

NASET Special Educator e-Journal



January

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Update from the U.S. Department Education

U.S. Education Secretary Highlights Best Practices of Bullying Policies

In response to requests for assistance from state and local officials across the country following a rash of bullying-related suicides, U.S. Secretary of Education Arne Duncan today distributed a memo to state leaders outlining key components of strong state bullying laws and policies. The technical assistance memo is intended to serve as a reference for state and local officials developing or revising anti-bullying legislation or policies.

“We need the commitment from everyone at the federal, state and local level to put an end to bullying,” U.S. Secretary of Education Arne Duncan said. “I hope that highlighting these best practices will help policymakers as they work to keep our children safe and learning.”

The memo, which was sent to all governors, chief state school officers and state education boards, is part of the Obama Administration’s commitment to prevent bullying in schools. In the memo, the Department compiled key components of existing anti-bullying laws from 29 states. The laws were divided into 11 categories, which ranged from listing examples of bullying behavior to specifying procedures for investigating incidents.

Several states are leaders in their bullying policies. For example, Florida law specifically defines prohibited conduct, and Kansas law clearly covers “cyberbullying.” Washington state regulations require school officials and employees to tell certain personnel about any bullying they are aware of, and Georgia prohibits retaliation against those who report incidents. And in Massachusetts, the state policy includes a provision to provide training to an extensive list of staff members to help them prevent, identify and respond to bullying.

In addition to the memo, education officials are preparing a comprehensive summary of state anti-bullying laws and conducting a study of how those laws are implemented in the hopes that the data could further guide states in crafting effective regulations.

“We have all been told that bullying has been going on in our schools forever. But we can stop it now,” Duncan said. “Strong anti-bullying policies instill a climate that this behavior will not be tolerated.”

For more on the Education Department’s efforts around bullying prevention, visit <http://www.bullyinginfo.org>. To read the technical assistance memo, see <http://www2.ed.gov/policy/gen/guid/secletter/101215.html>.

Education Secretary Arne Duncan Issues Statement on the Results of the Program for International Student Assessment

U.S. Secretary of Education Arne Duncan issued the following statement on the 2009 results of the Program for International Student Assessment (PISA) by the Organization for Economic Cooperation and Development:

“Today’s PISA results show that America needs to urgently accelerate student learning to remain competitive in the global economy of the 21st century. More parents, teachers, and leaders need to recognize the reality that other high-achieving nations are both out-educating us and out-competing us. Our educational system has a long way to go to fulfill the American promise of education as the great equalizer.

“Being average in reading and science -- and below average in math -- is not nearly good enough in a knowledge economy where scientific and technological literacy is so central to sustaining innovation and international competitiveness. The results are especially troubling because PISA assesses applied knowledge and the higher-order thinking skills critical to success in the information age.”

Statement by U.S. Secretary of Education Duncan on Passage of Childhood Nutrition Bill

U.S. Secretary of Education Arne Duncan today issued the following statement on congressional passage of the Healthy, Hunger-Free Kids Act, which will reauthorize federal school meals programs:

"Today, Congress approved a bill that will make the most significant investment in the National School Lunch program in more than 30 years. The Healthy, Hunger-Free Kids Act will increase healthy choices in school cafeterias across the country. These changes will help schools fight our country's childhood obesity epidemic and give students access to the nutritional food they need to help them learn. I look forward to working with Secretary of Agriculture Tom Vilsack to provide students with the healthy foods they need and deserve."

Asian American and Native American Pacific Islander Serving Institutions (AANAPISIs) Receive \$2.6 Million in Federal Grant Funding

The U.S. Department of Education awarded over \$2.6 million for fiscal year 2010 to eight new AANAPISIs. The AANAPISI grants support leadership development, student retention and

graduation, collection and analysis of AAPI student data, faculty training and curriculum development.

“The White House Initiative on Asian Americans and Pacific Islanders (WHIAAPI) is excited to expand the list of AANAPISI-funded schools and encourage more to apply,” said WHIAAPI Executive Director Kiran Ahuja. “An AANAPISI designation helps build a stronger pathway for federal resources that can serve Asian American and Pacific Islander (AAPI) institutions, community organizations and students.”

The purpose of the AANAPISI program is to provide grants to eligible institutions of higher education to improve academic quality, increase self-sufficiency and strengthen capacity to make a substantial contribution to our nation’s higher education resources. Applying for AANAPISI grants is a two-step process: (1) institutions must self-certify that they have at least a 10% enrollment of Asian American and Pacific Islander (AAPI) students and that at least 50% of their degree-seeking students receive Federal financial assistance to receive the designation (2) institutions must apply for a competitive AANAPISI grant. For more information on the eligibility criteria and application process see <http://www2.ed.gov/programs/aanapiccaa/index.html>.

There are two AANAPISI grant competitions. The eight aforementioned institutions received funding from Part A, a discretionary fund of \$3.6 for FY 2010. The second competition is Part F, a \$5 million mandatory fund from the Health Care and Education Affordability Act to be distributed annually over the next ten years. Competition for Part F funding will take place early next year.

With the addition of eight newly named AANAPISIs, there are now a total of sixteen funded AANAPISIs. A list of AANAPISI Part A grantees and awards follows:

- Coast Community College (CA) – \$400,000
- Mission Community College (CA) – \$400,000
- Peralta Community College-Laney (CA) – \$350,827
- Richland College (TX) – \$359,827
- San Francisco Community College (CA) – \$64,412
- University of Guam (GU) – \$261,708
- University of Illinois at Chicago (IL) – \$390,880
- University of Massachusetts at Boston (MA) – \$386,111

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Intersection: Navigating the Road to Work

NCWD/Youth Conducts Online User Survey on Innovative Strategies Web Content

In November, NCWD/Youth conducted an online user feedback survey regarding its Innovative Strategies work, which aims to identify and support promising workforce development programs and practices at local and state levels that serve all youth, including youth with disabilities. Nearly 550 users took the survey, representing a wide variety of organizations from 48 states and the District of Columbia. Almost 70% of respondents said they are aware of NCWD/Youth's Innovative Strategies work, and of those, in the past year 40% had used it once or twice in the and 35% had used it three or more times. The majority of respondents said they use the website for their own professional development or the professional development of others, and over half of respondents said they use it to improve existing youth programs. The top two improvements to Innovative Strategies that respondents recommended were 1) synthesizing and distilling strategies across multiple programs, and 2) including more specific details and resources. Eighty-five percent of respondents said they would recommend the website to colleagues. NCWD/Youth is completing an in-depth analysis of the survey results, which it will use to inform the direction of its Innovative Strategies work going forward. NCWD/Youth thanks all users who took the time to complete the survey and asks everyone to keep an eye out for a future survey to help inform the evolution of NCWD/Youth's pivotal framework The Guideposts for Success.

- Learn more about NCWD/Youth's Innovative Strategies at <http://www.ncwd-youth.info/innovative-strategies>.
- Learn more about NCWD/Youth's Guideposts at <http://www.ncwd-youth.info/guideposts>.

Personal Assistant Services Toolkit Supporting Documents Now Available Online

NCWD/Youth has posted four documents related to the highly popular Making the Move to Managing Your Own Personal Assistance Services (PAS): A Toolkit for Youth with Disabilities Transitioning to Adulthood, written by the U.S. Department of Labor's Office of Disability Employment Policy and NCWD/Youth. Since its release in July 2010, users have downloaded the PAS Toolkit over 90,000 times! The supporting documents provide supplementary information and include:

- "PAS Toolkit Factsheet"
- "Identifying What You're Looking for in a Personal Assistant"
- "Independent Living Checklist"
- "Thinking Outside the Box: Service Dogs"

Access the PAS Toolkit and four related documents at <http://www.ncwd-youth.info/pas-toolkit>.

U.S. Department of Labor Approves National Guidelines for Direct Service Professional Apprenticeship

The U.S. Department of Labor's Employment and Training Administration has approved national guidelines for apprenticeship standards for the occupation of direct support professional. These standards will enable employers to use ETA's Registered Apprenticeship program to train workers for careers in the long-term care sector of the health care industry. The purpose of the direct support professional is to assist people who need support to lead self-directed lives, and to participate fully in the social and civic life of our communities and nation. The purpose of this Apprenticeship Program is to provide career paths for individuals coming into the Direct Support Professional occupation and to ensure Apprentices are properly trained to support individuals with various disabilities or other human service needs. Learn more about ETA's national guidelines at: http://www.doleta.gov/oa/bul10/Bulletin_2010_31_NADSP_ANCOR.pdf.

U.S. Department of Justice Releases Revised ADA Standards for Accessible Design

The U.S. Department of Justice made available online the 2010 Americans with Disabilities Act (ADA) Standards for Accessible Design. These standards were adopted as part of revised ADA regulations. When the standards go into effect on March 15, 2012, they will set minimum requirements for new construction and alteration of the facilities of more than 80,000 state and local governments and over seven million businesses.

Learn about the revised standards at: http://www.ada.gov/2010ADASTandards_index.htm.

Easter Seals Project ACTION Accepting Applications for Accessible Transportation Coalitions Initiative

Easter Seals Project ACTION will select 10 communities across the country to participate in the Accessible Transportation Coalitions Initiative (ATCI), a one-year systems change process designed to improve accessible transportation options for people with disabilities. Applications must be submitted on or before January 31, 2011.

For more information, visit

http://projectaction.easterseals.com/site/PageServer?pagename=ESPA_Mobility_Planning.

Campaign for Disability Employment Launches New Outreach Tools

The Campaign for Disability Employment, a collaborative of leading disability and business organizations funded by ODEP, recently unveiled a series of new products designed to promote the hiring, retention and advancement of people with disabilities and dispel negative stereotypes about disability and employment. The new products include posters and discussion guides to accompany the Campaign's flagship and highly successful "I Can" public service announcement (PSA). Two PSA discussion guides are now available. A Workplace Discussion Guide helps employers and Human Resource professionals facilitate staff conversations on flexible and inclusive workplaces. A Youth Discussion Guide helps start a conversation among youth, with and without disabilities, about the importance of focusing on ability and talent; not making assumptions about what people can and can't do; and setting goals for employment. Each guide includes a DVD of the PSA.

The discussion guides and posters, as well as other Campaign outreach tools, can be ordered free of charge through the Outreach Toolkit on the Campaign's website at www.whatcanyoudocampaign.org.

Handbook Provides Guidance on Non-Visible Disabilities in the Workplace

Ernest & Young has published "Getting Support, Supporting Others: A Handbook for Working with Non-Visible Disabilities" as a resource for individuals with disabilities, their co-workers and supervisors, and HR professionals to help all stakeholders understand issues of disclosure and how to handle interpersonal challenges that may arise when an employee has a non-visible disability. The handbook is available at [http://www.ey.com/Publication/vwLUAssets/Non-visible_disabilities_handbook/\\$FILE/Ext_DiverInclusive_NonVisDisHndk_KK0763.pdf](http://www.ey.com/Publication/vwLUAssets/Non-visible_disabilities_handbook/$FILE/Ext_DiverInclusive_NonVisDisHndk_KK0763.pdf).

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Calls to Participate

University of Missouri-Kansas City Institute for Human Development Seeks Input on the Assistive Technology Needs of Individuals with Developmental Disabilities

<http://www.surveymonkey.com/s/6QXRRS7>

The University of Missouri-Kansas City (UMKC) Institute for Human Development is looking for people who wish to use and/or are currently using assistive technology to take a brief survey on their assistive technology needs.

Part B and Part C SPP/APR 2010 Dispute Resolution Indicator Analyses

<http://www.directionservice.org/cadre/SPPAPR2010DRindicatoranalyses.cfm>

CADRE (National Center on Dispute Resolution in Special Education) has composed the Dispute Resolution Chapters from OSEP/TA&D projects' Annual Performance Reports Analyses, summarizing the dispute resolution portions of the State Part B and Part C Annual Performance Reports submitted February 1, 2010. Each summary covers current and past Indicator performance, five year trends in the use of dispute resolution options, and suggestions for improving state dispute resolution systems. CADRE would appreciate feedback on the chapters. They are posted on the CADRE web site, along with a link to a short SurveyMonkey evaluation.

The Administration on Developmental Disabilities Projects of National Significance

http://www.acf.hhs.gov/programs/add/survey/survey_landed.html

The Administration on Developmental Disabilities (ADD) seeks input from individuals with developmental disabilities and their families across the country in considering future plans and how ADD can best meet the diverse needs of these groups. ADD seeks to use its resources to focus on the most pressing and relevant concerns of the developmental disabilities community, and is looking for their thoughts regarding the focus of future Projects of National Significance (PNS). The purpose of PNS is to: create opportunities for people with developmental disabilities to contribute to, and participate in, all facets of community life; and support the development of national and state policies to reinforce and promote the self-determination, independence, productivity, inclusion, and integration of individuals with developmental disabilities into all facets of community life.

The Arc FINDS Survey

<http://www.surveymonkey.com/s/TheArcFinds2010>

The Arc FINDS (Family and Individual Needs for Disability Supports) survey is now online and available to families, individuals, and self-advocates. They invite individuals with intellectual or developmental disabilities, families, and caregivers across the nation to share their opinions on a variety of issues relating to disability. There is no cost to taking the survey. (Additional information on Arc is on their general website, <http://www.thearc.org>.)

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.

America's Promise Alliance/AT&T: My Idea Grant Program

<http://tinyurl.com/2vwcjli>

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.

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Special Education Resources & Update From The National Dissemination Center for Children with Disabilities

Special Education Research: Where to Start?

For all the stakeholders out there who are teaching in classrooms, administering in schools, getting trained to work in schools, or who just want to know where to start looking for research in special education that will help guide their work or study or advocacy on behalf of children, this update's for you.

<http://www.nichcy.org/Research/Basics/Pages/Start.aspx>

What Works? Can We Say?

After these many years of special education research, what do we know about effective practices in....you name it, there are so many aspects involved in addressing the needs of the little ones with disabilities and in educating the bigger ones who grow older every day.

<http://www.nichcy.org/Research/Basics/Pages/WhatWorks.aspx>

Celebrating 35 years of IDEA.

Can you believe that it's been 35 years since our nation's special education law was first passed? The Office of Special Education and Rehabilitative Services is ready to celebrate! Find out what's up, at:

<http://www2.ed.gov/about/offices/list/osers/idea35/index.html>

Disability etiquette.

Here's a 56-page, easy-to-read, text-light resource from the United Spinal Association. It

discusses many different disabilities and offers very good suggestions on disability etiquette.

<http://www.scribd.com/doc/6608875/Disability-Etiquette>

Choosing your battles: Targeting behavior problems worth fighting for.

Children with special needs sometimes present parents with so many opportunities for behavioral correction that, if they pursued every one, children would never leave the time-out chair. How do parents let them know the rules are important, and still use discretion when it comes to discipline?

<http://specialchildren.about.com/od/behaviorissues/a/battles.htm>

Sexuality and developmental disability: A guide for parents.

This 15-pager comes from the Calgary Health Region.

<http://www.scribd.com/doc/20155763/Sexuality-Developmental-Disability>

Parent-teacher conference tipsheets | Available in Spanish, too!

Face-to-face interactions between parents and teachers are still the cornerstone of school family engagement efforts. These newly revised tip sheets from the Harvard Family Research Project provide key strategies for both parents and teachers to walk into conferences informed and prepared, in order to ensure the most successful outcomes. A tipsheet aimed at school principals also outlines how school administrators can support parents and teachers to that end.

<http://www.hfrp.org/publications-resources/browse-our-publications/parent-teacher-conference-tip-sheets-hojas-de-consejos-para-las-reuniones-de-padres-y-maestros>

Two new (as-always-terrific) resources from Wrightslaw.

Physical Education and Adapted PE

If your child cannot be included in regular physical education, an effort must be made to involve him using supplementary aids and services or through adapted physical education.

<http://www.wrightslaw.com/info/pe.index.htm>

Paper Trails: How Good Is Your Documentation?

The success of your child's education may depend on how well you document what happens during the IEP process.

<http://www.wrightslaw.com/nltr/10/nl.1123.htm>

Are you a grandparent raising grandchildren?

You may find the AARP Foundation GrandCare Support Locator helpful. A service of the American Association of Retired Persons, the locator connects grandparents with national, state and local groups, programs, resources, and services that support grandparents and other relatives caring for children.

http://www.giclocalsupport.org/pages/gic_db_home.cfm

Review of the research literature on serving adults with learning disabilities.

<http://lincs.ed.gov/publications/pdf/L2ALiteratureReview09.pdf>

Making life easier.

That's the name of the new series launched by TACSEI, the Technical Assistance Center on Social Emotional Intervention for Young Children. Find helpful tips on how to make often challenging events easier to navigate and even enjoyable. Topics include Bedtime and Naptime,

Running Errands, and Diapering.

http://www.challengingbehavior.org//do/resources/making_life_easier.html

Learning to talk and listen.

An oral language resource for early childhood caregivers.

<http://lincs.ed.gov/publications/pdf/LearningtoTalkandListen.pdf>

Make time to talk.

Here are some language building tips for center-based and home-based child care providers.

http://lincs.ed.gov/publications/pdf/language_tipsheet.pdf

CONNECT Module 4: Family-Professional Partnerships.

Learn about building trusting family-professional partnerships when working with families of young children.

<http://community.fpg.unc.edu/connect-modules/learners/module-4>

Webinar series on the social emotional development of young children.

This series was developed in response to the emerging body of research related to the importance of social emotional development as a stepping stone to positive outcomes for young children.

The series was developed collaboratively by the IDEA Infant & Toddler Coordinators Association (ITCA), the IDEA 619 Consortium, and the Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI). It's relevant to individuals who serve infants, toddlers, and preschoolers with disabilities.

<http://www.ideainfanttoddler.org/webinars.htm>

Addressing the mental health needs of young children in the child welfare system: What every policymaker should know.

From the National Center for Children in Poverty, this issue brief explores what we currently know about the prevalence of young children (ages birth to 5) in the child welfare system, how maltreatment or neglect affects their development, and the services currently offered versus needed for these young children.

http://www.nccp.org/publications/pub_968.html

Preparing professionals to work in early childhood.

In 2009, NAEYC (the National Association for the Education of Young Children) revised its Standards for Programs that Prepare Early Childhood Professionals. Clinical field experiences are emphasized for teachers working with children birth through age 8.

<http://www.naeyc.org/newsroom/pressreleases/NCATEPanelReport>

Dealing with reading disabilities in children while teaching.

Here's a 4-page, easy-to-read synopsis and suggestions for teachers.

<http://www.scribd.com/doc/19255079/Dealing-With-Reading-Disabilities-in-Children-While-Teaching>

Accommodating students with psychiatric disabilities.

And here are 13 very good pages for teachers.

<http://www.scribd.com/doc/21506119/Accommodating-Students-With-Psychiatric-Disabilities>

Two guides for out-of-school-time program practitioners.

Both are hot off the press from Child Trends.

Assessing Self-Regulation in Children and Youth

Being able to suppress impulsive behavior and to adjust behavior as appropriate has been linked to positive outcomes for children and adolescents. This brief defines self-regulation and why it is important, provides three measures of self-regulation skills of children and teens, and includes tips for enhancing self-regulation skills in out-of-school time programs.

http://www.childtrends.org/Files//Child_Trends-2010_10_05_RB_AssesSelfReg.pdf

Assessing Stress in Children and Youth

This brief identifies characteristics of youth who may be particularly vulnerable to stress, provides two scales to measure stress among adolescents, and includes tips and resources for helping youth deal with stress.

http://www.childtrends.org/Files//Child_Trends-2010_10_05_RB_AssessingStress.pdf

Home-to-school connections guide.

Here's Edutopia's latest classroom resource guide highlighting new solutions for connecting home and school in order to improve student learning and success.

<http://www.edutopia.org/home-to-school-connections-guide>

Student data privacy.

Basic Concepts and Definitions for Privacy and Confidentiality in Student Education Records discusses basic concepts and definitions that establish a common set of terms related to the protection of personally identifiable information, especially in education records in the Statewide Longitudinal Data Systems (SLDS). A product of the National Center for Education Statistics at the Institute of Education Sciences.

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011601>

Video | Health and Transition in the IEP.

"Embedding Health Outcomes in the Individualized Education Program" is a video recording of a 40-minute teleconference that provides information and specific examples of health-related goals for an IEP. From the Wisconsin Department of Public Instruction.

<http://dpimedia.wi.gov/main/Viewer/?peid=f44dfa70439241dd85e99cce0cb70e26>

CD | Health and the IEP.

The Wisconsin Community on Transition Health Practice Group has developed health-related training materials that can be used with schools, health providers, families, and directly with youth to help youth with disabilities learn to more effectively manage their health care concerns.

<http://www.waisman.wisc.edu/wrc/pub.html>

Department of Education releases finalized National Education Technology Plan.

<http://www.ed.gov/news/press-releases/us-department-education-releases-finalized-national-education-technology-plan>

What are states doing to recruit and retain qualified special education personnel, including related service providers?

Project Forum and the Personnel Improvement Center have recently published this report, which summarizes the results of a survey of SEAs on special education recruitment and retention strategies.

<http://tinyurl.com/2g2gnbn>

Revised Q&A for the Part C Child Count data collection.

From the Data Accountability Center (DAC), find this document at the link below, under the TA materials tab, 618 Data Collection Information.

<http://www.IDEAdata.org>

State systems for tracking outcomes for students with disabilities through postsecondary activities.

President Obama's administration has made the development of longitudinal data systems that are able to track individual students from preK through their postsecondary activities a key component of education reform. Findings from the survey describe the number and status of states that are at varying levels of development and implementation of these data systems and the barriers and benefits to this development. A Project Forum brief policy analysis.

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

Data stewardship.

This Statewide Longitudinal Data Systems Technical Brief focuses on data stewardship, which involves each organization's commitment to ensuring that privacy, confidentiality, security, and the appropriate use of data are respected when personally identifiable information is collected. Data stewardship involves all aspects of data collection, from planning, collection and maintenance to use and dissemination. A product of the National Center for Education Statistics at the Institute of Education Sciences, part of the U.S. Department of Education.

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011602>

Study of states' monitoring and improvement practices under IDEA.

This report provides a description of the nature and scope of states' Part B and Part C monitoring systems. Data on 20 states' monitoring systems in 2004-05 and 2006-07 were collected during two site visits. The report describes states' approaches to monitoring and how states' monitoring systems and processes mapped onto a framework developed for the study. From the National Center for Special Education Research.

<http://ies.ed.gov/ncser/pubs/20113001/pdf/20113001.pdf>

Computer-based testing in large-scale assessments.

Computer-based testing (CBT) has emerged as one of the recent "innovative" approaches to state and district-wide assessments and as an avenue toward greater accessibility for students with disabilities. This report explores the context of CBT, current state computer-based tests, and considerations for students with disabilities. NCEO Synthesis Report 78.

<http://www.cehd.umn.edu/NCEO/OnlinePubs/Synthesis78/default.htm>

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Latest Employment Opportunities Posted on NASET

Senior Alternate Assessment Specialist Washington, DC

Description

Senior Alternate Assessment Specialist responsibilities include:

- Demonstrate leadership for AIR in the alternate assessment practice area among clients, partner organizations, and at national meetings.
- Provide subject matter expertise and leadership to state department staff who have responsible for the development and oversight of state wide alternate assessments.
- Contribute ideas and information to support project efforts through presentations, trainings or seminars; while working directly with state department of education and district level staff.
- Work with internal staff and subcontractors to develop processes, procedures, for meeting project deliverables and client special education related needs.
- Work collaboratively with AIR staff to ensure that all plans and schedules are viable.
- Adhere to a master schedule of deadlines and deliverables.
- Provide information, support, and problem-solving to the clients, as needed, in a manner that provides positive solutions.
- Keep AIR senior management informed of any potential project problems, including issues with a client or another stakeholder and any potential for missed deadlines.

Requirements

- Minimum of a Master's degree in special education, autism spectrum disorders, or low incidence disabilities.
- Minimum of 5 years of instructing students (K-12) with significant cognitive disabilities in academic content areas.
- Experience working in alternate assessment, extended/expanded standards and large-scale assessment.
- Experience teaching students with deaf-blindness is desirable.
- Experience providing instruction using assistive technology is desirable.

Benefits

AIR offers an excellent compensation and benefits package, including a fully funded retirement plan, generous paid time off, subsidized garage parking, tuition assistance, and more.

Contact

TO APPLY, please go to our Career Center at: <https://jobs-airdc.icims.com/jobs/6403/job>

DIRECTOR OF SPECIAL EDUCATION BOULDER VALLEY SCHOOL DISTRICT - BOULDER, COLORADO

Description

Work collaboratively with central administrative staff, principals and other staff to support and supervise special education policies, procedures, practices and personnel. In-depth understanding of the RtI process and inclusionary practices in special education

Training and demonstrated success in special education curriculum development, staff development, educational leadership and administration

Visit our website at www.bvbsd.org for further information.

Requirements

Colo Admin or Prin License with Sp Ed Director Endorsement

Demonstrated success as a school level administrator

More info at www.bvbsd.org.

Benefits

Please visit our website at www.bvbsd.org for further information.

Contact

judy.steinbaugh@bvbsd.org, 720-561-5032 720-561-5032 , Fax 720-561-5098,
hrd@bvbsd.org, www.bvbsd.org

\$125,000 Salary - Special Education - Middle School Teacher New York, NY

Description

Earn a \$125,000 salary and join a team of master teachers at The Equity Project (TEP) Charter School, recently featured on the front page of the New York Times:

(<http://www.tepcharter.org/nytimes.php>).

TEP is a 480-student 5th through 8th grade middle school in the Washington Heights neighborhood of New York City. Applications are currently being accepted for teaching positions in Special Education, Science, Latin, Math, English, Social Studies, Music, PE/Health Education.

Learn more and apply today at: <http://www.tepcharter.org/apply.php>

About TEP Charter School

TEP aims to put into practice the central conclusion of a large body of research related to student achievement: teacher quality is the most important school-based factor in the academic success of students, particularly those from low-income families. In singling out teacher quality as the essential lever in educational reform, TEP is uniquely focused on attracting and retaining master teachers. To do so, TEP uses a three-pronged strategy that it terms the 3 R's: Rigorous Qualifications, Redefined Expectations, & Revolutionary Compensation.

For more information, visit us online at <http://www.tepcharter.org>

Compensation

\$125,000 salary + potential annual bonus, full benefits package

Requirements

Learn more and apply today at <http://www.tepcharter.org/apply.php>

Benefits

Potential annual bonus, full benefits package

Contact

Learn more and apply today at: <http://www.tepcharter.org/apply.php>

Tenure-Track Assistant Professor of Education Storm Lake, IA

Description

Buena Vista University School of Education and Exercise Science is seeking a tenure-track assistant professor of education. This position will be responsible for teaching undergraduate courses in special education as well as content-specific courses for the teacher preparation program.

Qualified candidates must have a PK-12 teaching experience. A doctorate is preferred but individuals with post-graduate work will be considered with the expectation that the doctorate will be completed within 5 years. The completed doctorate is required to be considered for tenure.

This position requires excellent communication, collaboration, leadership, problem-solving, organizational, technology, program development, and time management skills with a passion and commitment to quality teacher preparation.

Expectations:

- Actively participate in program development of the teacher education program and coursework for Strategist I licensure
- Set high academic expectations and mentor pre-service educators
- Provide academic leadership and become a champion for the preparation of inclusive educators
- Build partnerships with local PK-12 schools related to teacher preparation and special education
- Ensure education program consistency and quality
- Work collaboratively with the Field Experiences Director regarding supervision of field experiences, education handbooks, and data collection and evaluation
- Serve as a resource to the School of Education regarding special education standards and assessments
- Participate as an active member on university committees and within the School of Education
- Advise students with consistency and quality
- Represent BVU School of Education at regional/national training and conferences

- Act as public relations liaison for Buena Vista University with AEAs, adjunct faculty, local school districts, and local organizations
- Stay current through professional development related to education trends
- Problem solve education issues directly and professionally
- Such other similar and related duties and responsibilities as may be directed by the supervisor

Send letter of application, graduate school transcripts (photocopies acceptable but official copies required for appointment), teaching evaluation summaries, teaching philosophy statement, and current vita with the names of 4-6 references (including title, address, email address, and telephone number). Review of applications is ongoing and will continue until the position is filled. We anticipate preliminary telephone interviews beginning in early February of next year.

Requirements

A background check will be conducted on the final candidate. Buena Vista University is an EOE/ADA/Smoke-Free Employer, and especially welcomes applications from individuals who will contribute to any aspect of the university's diversity.

Benefits

Please visit our web site for benefit details at:

http://www.bvu.edu/only_at_bvu/business_services/human_resources/employee_benefits.dot

Contact Information

Peter Steinfeld, Associate Dean of Faculty

Buena Vista University

610 W. 4th St.

Box 2011

Storm Lake, IA 50588

E-mail: steinfeld@bv.edu

Telephone Number: (712)749-2205 (712)749-2205

Fax Number: (712)749-1410

Website: <http://www.bvu.edu>

Special Ed. Teacher - Strong curriculum background Hillside, Illinois

Description

Hillside Academy East Campus, a member of **The Menta Group** [www.thementagroup.org] is an alternative safe school for high school students who are at-risk of suspension or expulsion with special education service needs. The school's curriculum and credit earning system is aligned with its partnering district/Chicago Public Schools thus allowing for seamless transitions from and to the students' home schools. Hillside Academy East Campus, [HAEC], was established to positively impact the academic and social-emotional competencies of students referred to the program, and offer a variety of school-to-work options for special education students. The school's modern facilities, talented administration/staff encourage young people to learn in an ideal academic setting for adolescents who are preparing to become both literate and self-sufficient. High School Teacher needed for 7-12 grade program having no more than ten students per classroom with teacher assistant.

Requirements

Type LBS1/Special Education State of Illinois certified at the middle/high school level.
 Comprehensive training, experience, and mentoring in curriculum area.
 Ability to teach a self-contained classroom within all basic instructional areas.
 Ability to work a regular school day and the ability to work with youth with emotional / behavioral / academic difficulties.
 Employment is contingent upon a background check, employment physical and drug screen.
Bi-lingual applicants are encouraged to apply.

This position offers access to medical, dental, vision plans, 403(b), sick pay, holiday pay, and personal/vacation days. The salary range is comparable for the position and area, depending upon certification and qualifications.

Apply online at: www.thementagroup.org/careers/apply

Email to: lynne.nicolas@menta.com

Fax: 773-638-6235

Mail to: 3049 W Harrison Street
 Chicago, IL 60612

Phone: 773-533-9605 773-533-9605

Website: www.thementagroup.org/

EOE

Contact

Email Address: lynne.nicolas@menta.com

Phone: 773-533-9605 773-533-9605 **Fax:** 773-638-6235

Apply Here: <http://www.thementagroup.org/careers/apply>

Special Education Teacher Tolleson, Arizona

Description

Southwest Academy (SWA), located in Tolleson, Arizona, a member of the Menta Group, is a Special Education Services school with a kindergarten through 12th grade therapeutic educational services program for At-Risk and Behavior-Emotional-Developmentally disabled children living in and around Tolleson, Arizona. Small class size, intensive clinical services, and a competently trained staff of educators combine to make this a positive and dynamic place to learn. All children have a right to quality education services, to attend a program that maintains a no refusal, no suspension, no expulsion policy, and social-emotional learning under a continuum of learning and behavioral supports. Classroom teaching positions are open in elementary, middle, and high school classrooms.

Requirements

Arizona State Teaching Certificate in Special Education.
 Ability to teach in a self-contained classroom for a full teaching day with youth having behavior problems.

Employment contingent upon a background check, approved driving record, and an employment physical.

Must have a valid driver's license.

Must be at least 23 years of age.

Bi-lingual applicants are encouraged to apply

This position offers access to medical, dental, vision plans, 403(b), sick pay, holiday pay, and personal/vacation days. The salary range is comparable for the position and area, depending upon certification and qualifications.

Apply on-line at:

www.thementagroup.org/careers/apply

E-mail: dawn.massani@menta.com

Fax: 602-248-2937; **Attention:** Dawn Massani www.thementagroup.org EOE

Contact

Dawn Massani

Email Address: dawn.massani@menta.com

Fax: 602-248-2937

Apply Here: <http://www.thementagroup.org/careers/apply>

Special Education Teacher

Hillside, Illinois

Description

Hillside Academy West Campus (HAWC), an affiliate of **The Menta Group®**

(www.thementagroup.org), is a Special Education school with a kindergarten through 12th grade therapeutic educational services program for Behavior, Emotional, and Developmentally disabled children living in the Chicago, Illinois Metro Area. The school's curriculum and credit earning system is aligned with its partnering districts allowing for seamless transitions from and to the students' home schools.

Hillside Academy West Campus was established to positively impact the academic and social-emotional competencies of students referred to the program. Believing that all children have a right to quality educational services, SES programs maintain a no refusal, no suspension, no expulsion policy, an integrated focus on academic and social-emotional learning, and a continuum of learning and behavioral supports. Small class size, intensive clinical services, and a competently trained staff of educators combine to make this program a positive and dynamic place to learn. The emphasis is placed on teamwork and creativity to provide this positive environment for our students to excel.

Requirements

Type LBS1 Special Education certified at the high school level

Ability to teach a self-contained classroom within all basic instructional areas

Ability to work a regular school day and the ability to work with youth with emotional/behavioral/academic difficulties

Employment is contingent upon a background check, employment physical and drug screen

Bi-lingual applicants are encouraged to apply

Benefits: This position offers access to medical, dental, vision plans, 403(b), sick pay, holiday pay, and personal/vacation days. The salary range is comparable for the position and area, depending upon certification and qualifications.

Apply online at: www.thementagroup.org/careers/apply

E-mail resume to: janet.cook@menta.com

Fax: 708-449-0474

Mail to:

Janet Cook, Principal

HILLSIDE ACADEMY

(An affiliate of Special Education Services) 4100 Warren Avenue Hillside, Illinois 60126

Phone: 708-449-1310 708-449-1310 EOE

Contact

Janet Cook

Email Address: janet.cook@menta.com

Phone: 708-449-1310 708-449-1310 **Fax:** 708-449-0474

Special Education Teacher **Casa Grande, Arizona**

Description

The Casa Grande campus of *Southwest Education Center (SWEC)* is a special education school for kindergarten through 12th grade students in the Casa Grande area who are challenged by social-emotional, learning, and behavioral difficulties. The curriculum is taught with an engaged learning methodology that nurtures academic, behavioral, and social-emotional growth. Our educational model encourages the development of academic and social-emotional skills in a positive and well-structured learning environment, with a focus on preparation for post-secondary education, employment, and citizenship.

Life Skills programming at SWEC-Casa Grande is designed for students with significant cognitive and/or developmental disabilities. The curriculum is individualized to meet each student's special needs with an emphasis on four major community living domains: self-management/home living, vocational, recreation/leisure, and general community functioning. The curriculum is taught both in school and out in the community. It includes functional academics and embedded training in social-emotional skills, communication, and motor skills.

Requirements

Arizona State Teaching Certificate in Special Education

Ability to teach in a self-contained classroom for a full teaching day with youth having behavior problems

Employment contingent upon a background check, approved driving record, and an employment physical

Must have a valid driver's license

Must be at least 23 years of age

Bi-lingual applicants are encouraged to apply.

Apply at: www.thementagroup.org/careers/apply

E-mail: jason.szoltysik@menta.com

SWEC-CASA GRANDE

520 Camino Mercado

Suite #6

Casa Grande, AZ 85222

Phone: (520) 421-2389 (520) 421-2389 **Fax:** (520) 421-2996

EOE

Contact

Jason Szoltysik

Phone: (520) 421-2389 (520) 421-2389 **Fax:** (520) 421-2996

Email Address: jason.szoltysik@menta.com

Funding Forecast and Award Opportunities

Astronauts Memorial Foundation: Alan Shepard Technology in Education Award

http://www.amfcse.org/Alan%20Shepard%20Award/alan_shepard_award.htm

The Astronauts Memorial Foundation's Alan Shepard Technology in Education Award rewards excellence in the development and delivery of technology programs in the classroom with students, or in the professional development of teachers in the school or district. Maximum award: \$1,000, recognition at the awards ceremony at the 27th National Space Symposium in Colorado Springs, Colorado. Eligibility: K-12 educators and district-level personnel in the field of Educational Technology. Deadline: January 15, 2011.

Earthwatch: Education Fellowships

<http://www.earthwatch.org/aboutus/education/edopp/edfund/>

The Earthwatch Institute offers educators fully funded fellowships for hands-on learning with leading scientists doing field research and conservation on one of 130 projects. Earthwatch's Education Fellowships are national in scope, and supported by a wide range of businesses, foundations, and individuals. Maximum award: full cost of expedition, including all research costs, meals, housing, on-site travel, etc. Eligibility: K-12 classroom educators of any subject(s) from public or private schools nationwide. Deadline: Applications accepted on a rolling basis.

Intel Schools of Distinction Awards

<http://www.intel.com/about/corporateresponsibility/education/soda/index.htm#>

Every year, Intel honors K-12 schools in the U.S. demonstrating excellence in math and science education through innovative teaching and learning environments, developing an environment and curricula that meet or exceed benchmarks put forth by national mathematics and science content standards. Up to three schools at each level (elementary, middle, and high school) will be named as finalists in the math and science categories. Each school will receive a cash grant of \$5,000 from the Intel Foundation and a trip to Washington DC for a four-member team from their school and district. Six winners will be selected from the 18 finalists and receive a \$10,000 cash grant, and products and services from program sponsors. One of the six will be selected as the "Star Innovator" and will receive a \$25,000 grant. The program is open to K-12 public, private, charter, and parochial schools in the United States, Department of Defense Dependents schools, and Bureau of Indian Affairs schools. Eligibility is limited to accredited schools that are publicly funded and/or not-for-profit. Deadline for applications: February 17, 2011.

Lexus/Scholastic: Eco Challenge

<http://www.scholastic.com/lexus/>

The Lexus Eco Challenge program is designed to inspire and empower middle and high school students to learn about the environment and take action to improve it. Maximum award: \$30,000 in scholarships and grants. Eligibility: middle and high school teams comprised of five to 10 students and one teacher advisor. Deadline: Challenge One (Land/Water): November 3, 2010; Challenge Two (Air/Climate): January 19, 2011.

Best Buy: Teach@15 Award

http://www.bestbuy-communityrelations.com/teach_awards.htm

Best Buy's Teach@15 Award program improves classroom learning by helping schools (grades 7-12) meet technology needs. A teen member (age 13-18) who is a registered member on www.at15.com can nominate his/her school to win a Teach@15 Award. Eligible are accredited,

nonprofit junior or senior public, private, parochial, magnet, and charter high schools in the U.S. serving any grades 7-12.

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.

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

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- Committee on Education and the Workforce
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- 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

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