leading the office in its mission to support full integration and participation in society of people with disabilities by promoting inclusion, ensuring equity, and creating opportunities for them from cradle through career.

He also served as Acting Assistant Secretary and Principal Deputy Assistant Secretary of the Office of Elementary and Secondary Education (OESE) from June 2010 to July 2012. There he helped lead the formulation and development of policy designed to promote academic excellence and ensure equitable opportunities for educationally disadvantaged students in K-12 educa-

tion. Yudin also served as senior advisor to the Secretary of Education. In this capacity, Yudin worked across the Department to improve opportunities and outcomes for individuals with disabilities, assisted the Department in implementing Elementary and Secondary Education Act (ESEA) flexibility, and helped develop and implement the recommendations to the president's My Brother's Keeper initiative.

Prior to joining the Department, Yudin served nine years as a U.S. Senate staffer. He was the legislative director for Senator Jeanne Shaheen of New Hampshire, senior counsel to Senator Jeff Bingaman of New Mexico, and HELP Committee counsel to Senator Jim Jeffords of Vermont. In these roles, he assisted in developing, promoting, and advancing a comprehensive legislative agenda related to education, children and families, disabilities, and poverty. Working for senior members of the HELP Committee, Yudin helped draft, negotiate, and pass various pieces of legislation, including the No Child Left Behind Act, the Individuals with Disabilities Education Act 2004, the Higher Education Opportunity Act of 2008, the Carl D. Perkins Career and Technical Education Act of 2006, and reauthorization of the Head Start Act.

Before joining the Senate, Yudin served as an attorney at the Social Security Administration and at the U.S. Department of Labor for nearly 10 years. In these positions, he provided legal advice on various policy initiatives, including social security, disability, employment, and welfare reform. He also served as director of employment policy for two leading national disability organizations, the ARC of the United States and United Cerebral Palsy (UCP).



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