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Update from the U.S. Department Education-Early Learning Initiative

Early Learning Initiative

To access all of the links associated with the Early Learning Initiative in this section, visit http://www.ed.gov/early-learning

Promoting Early Learning

President Obama is committed to providing the support that our youngest children need to succeed later in school. The importance of the early years in a child's life has been well documented. The Department of Education (ED) prioritizes improving the health, social, emotional, and educational outcomes for young children from birth through 3rd grade by:

1. enhancing the quality of early learning programs, and
2. increasing the access to high quality early learning programs especially for young children at risk for school failure.

ED's role in promoting early learning is significant and includes:

- administering several early learning programs
- encouraging States and local districts to target resources for early learning
- promoting State and local education agency partnerships with other early learning agencies and programs in the State or community
- conducting research on early learning through the Institute of Education Sciences (IES)
- funding technical assistance on early learning topics, including early literacy and social and emotional development
- supporting the development of State longitudinal data systems that include early learning programs.

Supporting Early Learning

ED has a history of funding early learning programs. Some of the current investments include:

• **IDEA Part C State Grants for Infants and Toddlers**
Ensures that appropriate early intervention services are made available to infants and toddlers with disabilities and their families.

• **IDEA Part B Preschool State Grants**
Provides special education and related services for children with disabilities ages 3 through 5.

• **IDEA Part B State Grants**
Provides special education and related services for children with disabilities ages 3 through 21.

• **The Title I Program**
Supports school and community-based preschool and K-3rd grade programs.

• **Promise Neighborhoods**
Supports planning grants for communities to build on the work of the Harlem Children's Zone.

• **Striving Readers Comprehensive Literacy Program**
Develops and supports a comprehensive literacy initiative from birth through grade 12.

• **Even Start Family Literacy Program, Even Start for Indian Tribes and Tribal Organizations, and Migrant Education Even Start**
Support family literacy projects that integrate early childhood education, adult literacy, parenting education, and interactive parent and child literacy activities.

• **Ready to Learn Television**
Supports the development of educational programming and materials to increase school readiness for young children.

• **21st Century Community Learning Centers**
Supports community learning centers to provide academic enrichment opportunities during non-school hours for young children, particularly students who attend high-poverty and low-performing schools.

• **Demonstration Grants for Indian Children**
Supports school readiness projects for three- and four-year-old Indian children.

Increasing Early Learning in the Proposed Reauthorization of the Elementary and Secondary Education Act

The Department's proposal for reauthorizing the Elementary and Secondary Education Act supports a continuum of learning, beginning at birth, in order to close the achievement gap and ensure that every student graduates from high school ready to succeed in college and a career. Watch and listen to our early learning and ESEA stakeholders' forum on ED.gov Blog.

Promoting Early Learning for Success in School and in Life in FY2011
The President's Budget will raise the bar on quality across all publicly-funded early learning settings through investments in developing new standards and practices to improve outcomes, engaging families in their child's early learning and development, and strengthening the early education workforce.

Partnering with the U.S. Department of Health and Human Services

ED is committed to working closely with the Department of Health and Human Services (HHS) to help States create coherent systems of early learning from birth through 3rd grade. The two agencies have been working together on a number of initiatives:

- **Listening and Learning about Early Learning Tour**
  The U.S. Departments of Education (ED) and Health and Human Services (HHS) Listening and Learning About Early Learning Meetings—Expert Roster, Biographical Information and Presentation Materials. Read more about the tour on ED.gov Blog.
  • Early Learning and Development Inter-Departmental Initiative
  Interagency Study Groups around six areas of early learning: early learning standards, curriculum and assessment; program standards; early learning workforce; data systems; health

promotion; and family engagement.

• **Early Childhood 2010: Innovation for the Next Generation**

The meeting brings together Federal staff, state and local partners and other early childhood stakeholders from a range of programs within the two departments.

ED and HHS are engaged in on-going discussions regarding:

- better coordination of birth-to-five early learning programs
- improved connections between early learning and kindergarten-through-3rd grade-systems
- evidence-based practices and strong models in areas critical to improving early learning systems and outcomes for young children.

Resources and Publications

Education-related resources and publications are available online in both English and Spanish, for families, educators and stakeholders. You may also call 1-800-USA-LEARN to speak to a resource specialist.

Technical Assistance, Research and Evaluations
Technical assistance, research information, longitudinal studies and evaluations of early learning programs are available on-line. You may also call 1-800-USA-LEARN to speak to a resource specialist.

Early Learning Initiative

Led by the Senior Advisor to the Secretary for Early Learning Jacqueline Jones, the Early Learning Initiative team works in collaboration with various program offices at ED and other Federal and State agencies.

- Steven Hicks, Special Assistant on Early Learning
- Jennifer Tschantz, Early Learning Program Analyst
- Katy Chapman, Confidential Assistant on Early Learning

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Further information about early learning activities at ED can be found on the ED.gov Blog.

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Calls to Participate

ADA Video Nationwide Video Contest
http://dream.realeconomicimpact.org
To commemorate the 20th Anniversary of the Americans with Disabilities Act, the National Disability Institute is launching "Economic Empowerment-Defining the New American Dream," a nationwide video contest open to all persons with disabilities. The National Disability Institute wants to hear from persons with disabilities, veterans with disabilities, and family members of persons with disabilities on what their American Dream is and how they are working to achieve it. Individuals can create a 3-minute video that tells the story of how they are working to achieve their American Dream, whether it is to buy a home, have a job, go to school, or start their own business. One Grand Prize winner will receive $1,000 and a trip to Washington, DC, where their winning video will be viewed at NDI's Real Economic Impact Tour's Annual Kick-off at the National Press Club on October 19, 2010. Deadline for entries: August 13, 2010.

Get Your Exchange Story Told and Receive $50!
http://www.miusa.org/ncde/stories
The National Clearinghouse on Disability and Exchange (NCDE) is offering $50 for disability stories on international exchange, including options to submit blogs and featured person profiles. People with disabilities can take advantage of this incentive to share overseas study, volunteer, work and research experiences. International and U.S. people with disabilities are encouraged to email submissions, but must be currently living in the United States to receive the award. Deadline for entries: September 1, 2010.

New Videos Encourages Special Ed Students to Participate in State Outcome Survey
http://www.psocenter.org/data_collection.html
To help educators improve services for students with disabilities who are still in school, every state is conducting a survey to find out what students who received special education services are doing one year after leaving high school. To help increase response rates, the National Post-School Outcomes Center has announced the launch of "Be a Superstar – Take the Survey." These YouTube videos were designed to encourage students and families to complete post-school outcomes surveys. Prepared in collaboration with PACER Center, versions are available for youth and parents in both English and Spanish. (The survey can also be accessed from http://www.youtube.com/pacercenter.)

PACER Survey Parent Survey
http://www.fastfamilysupport.org
Parents or primary caregivers of young people with disabilities 12-22 years old are invited to take part in a national research study by completing the National Family Support Survey, conducted by the FAST Project. Answers to the questions on the National Family Support Survey are confidential and will help the Administration on Developmental Disabilities, parent centers, and researchers understand the information and supports families need to prepare for moving into adulthood. This information may help to inform program development for youth with disabilities in the future. The survey is available in Spanish also.

Broad Center for the Management of School Systems: Superintendents Academy
http://broadacademy.org/join/leaders.html
The Broad Center for the Management of School Systems Superintendents Academy seeks leaders from business, the military, government, education, and nonprofit organizations to make

an impact as CEOs and senior executives in urban school districts. Those eligible will have significant leadership and management experience at the central office level or the equivalent in another field. Deadline: August 13, 2010.

America's Promise Alliance/AT&T: My Idea Grant Program
http://tinyurl.com/2vwcjlj
America's Promise Alliance and AT&T are looking for energy, enthusiasm, creativity, and commitment to help make this country a Grad Nation through the My Idea Grants program. My Idea will empower young people to examine the high school dropout crisis and help their peers graduate on time, as well as improve outcomes for themselves and their community. National grants of $10,000-$20,000 will be awarded to 20-25 youth for the best ideas submitted to help increase a community's graduation rate anywhere in the United States. Additional opportunities are available for young people living in Chicago, Houston, Indianapolis, Jackson, Louisville, Nashville, New York, New Orleans, Oakland, and Washington, D.C.

Peer Reviewers Needed at the U.S. Department of Education, Office of Postsecondary Education
http://opeweb.ed.gov/frs
The U.S. Department of Education, Office of Postsecondary Education (OPE), is seeking peer reviewers (field readers) for its discretionary grant program application reviews. The application review process involves a reader orientation, reading and evaluation of applications, and discussions with other panelists. Apply on-line to become a reader for the OPE grant program.

The Gateway Project
http://www.thegatewayproject.org
The Gateway Project, a collaboration between the University of Wisconsin-Madison and the Academic Autistic Spectrum Partnership in Research and Education (AASPIRE), which is itself a collaboration between Oregon Health & Science University, Portland State University, and the Autistic Self-Advocacy Network, aims to serve as a gateway to research committed to the values of inclusion, respect, accessibility and relevance. The Gateway Project is recruiting participants on the autistic spectrum, and participants with and without disabilities for a series of continuing Internet-based research studies on topics such as health care, well-being, and problem solving.

NASET Sponsor -Mayer Johnson



For more information click on the image above or - Click here

Update From The National Dissemination Center for Children with Disabilities

IT ALL STARTS IN FAMILIES AND COMMUNITIES

National Family Support Survey.
You are invited by the PACER Center to take part in a national research study of supports for families of youth with disabilities. This survey (available in English and Spanish) is for the parent or primary caregiver of a young person with disabilities between 12 and 22 years old. Interested?
http://rtc.umn.edu/fast/main/index.asp

What do those symptoms mean?
Investigate using the Symptom Checker, sponsored by the American Academy of Pediatrics. Working from a diagram of the body, click on the body part that's being affected. The Symptom Checker will help you narrow the problem to fit your situation (as much as possible, anyway!), will describe it medically, suggest when to call for help, and give care advice. Find all this at:
http://www.healthychildren.org/English/tips-tools/Symptom-Checker/Pages/default.aspx

What does the new health care act mean for people with disabilities?
http://www.healthcare.gov/foryou/disabilities/index.html

Info on GINA--the law against genetic discrimination.
With genetic testing becoming increasingly pervasive in medical care and our daily lives, three of the most prominent organizations in genetics-the Genetics and Public Policy Center at Johns Hopkins University, the National Coalition for Health Professional Education in Genetics, and Genetic Alliance-have teamed up to produce educational materials about the Genetic Information Nondiscrimination Act (GINA), a landmark federal law that protects individuals from the misuse of genetic information in health insurance and employment. Start in at: http://www.ginahelp.org/

Lots of great resources identified in KIN's July newsletter.
We'd love to highjack this month's newsletter from the Family Support Clearinghouse, otherwise known as KIN, but we'll just tell you about it instead and give you the link. Enjoy! It's a good one.
http://www.familysupportclearinghouse.org/Newsletters/Pages/July2010.aspx

Looking for info on deafness and other communication disorders?
Check out NIDCD's new website. That's the National Institute on Deafness and Other Communication Disorders. Call and talk to a health information specialist toll-free! Voice: 1.800.241.1044 or TTY: 1.800.241-1055. NIDCD supports and conducts research and research training on the normal and disordered processes of hearing, balance, smell, taste, voice, speech and language, and provides health information, based upon scientific discovery, to the public.
http://www.nidcd.nih.gov/

Are you the mom of a child with hearing loss?
Would you like to participate in a research study about parents' responses to the identification of their child's hearing loss? Researchers at Gallaudet University would love to hear what you have to say. They're asking interested moms to set up an appointment for an individual interview.

(Both parents are not required to participate, nor is your child.) Participation takes about an hour and involves filling out a few questionnaires and completing a videotaped interview. To compensate for your time, you'll receive $30. If you're willing to participate, please email the primary researcher to set up an interview! Reach her at: elizabeth.adams@gallaudet.edu

If you're estate planning or thinking about it...
You may want to read Planning for Your Child's Future... What Every Family of a Child with Special Needs Ought to Know.
http://www.specialneedsalliance.com/common/files/Western%20NY%20Parenting%20SNT%20Article.pdf

More on estate planning: 10 tips for parents of children with disabilities.
As part of their estate planning, parents of children with special needs should also use a binder that contains all the information that future caregivers will need to carry on after the parents are gone. Here are 10 things to put in that binder:
http://www.specialneedsalliance.com/common/files/10-tips.pdf

Autism corner.
What's new for those concerned with disorders on the autism spectrum? Here are several of potential interest:

- **Ten ASD tips from a parent.**
  Leslie Drinkwine is a parent of a boy with autism. She shares her experience and tips with readers about many aspects of life with autism, including her 7th tip: Do Not Hide in Your Home. Take your child out to public events, shopping, to play in the park. These interactions will help him/her develop social skills.
  http://www.autismservicesnorth.com/asd-tips/
- **Being autistic, being human.**
  Step back from public controversies over causes and cures and explore the mystery and meaning of autism in one family's life, and in history and society. This program's guests say that life with their child with autism has deepened their understanding of human nature, of disability, and of creativity, intelligence, and accomplishment.
  http://speakingoffaith.publicradio.org/programs/2010/being-autistic/
- **Be part of research through the Interactive Autism Research Network.**
  Every day thousands of people from across the country are coming together through IAN Research, an online initiative connecting researchers with individuals and families affected by ASD. The dynamic exchange is the nation's largest online autism research study. Find out more at: https://www.ianresearch.org/login

Mastering life skills.
Last month we mentioned the Casey Foundation's life skills guide, and that seemed to catch many people's interest, so here's another on the subject, this one from education.com.
http://www.education.com/reference/article/Ref_Life_Skills_Mastery/

Planning for transition to postsecondary education and adulthood.
Disability.gov offers a new guide for parents to help them prepare for this important transition in their child's life. The guide includes information about laws that protect parents' rights as well as the rights of adult children in college. http://tinyurl.com/yz9gyuy

Free online course for transit advocates.
Easter Seals Project Action is offering an online course called Forming Partnerships with Transit from August 2 - September 10 for transit advocates interested in increasing their role in the planning, design, and implementation of community transit service. Human services providers involved in local coordinated planning efforts and private transportation providers also may find this course useful. The course covers: transportation planning, transportation funding, becoming a transit supporter, and strategies for taking on an effective role in supporting transit. Registration deadline: July 23.
http://tinyurl.com/273xdyz

THE LITTLE ONES: EARLY INTERVENTION/EARLY CHILDHOOD

Supporting the social-emotional well-being of children in early intervention.
A new brief from the National Center for Children in Poverty discusses exemplary policies and practices that highlight the potential of Part C to play a major role in reducing the risk of long-term social-emotional and behavioral difficulties of vulnerable children.
http://nccp.org/publications/pub_946.html

Online module on embedded interventions.
Learn about the practice of embedded interventions to help children participate in a variety of early learning opportunities and environments promoting high-quality inclusion. From Project CONNECT.
http://community.fpg.unc.edu/connect-modules/learners/module-1

The Right Stuff: Resources to support your work.
This handout was presented at the 2009 Conference on Inclusive Education and includes a list of resources on collaboration, inclusion/natural environments, quality, and more. From the National Professional Development Center on Inclusion.
http://community.fpg.unc.edu/resources/planning-and-facilitation-tools/NPDCI-TheRightStuff-handout-2-2009.pdf/at_download/file

Including children with disabilities in state pre-K programs.
This 21-page policy brief is from the Education Law Center.
http://www.scribd.com/doc/31739286/PreKPolicyBrief-InclusionChildrenWithDisabilities

Assistive technology for preschoolers to support socialization.
If so, have a look at the June 2010 newsletter of the Tots 'n Tech Research Institute, which looks at using AT with young children to support socialization in a variety of ways. For example, AT can be used to help children express themselves, build friendships, explore their environment and reduce frustrations that may be associated with challenging behaviors.
http://tnt.asu.edu/files/June2010.pdf

WWC rates study of the Ready to Learn Initiative.
A new Quick Review from the What Works Clearinghouse (WWC) looks at the summative evaluation of the Ready to Learn Initiative, which examined whether preschoolers who were exposed to a media-rich literacy curriculum had better early reading skills than preschoolers who were exposed to a media-rich science curriculum.
http://ies.ed.gov/ncee/wwc/publications/quickreviews/QRReport.aspx?QRID=144

Comparing child care quality rating systems.
A number of states are developing Quality Rating Systems to improve the quality of early care and education programs for young children. Here's a new compendium profiling 26 child care Quality Rating Systems.
http://www.acf.hhs.gov/programs/opre/cc/childcare_quality/

SCHOOLS, K-12

Travel training: A guide for school administrators.
Travel Training for Student Success: The Route to Achieving Post-Secondary Student Outcomes is a primer for school administrators interested in learning how high schools across the country are connecting students to travel training services, developing and adapting goals, and supporting local implementation of travel training programs.
http://projectaction.easterseals.com/site/PageServer?pagename=ESPA_resources_supporting_young_adults_TravelTraining

Register for the 10th Annual Association of Travel Instruction (ATI) Continuing Education Conference.
August 13-15, 2010 in Baltimore, Maryland.
The ATI conference sessions can benefit new, growing, and experienced travel training programs. There will be presentations about hiring and training new travel trainers; documents needed to manage a travel training program; partnering with ADA paratransit staff at a transit property to achieve positive travel training outcomes; and more. The conference will also focus on a travel training growth area: teaching high school students in transition how to use local public transportation safely and independently. Read all about it and register at:
http://www.travelinstruction.org/

Looking for resources to support teacher development pre-K-12 over the summer and during the next school year?
Visit the IRIS Center, which offers 19 modules in all areas of academic and behavioral disabilities. http://iris.peabody.vanderbilt.edu/resources.html

Webinar series | National Center on Accessible Instructional Materials.
If you're interested in learning more about and implementing AIM and NIMAS, check out this webinar series on the subject. There are 3 audience-specific types:

- AIM Basics | for all audiences as a prerequisite for other AIM webinars.
  Offered twice:
  July 13th from 1-2pm (EST) | Register at:
  https://aim.ilinc.com/register/brbzjfx
  August 10th from 3-4pm (EST) |
  Register at: https://aim.ilinc.com/register/tvtbzrx
- The SYSTEM-LEVEL LEADERS SERIES | for SEA and LEA leaders with responsibilities related to the development of systems that ensure the provision of AIM in a timely manner. Offered July 13th from 3-4pm (EST). Register at:
  https://aim.ilinc.com/perl/ilinc/lms/event.pl?div_view=reg&event_user_id=
- The STUDENT-LEVEL LEADERS SERIES | for educators, families, and others who are members of IEP teams and other decision-making teams. Offered August 10th from 1-2pm (EST). Register at: https://aim.ilinc.com/register/wkvcftz

Roles and responsibilities of speech-language pathologists in schools.
Two new documents from the American Speech and Hearing Association (ASHA) describe the critical roles and responsibilities of SLPs that should provide the basis for speech-language services in schools to promote efficient and effective outcomes for students.
http://www.asha.org/slp/schools/prof-consult/guidelines/

Linguistic modification of math test items helps English language learners.
REL West's study on Middle School Math Assessment Accommodations found that simplifying the language on standardized math test items made it easier for ELLs to focus on and grasp math concepts. The result? A more accurate assessment of their math skills.
http://ies.ed.gov/ncee/edlabs/projects/project.asp?ProjectID=92

Bringing literacy strategies into content instruction.
This newly released document from the Center on Instruction provides research-based guidance on academic literacy instruction in the content areas, specifically focusing on the effective use of text in content areas.
http://centeroninstruction.org/files/Bringing%20Literacy%20Strategies%20into%20Content%20Instruction.pdf

Eight WWC reports focus on multisensory programs for students with LD.
The What Works Clearinghouse has released eight new Intervention Reports that review the research on Orton-Gillingham-based programs for students with learning disabilities.
http://tinyurl.com/3a29fgl

Preparation for postsecondary life for students with disabilities.
This brief policy analysis identifies collaborative strategies that states have implemented to address the needs of students with disabilities whose IEP transition services specify postsecondary career and technical education, vocational rehabilitation, and/or immediate employment upon departure from secondary school. http://www.projectforum.org

Professional development in transition planning.
To help states and local school districts with professional development efforts in the area of secondary transition, NSTTAC (National Secondary Transition Techical Assistance Center) has created presenter guides on (a) Indicator 13, (b) Self-Determination, and (c) Transition Assessment. These guides include ready-made power points, scripted notes, and all necessary materials needed to complete the activities included in the presentation. Each topic includes a 3-hour presentation and a 1-hour presentation.
http://www.nsttac.org/products_and_resources/PresenterGuides/Default.aspx

More on transition: Follow-up materials from Secondary Transition State Planning Institute.
The IDEA Partnership at NASDSE, the National Dropout Prevention Center for Students with Disabilities, the National Post-School Outcomes Center, and the National Secondary Transition Technical Assistance Center have made the presentation materials and recordings of sessions available at:
http://www.nsttac.org/products_and_resources/InstitutePresentations2010/Default.aspx

STATE & SYSTEM TOOLS

Now posted! Part C data collection forms for 2010-11.
At the link below, see "new" on the left side.
http://www.IDEAdata.org

PowerStats, an easy-to-use analysis tool for PSE data.
PowerStats gives you access to nine NCES postsecondary education datasets and the thousands of variables they contain. Create tables and regressions now with a visually intuitive drag and drop interface, and receive results in a range of formats, including Excel and PDF.
http://nces.ed.gov/datalab

How does OSEP evaluate a request from a state to reduce MOE?
The U.S. Dept. of Education has released a statement detailing its procedures in considering state requests to reduce financial support to local districts due to economic hardship.
http://www.ed.gov/policy/speced/guid/idea/moe-waivers.doc

Update on IEPs and evaluation from the U.S. Department of Education.
The U.S. Department of Educationhas issued a revised Q&A document to provide states, SEAs, LEAs, parents, and other stakeholders with information regarding the IDEA requirements relating to IEPs, evaluations, and reevaluations. http://www.ed.gov/policy/speced/guid/idea/iep-qa-2010.pdf

Standards-based IEPs: Implementation update.
This brief policy analysis updates the May 2006 Project Forum document based on staff interviews in 18 states about their use of standards-based individualized education programs (IEPs). http://www.projectforum.org

Resource guide to developing a Quality Rating and Improvement System (QRIS).
Many states have implemented a statewide QRIS to assess, improve, and communicate the level of quality in early childhood care and education programs. The National Child Care Information and Technical Assistance Center recently launched an online QRIS Resource Guide to help states and communities better understand key issues and decision points during the planning and implementation of such a system. It contains an explanation and history of QRIS, descriptions of the key components of a QRIS, and state-specific resources.
http://nccic.acf.hhs.gov/qrisresourceguide/

Recruiting, developing, and retaining highly qualified special education teachers.
This six-series podcast provides information about how this challenge can be addressed through effective partnerships among SEAs, LEAs, and institutions of higher education as well as strong induction and mentoring programs. Find all at the National Center to Improve Policy and Practice in Special Education Professional Development.
http://education.ufl.edu/grants/ncipp/podcasts.php

Does the path to teaching affect teacher effectiveness?
There are currently more than 125 alternative teacher certification programs throughout the USA. The American Association of Colleges for Teacher Education prepared this summary of research that examines the features and effectiveness of alternative routes to certification.
http://tinyurl.com/2bu3xhd

Results of the National Indian Education Study.
The National Indian Education Study has revealed little academic progress and widely varying cultural and school experiences for American Indian and Alaska Native (AI/AN) students in grades 4 and 8. The study includes results for 12 states with relatively large populations of AI/AN students, in addition to the national results. The report also shows results for schools administered by the Bureau of Indian Education (BIE).
http://nces.ed.gov/nationsreportcard/nies/

NCEE releases report evaluating charter school impacts.
Adding to the growing debate and evidence base on the effects of charter schools, this evaluation was conducted in 36 charter middle schools in 15 states. The study is the first large-scale randomized trial of the effectiveness of charter schools in varied types of communities and states.
http://ies.ed.gov/ncee/pubs/20104029/

SPECIAL FOCUS: Severe and/or Multiple Disabilities

Severe and multiple disabilities can be very challenging to individuals, families, educators, and service providers alike. The term itself---severe/multiple disabilities---is actually an umbrella term for a wide range of disabilities that have certain characteristics in common, as the resources below explain. We hope these will help you address the needs of those who have severe or multiple disabilities.

Organizations

- **TASH**.
  TASH is an international association of people with disabilities, their family members, other advocates, and professionals fighting for a society in which inclusion of all people in all aspects of society is the norm. Topics on their site include positive behavior support, inclusive education, communication, and community living. http://www.tash.org
- **National Center on Severe and Sensory Disabilities.**
  NCSSD is a resource center for information, training, and technical assistance for families and educators of children who are deaf and hard-of-hearing, visually impaired, or who have severe disabilities.
  http://www.unco.edu/ncssd/
- **Teach SSD | Teaching Students with Severe and Sensory Disabilities.**
  Sponsored by the National Center on Severe and Sensory Disabilities (NCSSD).
  http://teachssd.org/tssd/index.php?title=Main_Page

Defining and Describing Severe and/or Multiple Disabilities

- **What are severe/multiple disabilities?**
  http://www.nichcy.org/Disabilities/Specific/Pages/severe-multiple.aspx
- **What are severe and multiple disabilities?**
  http://www.angelswithspecialneeds.org/monthly/severe-and-multiple-disabilities/
- **Intro to multiple disabilities.**
  http://specialed.about.com/od/multipledisabilities/a/multiple.htm
- **Issues in severe disabilities**
  http://www.unco.edu/ncssd/resources/issues_ssn.shtml
- On multiple disabilities, when one disability is visual impairment.
  Family Connect offers info and guidance to parents of children with visual impairments. This

section of their site focuses on resources for parents whose children also have another disability.
http://www.familyconnect.org/parentsitehome.asp?SectionID=79

- **More on multiple disabilities, when one disability is visual impairment.**
  Perkins Scout is a searchable database of carefully evaluated online resources related to blindness and visual impairment. This page of resources focuses on educating visually impaired or blind students who have another disabilities as well.
  http://www.perkins.org/resources/scout/students-with-multiple-disabilities/

Educating Students with Severe and/or Multiple Disabilities

- **Education of individuals with severe and multiple disabilities.**
  http://www.answers.com/topic/education-of-individuals-with-severe-and-multiple-disabilities
- **Serving students with significant disabilities.**
  A wealth of guidance from the Louisiana Department of Education.
  http://sda.doe.louisiana.gov/default.aspx
- **Evidence-based practices for students with severe disabilities.**
  A great Powerpoint presentation by Dr. Diane Browder, at UNC Charlotte.
  http://education.uncc.edu/access/ppt/CEC%20Panel%20on%20What's%20So%20SPecial.ppt
- **Severe and multiple disabilities in and out of the classroom.**
  http://faculty.frostburg.edu/mbradley/EC/severeandmultipledisabilities.html
- **Low-incidence disabilities: Severe/multiple disabilities, deaf-blindness, and traumatic brain injury.**
  This is chapter 12 of Pearson's Exceptional Children: An Introduction to Special Education (8th ed.).
  http://wps.prenhall.com/chet_heward_exceptional_8/36/9434/2415105.cw/index.html
- **Teaching learners with multiple special needs**.
  Visit this website, whose tagline reads "Resources and ideas for teachers of learners with severe, profound, intensive, significant, complex or multiple special needs."
  http://teachinglearnerswithmultipleneeds.blogspot.com/
- **Resources to address the needs of students with severe/multiple disabilities**.
  http://www.educationworld.com/special_ed/severe/index.shtml
- **Communication strategies for students with severe multiple disabilities.**
  http://tinyurl.com/27k7cyr
- **Severe and multiple disabilities-Focusing on inclusion.**
  http://www.brighthub.com/education/special/articles/42000.aspx
- **Activity ideas for students with severe/profound/multiple disabilities.**
  http://www.palaestra.com/featurestory.html
- **Lecture # 106: Severe and multiple disabilities.**
  http://www.agape-biblia.org/plugins/pract-ministries/Lect106.htm
- **Serving students with severe and multiple disabilities: A guide to strategies for successful learning.**
  Designed for educators, this resource provides guidance and practical instructional tools to enhance services for hard-to-serve students with severe and multiple disabilities. Cost: $64.95.
  http://www.shoplrp.com/product/p-300201.html

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Latest Job Listings

Speech Language Therapist with proper ADE and DHS certification

Tolleson, Arizona

Description

UESD is a small school district seeking a Speech Language Therapist/Pathologist for the 2010-2011 school year. Position and duties include:

- Administering speech and language assessments to evaluate skill level, interpreting speech and language evaluations.
- Assesses progress, provides instruction consistent with student's IEP, plans using strategies, methods and materials appropriate to the learner's abilities, needs and learning style
- Maintains IEP data for measuring progress towards objectives and other required district and compliance documentation.
- Schedules students for services, coordinates IEP meetings with related service providers when appropriate
- Attends IEP meetings
- Consults with general education teachers regarding student readiness, progress and management.
- Be able to implement IEP in compliance with IDEA

Requirements

Must hold proper Arizona Department of Education and Arizona Department of Health Services Certification and Licensure.

Contact

Please visit our website and fill out an application at: http://unionesd.org/index.cfm?pID=2174. Print the form, complete the form, and submit the application by faxing it, mailing it, or dropping it off at the number and address below.

Human Resource Department
Union Elementary School District #62
3834 South 91st Avenue
Tolleson, Arizona 85353
Phone: (623) 478-5005
Fax: (623) 478-5006

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Temporary Certified Special Education Teacher

Trumbull, CT

Description

At St. Vincent's Health Services, the commitment to providing patients and employees with the highest standards of care is at the heart of all we do. As an employer, we value all of our staff

and have a strong commitment to development, diversity, and work-life balance. With exciting new leadership and a culture that promotes quality, respect and continual learning, there's never been a better time to join our growing family! St. Vincent's Special Needs Services, Trumbull Campus, is currently seeking a TEMPORARY CERTIFIED SPECIAL EDUCATION TEACHER, TEMPORARY DAYS 8AM-3:30PM MON-FRI, Scheduled to end 12/30/10.

Requirements

Certified special education teacher will work with students with multiple disabilities and complex medical conditions; develop, submit and implement weekly schedule for the class that meets the guidelines outlined on the standard schedule as well as appropriate lesson plans for each activity; lesson plans should incorporate individual goals and include, at a minimum, instructions for individual positioning, cueing, equipment, etc; effectively displaying enthusiasm and high energy level when interacting with students; incorporate therapeutic and health recommendations appropriately into activities and routines; and supervise assigned assistants. Bachelor's Degree required; Master's preferred.

Benefits

If you are looking for a change, a challenge, attractive compensation and immediate benefits, then consider joining St. Vincent's today! We are an equal opportunity employer.

Contact

Please apply online at www.stvincents.org

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Director of Special Education

Anywhere in the United States

Job Summary

Responsible for the development and creation of Edison's Special Education programs and services and ensuring its effectiveness against federally mandated requirements for Special Education.

Main Responsibilities

- Examine and review curriculum and instructional methodology for K-12 programs and services
- Advise Executive Director of Student Support Services regarding all K-12 programs and services within the Edison system
  Monitor and ensure all federal compliance elements or correct in all schools and programs
- Provide support to all regional Special Education leaders and Special Education Coordinators at school sites
- Provide technical assistance to all schools in the areas of IDEA, NCLB, 504 and related services
- Conduct reviews of special education programs at the local level to ensure compliance and appropriate IEPs.
- Attend national, state and local conventions and conferences to maintain current information on Special Education
- Review data from schools and programs to make recommendations for professional growth, planning and developing action plans for achievement gains
- Create and deliver professional development for Edison school sites.

- Create and disseminate manuals and handbooks to support all Special Education staff and departments.
- Maintain a high level of knowledge regarding IDEA rules, procedures and policies for Special Education at federal, state and local levels.
- Create and deliver RtI model to all staff
- Provide support and guidance in the areas of transition and EBD services
  Key Relationships
- Works closely with the Director of ELL. Principals, regional and local special education staff. Collaborates with other EdisonLearning headquarter departments.

Key Behavioral Competencies

- Frequent and regular contact with schools, staff and clients to foster and promote achievement in students.
- Maintain support for the IEP process for learning gains in all students with special needs.
- Establishes and implement best practices for Edison work processes and standards.
- Knowledge of research-based K-12 reading, writing and mathematics curriculum.
- Leads initiatives to take action to address failures and seeks to improve outcomes through analyzing current data.
  Builds and maintains a team approach with all stockholders.

Background

- A Master's Degree or higher in Special Education or related field.
- Minimum of 5 years experience in Education.
- Minimum of 2 years experience in educational administration.
- Strong knowledge base of current IDEA, NCLB and 504 Legislation.
- Excellent communication skills including writing.
- Strong knowledge base in K-12 curriculum and methods of instruction, including interventions for Response to Intervention and Online Learning.
- Must be open and available to travel frequently for school support visits.

Benefits

Competitive beneftis package and salary commensurate with experience.

Contact

jaina.dambra@edisonlearning.com

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Special Education Resources

Boosting Family Involvement through Better Policy
Report
http://sparkaction.org/resources/37790
Available through SparkAction!'s website, the Harvard Family Research Project's report, "Taking Leadership, Innovating Change: Profiles in Family, School, and Community Engagement" looks at ways to systematize policy efforts (currently often marginalized and piecemeal) toward achieving educational equity, and to help make family involvement more clearly seen as a major part of achieving educational equity. Research shows the importance of parent-school partnerships in education, and especially among disadvantaged families.

Have You Heard About LearningPort?
Learning Modules
http://www.learningport.us
LearningPort is a national professional development library of learning modules, tool kits, archived webinars and video resources created by NASDSE's IDEA Partnership and funded by the U.S. Department of Education Office of Special Education Programs (OSEP) to support the use of ARRA funds in states and LEAs. These modules were developed to enable district teams to meet their increasing professional development needs in a flexible as-needed manner.

NASDE Brief on Collaborative Transition Strategies of Eight States: Preparation for Postsecondary Life for Students with Disabilities
Policy Brief
http://www.projectforum.org/
This brief policy analysis was designed by Project Forum at the National Association of State Directors of Special Education (NASDSE) to identify collaborative strategies that states have implemented to address the needs of students with disabilities whose IEP transition services specify postsecondary career and technical education, vocational rehabilitation and/or immediate employment upon departure from secondary school. Project Forum collaborated with other organizations and agencies to identify eight states and interviewees. The eight states interviewed for this document offer a variety of programs built on collaborative efforts that may serve as models for other states.

National Center on Education Statistics (NCES) Updates Numbers and Types of Public Elementary and Secondary Schools
Report
http://nces.ed.gov/pubs2010/2010345.pdf
This report presents findings on the numbers and types of public elementary and secondary schools in the United States and the territories in the 2008-09 school year, using data from the Public Elementary/Secondary School Universe Survey of the Common Core of Data (CCD) survey system. The accompanying First Look presents findings on the numbers and types of public elementary and secondary schools in the United States and the territories in the 2008-09 school year. Available in pdf (.98 MB, 35 pp).

NICHCY Research-Based Resources on Specific Disabilities
Resource List
http://www.nichcy.org/Research/Basics/Pages/Disabilities.aspx
NICHCY (National Dissemination Center for Children with Disabilities) has updated their list of

resources on medical research into disabilities and the findings of research on the use of academic and other interventions with children who have special needs. The final section covers research associated with the specific disabilities of attention-deficit/hyperactivity disorder, autism, emotional disabilities, intellectual disabilities, and learning disabilities.

NICHCY's 2010 Guide to Online Publications (2010)
Guide
http://tinyurl.com/2bt2y5g
NICHCY (National Dissemination Center for Children with Disabilities) has updated their guide to their online resources. People organizing conferences relevant to people with disabilities or arranging trainings for parents or practitioners about IDEA or disabilities could include news of NICHCY and its free online resources in the conference packet or training information. Available in pdf (142 KB, 4 pp).

Family Support Center on Disabilities: Knowledge & Involvement Network (KIN)
www.familysupportclearinghouse.org
This Web site offers a national clearinghouse of family support for individuals with disabilities and their families. The Build Your Knowledge section has information on important issues, policies, and services related to the needs of individuals with disabilities and families.

What Should Count Web Site
www.whatshouldcount.org
The American Federation of Teachers has launched this site focusing on higher education accountability, accreditation and assessment. What Should Count? is intended to serve as a clearinghouse of accountability initiatives and assessment mechanisms at the international, national, state, and local levels and to serve as mechanism for faculty, staff, and administrators to discuss the kinds of measures that best help our students succeed.

The Condition of Education 2010: NCES Report Offers Special Analysis on High-Poverty Schools
Report
http://nces.ed.gov/programs/coe/
"The Condition of Education" is an annual report produced by the National Center for Education Statistics (NCES) that presents indicators of important developments and trends in U.S. education. These indicators focus on participation and persistence in education, student performance, and other measures of achievement, the environment for learning, and resources for education. The report is based on the data that were available by April 2010.

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Upcoming Conferences, Workshops and Events

2010

August 2010

The Reinventing Quality Conference

Conference
Date: August 8, 2010 - August 10, 2010
Location: Baltimore, MD
Website: http://www.reinventingquality.org/upcoming/
Abstract: The Reinventing Quality Conference is for people with intellectual/developmental disabilities, family members, direct support professionals, administrators of community support agencies, advocates, managers, and government leaders, all committed to a vision of a better future for people with intellectual/ developmental disabilities. This year's conference focuses on how forward thinking states, providers, self advocates and families are not only weathering the economic crisis but using it as a fulcrum to improve quality and lives for persons with intellectual/developmental disabilities.

10th Annual Association of Travel Instruction (ATI) Continuing Education Conference

Date: August 13-15, 2010
Location: Baltimore, Maryland.
Abstract: The ATI conference sessions can benefit new, growing, and experienced travel training programs. There will be presentations about hiring and training new travel trainers; documents needed to manage a travel training program; partnering with ADA paratransit staff at a transit property to achieve positive travel training outcomes; and more. The conference will also focus on a travel training growth area: teaching high school students in transition how to use local public transportation safely and independently. Read all about it and register at: http://www.travelinstruction.org/ The Association provides opportunities for professional development to those who work to assure usable, sustainable and inclusive higher education environments for students, faculty, and staff with disabilities and who believe society is ultimately enriched by difference.

September 2010

USBLN: Aligning Disability with the Bottom Line: Talent, Market Share, and Supplier Diversity

Conference
Date: September 19, 2010 - September 22, 2010
Location: Chicago, IL
Website: http://www.usblnannualconference.org/
Abstract: The 2010 US Business Leadership Network (USBLN) Annual Conference & Expo theme is Aligning Disability with the Bottom Line: Talent, Market Share, and Supplier Diversity. It is a national employer-to-employer event that taps into the economic potential of people with disabilities. It brings corporate, government, disability-owned businesses, and BLN affiliates

together to create workplaces, marketplaces, and supply chains where people with disabilities are fully included as professionals, customers and entrepreneurs.

Conference of the Acquired Deafblindness Network (8th)

Date: September 29-October 3, 2010
Location: City of Aalborg, Denmark
Abstract: The theme of the conference is Building bridges - connecting people. The conference will take forward the work from the 7th conference of ADBN held in Norway in 2008. Using the theme of Building Bridges we will be exploring notions of developing relationships between deafblind people, families, friends and professionals. Bridges not only connect people but enable movement and development, independence and growth of potential.
Website: http://www.adbn.org
Contact Information: Else Marie Jensen-+45 4439 1250
Email: adbn2010@cfd.dk

2010 Closing the Gap Conference

Conference
Date: October 21, 2010 - October 23, 2010
Location: Bloomington, MN
Website: http://www.closingthegap.com/conference/
Abstract: This year's conference builds on a tradition of providing a comprehensive examination of the most current uses of technology by persons with disabilities and the professionals who work with them. Topics will cover technologies being applied to all disabilities and age groups in education, rehabilitation, vocation, and independent living. First-hand information about products and best assistive technology (AT) practices and strategies will be presented by and for teachers, therapists, clinicians, parents and end users alike.

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NASET Sponsor -Mayer Johnson



For more information click on the image above or - Click here

Funding Forecast and Award Opportunities

Forecast of Funding Opportunities under the Department of Education Discretionary Grant Programs for Fiscal Year 2009-2010
http://www.ed.gov/fund/grant/find/edlite-forecast.html
This document lists virtually all programs and competitions under which the U.S. Department of Education has invited or expects to invite applications for new awards for fiscal year 2009-2010 and provides actual or estimated deadlines for the transmittal of applications under these programs. The lists are in the form of charts organized according to the Department's principal program offices and include programs and competitions previously announced as well as those to be announced at a later date.

Forecast of Funding Opportunities under the Department of Education Discretionary Grant Programs for Fiscal Year 2010
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FY 2009-2010 Discretionary Grant Application Packages
http://www.ed.gov/fund/grant/apply/grantapps/index.html
This site, from the Department of Education, provides information on grant competitions that are currently open.

FY 2009-2010 Discretionary Grant Application Packages
http://www.ed.gov/fund/grant/apply/grantapps/index.html
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Barbara Bush Foundation for Family Literacy Accepting Applications for 2011 National Grant Program
http://tinyurl.com/2amsy7s
The Barbara Bush Foundation for Family Literacy's 2011 National Grant competition will provide grants to develop or expand projects that support the development of literacy skills for adult primary care givers and their children. A total of approximately $650,000 will be awarded; no grant request should exceed $65,000. Deadline: September 10, 2010.

Wild Ones: Lorrie Otto Seeds for Education Grant Program
http://www.for-wild.org/seedmony.htm
The Lorrie Otto Seeds for Education Grant Program gives small monetary grants to schools, nature centers, and other non-profit and not-for-profit places of learning in the United States, including houses of worship, with a site available for a stewardship project. Money for the Lorrie Otto Seeds for Education grant program comes almost entirely from donations from Wild Ones members and other benefactors. Deadline: October 15, 2010.

ASCAP Foundation: Grants for Music Education
http://www.ascapfoundation.org/grants.html
The ASCAP Foundation, established in 1975, is a publicly supported charitable organization that is tax exempt under Section 501(c)(3) of the Internal Revenue Code. It is dedicated to supporting American music creators and encouraging their development through music education and talent development programs. The average grant is about $2500. Deadline: October 1, 2010.

Campbell's: Labels for Education
http://www.labelsforeducation.com/about-the-program.aspx
The Campbell's, Inc., Labels for Education Program gives schools free educational equipment in exchange for labels from Campbell products. For more than 30 years, Labels for Education has been awarding free educational equipment to schools in exchange for proofs of purchase from the Campbell family of brands.

Federal Student Aid – Grant Program (English)
http://tinyurl.com/yfbe5tb
From Disability.gov, the English-language version of this fact sheet provides an overview of the major federal student aid grant programs. The federal government provides grant funds for students attending colleges, including career colleges and universities. Grants, unlike loans, do not have to be repaid. Available in pdf (42.4 KB, 1 p).

Federal Student Aid - Grant Program (Spanish)
http://tinyurl.com/282krpk
From Disability.gov, the Spanish-language version of this fact sheet provides an overview of the major federal student aid grant programs. The federal government provides grant funds for students attending colleges, including career colleges and universities. Grants, unlike loans, do not have to be repaid. Available in pdf (145 KB, 1 p).

Funding Education Beyond High School - Federal Student Aid at a Glance
http://tinyurl.com/2bzq9sa
A quick reference guide and Federal Student Aid Summary Chart that describes various federal student aid programs, who may be eligible, and how to apply.

On Line Compilations of Scholarships for Students with Disabilities from Michigan State University
http://staff.lib.msu.edu/harris23/grants/3disable.htm
A comprehensive list of scholarships offered to students with disabilities located on the Michigan State University Libraries website.

Do Something Invites Applications for Six Flags Friends Scholarships
http://www.dosomething.org/grants/sixflags/scholarships
Do Something has teamed up with Six Flags Friends to award college scholarships to young leaders who are taking action to make their community (locally or globally) a better place. Scholarships will be awarded based on past, current, and planned action in the community as well as the applicant's passion, commitment, and proven leadership skills. Six scholarships of $1,500 each will be awarded.

NAIS: Challenge 20/20 Partnership
http://www.nais.org/resources/index.cfm?ItemNumber=147262
The National Association of Independent Schools invites schools to participate in Challenge

20/20, a program that brings together one school from the United States and one school from outside of the United States. Teacher-student teams from both schools will work together throughout the fall 2010 school semester to come up with a solution to a global problem. Challenge 20/20 is based on Jean Francois Rischard's book, "High Noon: 20 Global Problems, 20 Years to Solve Them." Deadline: August 15, 2010.

NEA Learning and Leadership Grant
http://tinyurl.com/yacbb5b
NEA's Learning & Leadership grants support public school teachers, public education support professionals, or faculty and staff in public institutions of higher education for two purposes: grants to individuals to fund participation in high-quality professional development experiences, such as summer institutes or action research; and grants to groups to fund college study, including study groups, action research, lesson study, or mentoring experiences for faculty or staff new to an assignment.

Powered by Service Offers Funding to Seed Youth-Led Service Projects
http://tinyurl.com/y8l7j44
Grants will be awarded to young people around the world who are conducting service projects that encourage youth to become involved in addressing problems facing their communities. Grants presently are being accepting only from Atlanta GA, Detroit MI, Los Angeles CA, Milwaukee WI, New Orleans LA and New York NY, but other communities will be added at intervals. Deadline: Open.

Travelocity's Travel for Good Volunteer Travel Opportunities
http://tinyurl.com/2v7sh2
Travelocity's Travel for Good offers funding quarterly for its Change Ambassadors Grant to help support Americans who wish to travel to participate in volunteer opportunities (volunteer vacations). Two grants of $5,000 each will be awarded to individuals or groups going on volunteer vacations; applicants must demonstrate a previous commitment to volunteering and financial need. Deadline: not applicable.

Financial Aid On Disabilityinfo.Gov
http://www.disabilityinfo.gov/digov-public/public/DisplayPage.do?parentFolderId=84
This Web site includes links to scholarship applications for students with various disabilities for graduate and undergraduate as well as vocational studies.

Got Grants?
http://www.teachersourcebook.org/tsb/articles/2009/03/16/02grants.h02.html
Successful education grant writers offer advice on how to access teacher-learning funds.

Michigan State Library of Financial Aid
http://www.lib.msu.edu/harris23/grants/3disable.htm
Michigan State's comprehensive list of financial aid resources for students with disabilities can be found at their Web site.

Scholarships4students.Com
http://www.scholarships4students.com/special_scholarships.htm
Scholarships4students's Web site includes a list of scholarships for students with disabilities, by disability category.

National Scholarship Providers Association
http://www.scholarshipproviders.org
The National Scholarship Providers Association (NSPA) web site offers information on NSPA scholarships for Latino students and for students formerly in foster care. A new NPSA product, the Scholarship Data Standard, allows students to complete an online scholarship application and then re-use the information with other scholarship providers without retyping their data.

Charles Lafitte Foundation: Grants for Education & Child Advocacy
http://www.charleslafitte.org/education.html
The Charles Lafitte Foundation Grants Program helps groups and individuals foster lasting improvement on the human condition by providing support to education, children's advocacy, medical research, and the arts. Maximum award: varies. Eligibility: 501(c)3 organizations. Deadline: rolling.

Plum Grants
http://www.dosomething.org/programs/plum-grant-guidelines
Individuals who have recently created a sustainable community action project, program or organization and need $500 to further the growth and success of the program are eligible to apply for a Plum Youth Grant. Plum grants are given out weekly. Deadline: None.

Nonprofit Music Programs
http://www.guitarcentermusicfoundation.org/grants/index.cfm?sec=info
The Guitar Center Music Foundation's mission is to aid nonprofit music programs across America that offer music instruction so that more people can experience the joys of making music. Maximum Award: $5000. Eligibility: 501(c)(3) organizations. Qualifying applicants are established, ongoing and sustainable music programs across the United States that provide music instruction for people of any age who would not otherwise have the opportunity to make music. Deadline: N/A.

Live Monarch Educator Outreach Program
http://www.lmf-educator-award.com/index.html
The Live Monarch Foundation Educator Outreach Program provides funding for U.S. teachers to enroll in the National Campaign to bring monarch butterflies into the classroom. This program provides education and materials to strengthen the monarch's 3,000-mile migratory route within North America by creating self-sustaining butterfly gardens and refuges. Materials will be provided for each participant to raise a virtual butterfly and start a real butterfly garden with professional instruction on each level of its maintenance and care. Maximum Award: n/a. Eligibility: teachers and classrooms in areas on the monarch migratory route. Deadline: rolling.

Disaboom Scholarship Directory
http://www.disaboom.com/scholarships
Disaboom recently launched a scholarship directory for students with disabilities, listing over 125 scholarships.

Federal Student Aid Grant Program Fact Sheet
http://tinyurl.com/yfbe5tb
Disability.Gov has created a fact sheet that provides an overview of the major federal student aid grant programs. The federal government provides grant funds for students attending colleges, including career colleges and universities. Grants, unlike loans, do not have to be repaid. (A Spanish version is at: http://tinyurl.com/yz2zheg.) Available in pdf (1 page, 164 KB).

Funding Education Beyond High School
http://tinyurl.com/yk7uot7
The US Department of Education's Guide to Federal Student Aid (2009-2010) provides information for students and families on applying for federal student aid to pay for post-secondary education. This guide explains the application process, the various federal loans, grants, and work-study programs available, and how to apply for them. Education creates opportunities and is an important step toward success. Available in pdf (64 pages, 2.95 MB).

NASFAA and Casey Family programs: Guide to Financial Aid Assistance to Students from Foster Care and Unaccompanied Homeless Youth
www.casey.org/Resources/Publications/ProvidingEffectiveFinancialAid.htm
This guide provides information for those who help youth from foster care and unaccompanied homeless youth to secure financial aid for postsecondary education or training programs. It describes how to respond to new FAFSA questions 55-60 that will determine federal financial aid status for these students. A section on sensitive communications is also included. This guide will be useful for financial aid professionals, independent living coordinators, guidance counselors, financial aid counselors, social workers and advocates who are helping youth to secure the maximum allowable financial aid.

Scholarships and Internships for Latino Students with Disabilities
http://www.proyectovision.net/english/opportunities/scholarships.html
The World Institute on Disability (WID) has a five-year grant to establish the National Technical Assistance Center for Latinos with Disabilities living in the United States, through Proyecto Vision. Proyecto Vision's website has a list of scholarship opportunities for college students who are Latino and who are living with disability.

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Acknowledgements

Portions of this month's ***NASET Special Educator e-Journal*** were excerpted from:

- Committee on Education and the Workforce
- FirstGov.gov-The Official U.S. Government Web Portal
- National Center on Secondary Education and Transition, an electronic newsletter of the National Center on Secondary Education and Transition (NCSET), available online at http://www.ncset.org/enews. NCSET is funded by the U.S. Department of Education, Office of Special Education Programs.
- National Collaborative on Workforce and Disability for Youth
- National Dissemination Center for Children with Disabilities
- National Institute of Health
- National Organization on Disability
- Substance Abuse and Mental Health Services Administration
- U.S. Department of Education
- U.S. Department of Education-The Achiever
- U.S. Department of Education-The Education Innovator
- U.S. Department of Labor
- U.S. Food and Drug Administration
- U.S. Office of Special Education
- U.S. Department of Health and Human Services

The **National Association of Special Education Teachers** (**NASET**) thanks all of the above for the information provided for this edition of the ***NASET Special Educator e-Journal***.

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