You Made It!

It's the holiday season, and we wanted to take a moment to say thanks. Thank you for being a part of our community. You inspire us to grow better every day. From all of us at CEC, we hope you enjoy a happy, healthy holiday and a wonderful new year!

Resource Round-Up: Staying Culturally Inclusive This Season

Cultural inclusivity is about more than respecting students' backgrounds over the holidays. It's also a core aspect of effective teaching. That's why we've put together the following list of CEC
resources on increasing culturally responsive practices.

Plus, don’t forget to check out CEC’s Division for Culturally and Linguistically Diverse Exceptional Learners (DDEL) for more resources, tips, and information on how special educators can promote cultural inclusivity all year long!

Webinars:

- Working Collaboratively With Diverse Families in the IEP Process (free for CEC members!)
- Are You Inclusive? Developing Culturally Responsive Practices
- Culturally Relevant Instruction: Teaching for Everyone’s Success!
- Cultural Responsiveness in Data-Based Individualization and Literacy Assessment for English Learners

Publications:

- Start With the Heart

Articles:

- Developing Collaborative Partnerships With Culturally and Linguistically Diverse Families During the IEP Process
- Developing Relationships With Immigrant Families: Learning by Asking the Right Questions
- A Journey, Not a Destination: Developing Cultural Competence in Secondary Transition
- Mindful Reflection as a Process for Developing Culturally Responsive Practices
- Culturally Responsive Classrooms for Culturally Diverse Students With and at Risk for Disabilities

CEC 2020 Sessions (at least, some of them!):

- Supporting Inclusive Practices and Supports for CLD Students With Disabilities
- Field-Based Experience: Culturally Responsive Lessons for Diverse Learners With Disabilities
- Readying Tomorrow's Teachers for Today's Diverse Classrooms: UDL-CRT and Educator Preparation
• DDEL Showcase: Building Cultural Competence to Address the Needs of Diverse Exceptional Learners
• Teachers Who Find Themselves Through Autoethnography: Gaining Cultural Responsiveness
• Guided Training: Helping Educators Implement Culturally Adapted Behavior Strategies in the Classroom

Social Shout-Out of the Week: ISET’s Tech in Action Videos

As part of its efforts to disseminate new and original member content, CEC’s Innovations in Special Education Technology (ISET) division recently began asking its members to submit videos for a new “Tech in Action” video series.

Each 3-5 minute video provides an overview of an effective practice that innovatively uses technology for struggling learners and their peers with exceptionalities. Organized under three topic areas, the close-captioned videos are designed to increase understanding and application of technologies, highlight the latest innovations, and help practitioners and family members as they apply assistive technologies in the classroom or home/community environment.

Learn more and check out the videos!

Policy Highlights

Fiscal Year 2020 Spending Finalized Ahead of Holiday Break

Last week, Congress finalized and President Trump signed into law Fiscal Year (FY) 2020 spending, nearly three months into the fiscal year. Read more.

CEC Applauds Congress for Acknowledging Educator Shortage Crisis
Last week, CEC submitted a letter to Congress thanking Appropriators for requesting a report from the Government Accountability Office (GAO) on educator shortages. Read more.

Become a leader in special education and advance your passion for providing quality environments for individuals with disabilities.

The Ph.D. in Special Education at Duquesne University is an 80 credit program that allows students to begin upon completion of their undergraduate degree. This program gives candidates the tools to maximize the potential for achieving meaningful quality of life for individuals with disabilities. Students accepted to this program receive a 25% tuition scholarship. This program can be completed at the full or part-time course load.

**Upcoming Events**

**SuperConference 39**
Lafayette, LA | January 12-13

**DADD 21st International Conference on Autism, Intellectual Disability, and Developmental Disabilities**
Sarasota, FL | January 22-24

**CEC 2020 Convention & Expo**
Portland, OR | February 5-7
Special Education Funding Gets Moment in Spotlight at Democratic Debate: Advocates for increased federal funding for special education cheered last week when the issue was raised on the Democratic presidential debate stage in Los Angeles.

Help for Principals Who Want to Support Special Education Teachers and Students: A new guide from the National Center for Learning Disabilities and Understood.org offers advice on how school leaders can best serve students with disabilities and support special education teachers.

50 States of Ed Policy: Education bills under consideration in 2020: These bills impacting K-12 might finally see the spotlight in the coming year and bring educators' concerns — on everything from trauma-informed care to STEM funding and teacher pay — to Washington.

How Washington Could Help Schools Use Federal Money More Freely: Federal education spending has far-reaching consequences beyond just the programs it supports, but districts often don't exercise freedom they have over the money, a new report says.

At least 26 states, territories expected to receive federal funds to improve early learning: Following the final passage in Congress of a spending bill for fiscal year 2020, Alabama and Idaho are among the 26 states receiving a federal Preschool Development Grant, Birth-to-5, to improve the quality and supply of early learning programs.

How higher education fared in the 2020 spending package: The budget deal provides more funding for Federal
Work-Study and minority-serving institutions, eschewing President Trump's suggested cuts.

**Principal Turnover Is a Problem. New Data Could Help Districts Combat It:**
Millions of dollars are invested in hiring and training new school principals, and almost half leave after only three years at their schools. This article looks at why principals leave, where they go, and what can be done about it.

**Where are the “education deserts” in the US?:** A new report and interactive map from the Jain Family Institute examine access to postsecondary opportunities by ZIP code.