HEATH Resource Center at the National Youth Transitions Center Newsletter

National Clearinghouse on Postsecondary Education for Individuals with Disabilities
Fall/Winter Edition 2010

Announcement!!!

HEATH Resource Center
at the
National Youth Transitions Center

Since 2000, the **HEATH Resource Center** has served as a national clearinghouse on postsecondary education for individuals with disabilities, managed by **The George Washington University Graduate School of Education and Human Resources.** Now, **The HSC Foundation** has partnered with the George Washington University to expand the content of this resource and to designate it as the official site of The HSC Foundation's **National Youth Transitions Center**.
http://www.hscfoundation.org/aboutus/publications/NYTCbrochure.pdf

New Legislative Announcements!!!

Rosa's Law

The U.S. Department of Health and Human Services announced that President Barack Obama has signed into law Rosa's Law, which will change references in federal law from "mental retardation" to "intellectual disability," and references to a "mentally retarded individual" to an "individual with an intellectual disability."
http://www.acf.hhs.gov/programs/pcpid/

Awards to Help Students Living with Intellectual Disabilities Transition to Post-Secondary Education

Education Secretary Duncan announced the award of $10.9 million for 28 grants under two new federal programs that create opportunities for students with intellectual disabilities to attend college. The new federal programs include the Transition Programs for Students with Intellectual Disabilities (TPSID) and a new coordinating center to support these TPSID grantees. Grantees will create or build on programs that focus on academics and instruction, employment and independent living, as well as provide individualized supports and opportunities for students to be involved in college experiences with their peers without disabilities. http://tinyurl.com/3adjdov

Celebrating 35 Years of the Individuals with Disabilities Education Act (IDEA)

In 1975, the passage of the Education for All Handicapped Children Act (Public Law 94-142) guaranteed access to a free, appropriate, public education (FAPE) in the least restrictive environment to every child with a disability. This year, the Office of Special Education and Rehabilitative Services (OSERS) is celebrating the 35th anniversary of the IDEA.

For more information about the IDEA and other laws visit **Disability.gov's** Education section and Disability.Blog.

Twenty-First Century Communications & Video Accessibility Act

On October 8 President Barack Obama signed into law S.3304, the Twenty-First Century Communications and Video Accessibility Act of 2010. This new law will make it easier for people who are deaf or blind to access the Internet, smart phones, television programming and other communications and video technologies. The law will also make sure that emergency information is accessible to individuals who are blind or have low vision.

President Obama signed the law after his remarks on the impact of the Act on people with disabilities and the enactment of Rosa's Law. Read Federal Communications Commission (FCC) Chairman Julius Genachowski's statement about

the new law. For more information read <u>What S.3304 Does For Us</u> from the Coalition of Organizations for Accessible Technology.

Learn more about other communications technologies and telecommunications subjects, including the <u>711 dialing code</u> for access to Telecommunications Relay Services, on the <u>FCC's website</u>. Read and comment about the FCC's work in advancing accessible technologies on <u>Disability.Blog</u>.

For more information visit **Disability.gov's** <u>Technology</u> section and the Accessibility and Innovation Initiative on <u>BROADBAND.gov</u>.

When, Why, and How? Working in High School
By: Ed Vitelli

Here is something to think about: In the United States, after leaving school, a person spends an average of 33% of their day working. It's true: the current American adult spends approximately eight hours a day at their jobs. No other activity—even sleeping—takes up as much time in an adult's daily life!

Given that huge time commitment, you will likely want to find a job you enjoy and find meaningful—whether it is teaching students in a classroom, creating captivating websites, or working underneath the hood of a car. With proper planning and preparation, you can find the job or career field that best suits you and your interests. However, three questions remain: *when* should you do this planning and preparation, *why* should you do it, and *how* is it done?
The answer to the first question is easy: *now*. Whether you are continuing your education or entering the working world, it is never too early to start planning for your career. Before you graduate from high school, you should have an idea of the career areas you may want to pursue.

Why You Should Plan Now

✓ **Time for Trial and Success** Now is the time to find your interests and strengths, and to see how they can help you find the career area that is right for you. By exploring various fields before you graduate, you can

discover which jobs are you find interesting…and which you don't! You can do this by learning what certain jobs require in terms of education and skills, what tasks are typically performed by a person who has this job, and what their workplace environments are like.

✓ **A Head Start** Getting a job is challenging. It is no secret—we are living in difficult economic times. More and more people are looking for jobs, which makes finding a job more challenging. According to the United States Department of Labor, the average job search takes about six months—the longest period on record in over sixty years! Working while in school provides you with the opportunity to create and build relationships with mentors and employers. These are people who can help you "learn the ropes" of a profession, giving you valuable advice and instruction. By developing these relationships now, you are giving yourself a big advantage once your search begins.

✓ **Getting Experience** Many job hunters encounter a tricky problem: Employers will not hire them because they do not have experience, but they cannot get experience because no one will hire them! Building work experience prior to graduation is a great way to avoid this situation, putting you a leg up on your competition, who may have no experience at all.

How You Can Plan Now

Any time spent in the workplace prior to leaving high school is a big plus for any student. However, how do you actually gain this valuable experience? Below are some helpful tips and strategies to help you along.

✓ **Identify Possible Jobs** Use this question to start your thinking: What do you see yourself doing five, ten, or twenty years from now? Think about your interests, your abilities, and what you would like to learn. Keep an ongoing list of job ideas in a journal, so you can refer back to it on a regular basis.

✓ **Do Your (Career) Homework!** Once you have a list of career interests, start to learn what each job requires—the skills, abilities, and talents that you will need to succeed. Make sure you search the Internet for the latest information. Sites like O*Net Online (www.online.onetcenter.org) and Career

One Stop (www.careeronestop.org) are good places to start your search. You may also want to consider asking for informal informational interviews with people who work in the fields that interest you. You will find that, many times, people are very willing to discuss what they do with those who aspire to follow in their footsteps. If you are interested in working a pharmacy, ask your pharmacist if he or she has a few minutes to discuss their job. Before you go, think about (and write down) what you want to ask them. Listen closely, take notes, and do not forget to follow up with a thank you note!

✓ **Practice Your Pitch** When you go on a job interview, you will face some challenging questions. Why should someone hire you? What are your strengths? How can you help the company or organization? Why do you want to work there? Make sure you are ready to make a case for yourself by preparing your answers in advance. You should also create a customized resume or career portfolio that helps illustrate your talents and qualifications for a particular job. If you are a student with a special need, you should know that federal law forbids most employers from discriminating against qualified individuals with disabilities. Should the topic of disability come up, be ready to discuss it openly and honestly, but make sure the focus of your conversation is on your qualifications for the position in which you are interested.

✓ **Identify Supports and Resources (and take advantage of them!)** Many schools and community organizations have resources which can help you in your career search. In school, your teachers, counselors, and service providers can all provide assistance. Ask them about career assessments, which are exercises that help identify potential job areas based on your interests and skills. In addition, if you have an Individualized Education Plan (IEP), you and your IEP team should have a transition plan in place by the time you are sixteen years of age. This transition plan provides a roadmap for your life beyond high school—what your goals are, what you will need to do to accomplish those goals, and what supports should be in place to assist you along the way. Finally, your school may help you identify a job training program in your community. Such programs provide you with the skills you need to find success in the workplace—particularly though activities such as job shadowing, which involves spending time observing an experienced worker

perform their job. This will give you a better idea of what type of work is involved, and expected, in a particular profession.

✓ **Community Service** Performing volunteer work is a great way to gain work experience and learn about career fields, while giving back to your community. Volunteering at your local hospital or animal shelter, for instance, can provide you with firsthand insight into what it is like to work in those environments. It also puts you in closer contact with the people who can help you build a career in a specific field.

✓ **Start Looking!** Once you have developed an idea of where you would like to work, consider starting a job hunt. Make sure a job would fit in with your classes and school activities, as well as with your personal life. Having a job will make demands on your time, and possibly the time of your family as well—particularly if they have to drive you to your work site—so make sure you talk it over with them before you go hunting. Many jobs are posted online, but you may find openings by simply asking around your neighborhood. Do not be afraid to pick up the phone or to knock on the door of a business you find particularly interesting. And do not be discouraged easily—job hunting takes a while! Remember, the average job hunt is six months now, so it may not come easily. You need to be persistent in your pursuit—it takes only one "yes" for you to land that first position!

Remember, it is never too early to start thinking about your career options. High school is a great time to see what job options work—and don't work—for you. It is also an excellent way for you to gain experience and to develop relationships in your areas of interest. As you start exploring career options, make sure you take advantage of the resources around you, particularly school personnel such as teachers, counselors, and service providers. By the time you graduate, you should have a career plan in place. With deliberate planning and careful consideration, you can ensure that you spend your working days in a job you find meaningful and enjoyable.

About the Author

Ed Vitelli works for the Literacy Cooperative at The George Washington University. He is also a doctoral student in the University's Graduate School of Education and Human Development. His current interests include Universal Design

for Learning, transition services, ethics in special education, and pediatric nutrition. Email:evitelli@gwmail.gwu.edu

New Transition Resources

Accessible Instructional Material for Students (Report)

The National Center on Accessible Instructional Materials offers information and resources for families and students on topics such as AIM at home and at school, assistive technology, and alternate-format learning materials.
http://aim.cast.org/learn/aim4families

Family Guide to Assistive Technology and Transition Planning (Guide)

Published by the Family Center on Technology and Disability (FCTD), this 50-page guide provides families with information to help them prepare for and participate in periods of transition in their children's lives. The Guide is available in both English and Spanish.
http://www.fctd.info/show/fig_summary

Green-Focused Programs of Study (Reports)

The Technical Assistance Academy of the National Research Center for Career and Technical Education (NRCCTE) is supporting states in developing green-focused programs of study (POS). The Academy process, led by the Academy for Educational Development (AED), is a strategy for building replicable implementation models to bring POS to scale. Five states – Georgia, Illinois, New Jersey, Ohio, and Oregon –have been participating in the process. They presented on their work at the 2010 Career Clusters Institute, exploring the implications of the emerging green labor market for the delivery of CTE and the larger role that POS play in the NRCCTE's research agenda, and have now published reports of their work.
http://136.165.122.102/mambo/content/view/58/

IEP Checklist iPhone App (Phone App)

The Parent Educational Advocacy Training Center (PEATC) has developed an Individualized Education Program (IEP) Checklist iPhone application. The new IEP application helps parents and teachers of students with disabilities become better informed by making IEP information easier to access. This tool is for parents and teachers to use in developing a student's IEP. The checklist includes items required by special education regulations and other items that may be relevant for the IEP.
http://www.peatc.org/peatc.cgim?template=IEPChecklistiPhone

New iPod Touch Workbook for Individuals with Cognitive Challenges (Workbook)

"Organizing Your Life with the iPOD Touch: Making Cognitive Connections at Home, Work, and School" is a workbook developed by the PDA 4 Memory Project for individuals living with brain injuries and other cognitive issues. Topics covered in the workbook include: Making Cognitive Connections, iPod Touch Basics, The Clock App, The Calendar App, The Contacts App and The Notes App.
http://id4theweb.com/iPod_book.cfm

The Economic Benefits of Reducing the Dropout Rate Among Students of Color in the Nation's Largest Metropolitan Areas (Report)

The Alliance for Excellent Education's "The Economic Benefits of Reducing the Dropout Rate Among Students of Color in the Nation's Largest Metropolitan Areas" reported that lowering the high school dropout rate among students of color would greatly increase the economic vitality for some of the nation's largest metropolitan areas. Estimates of the economic benefits for the 45 largest U.S. metropolitan areas are provided by the report.
http://www.all4ed.org/publication_material/EconMSAsoc

The Economic Benefits of Reducing the Dropout Rate Among Students of Color in the Nation's Largest Metropolitan Areas Webinar (Video)

The webinar on "The Economic Benefits of Reducing the Dropout Rate Among Students of Color in the Nation's Largest Metropolitan Areas," hosted by the Alliance for Excellent Education and the Campaign for High School Equity, is available as a video. The panelists discussed the findings on these benefits to both the communities and the students and the challenges of improving high-school graduation rates for students of color.
http://www.all4ed.org/events/WebinarEconBenefits070710

Health and the IEP (CD:ROM)

The Wisconsin Children and Youth with Special Health Care Needs (CYSHCN) Centers have added a CD:ROM, "Health and the IEP," to their 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. "Health and the IEP" addresses ways to include medical issues in the Individualized Education Plan (IEP) process, with three powerpoint presentations, along with companion handouts. These presentations can be used as individual trainings or specific slides can be used in other agencies' trainings with credit to the Regional Centers and the Waisman Research Center.
http://www.waisman.wisc.edu/wrc/pub.html

CADRE's Parents' Experiences with the IEP Process: Considerations for Improving Practice (Report)

This publication reviews literature exploring findings from 10 studies published after 2004 that focus on the

experiences and perceptions of parents or other caregivers related to the IEP process. The review highlights recommendations from this body of literature for improving the experiences of parents and encouraging their participation in IEP meetings. Available in pdf (392 KB, 9 pp).
http://www.directionservice.org/cadre/pdf/Parent-IEP%20Process.pdf

Diplomas Count 2010: Graduation by the Numbers (Report)

Every day, more than 7,000 high school students drop out, according to a report from "Education Week" and the Editorial Projects in Education Research Center – 1.3 million dropouts per year, or three in ten public school students. While graduation rates have improved over the past decade, with the highest gains seen among blacks and non-Hispanic whites, racial gaps are still large. More striking still are the gaps between the lowest and highest performing states – as much as 40 percentage points. As highlighted in several recent reports, 25 school districts (of some 11,000 nationwide) account for one out of every five dropouts. Available in pdf (942 KB, 8 pp).
http://www.edweek.org/media/ew/dc/2010/DC10_PressKit_FINAL.pdf

IES Report: Comparisons Across Time of the Outcomes of Youth with Disabilities up to Four Years After High School (Report)

"Comparisons Across Time of the Outcomes of Youth with Disabilities up to Four Years After High School" has been released by the National Center

for Special Education Research (NCSER) within the Institute of Education Sciences (IES). It uses data from two National Longitudinal Transition Study datasets to compare a wide range of post-high school outcomes across time (between 1990 and 2005) of youth with disabilities who had been out of high school up to four years.
http://ies.ed.gov/ncser/pubs/20103008/

New Forum Brief – Disconnected Youth: Defining the Population and Exploring Solutions (Forum Brief & Video)

Much attention has been given to the number of students who drop out of high school, yet significant numbers of these students eventually do earn a credential (NCES cites 63% of dropouts obtain a diploma or GED within eight years of their scheduled graduation date). This brief from the American Youth Policy Forum describes the heterogeneity of the disconnected youth population, provides an overview of research-supported best practices, and explores policy challenges and solutions. Our "second-chance" system plays a critical role in ensuring these students successfully engage in education and employment opportunities, but these programs often face significant policy challenges.
http://www.aypf.org/forumbriefs/2010/fb080510.htm

National High School Center's Enhanced Early Warning System Tool Helps Keep Students On-Track to Graduate High School (Tool)

The National High School Center has released an enhanced version of its Early Warning System (EWS) that identifies students at risk of dropping out of high school. The EWS Tool v2.0, a free Microsoft Excel-based program, relies on readily available student-level data (attendance, course failures, grade point average, and credit accumulation) that are entered or imported by schools, districts, or states at regular intervals. Accompanying the tool are two supporting documents: the "Early Warning System Implementation Guide," and the "National High School Center Early Warning System Tool v2.0 Technical Manual." The Implementation Guide is a support for schools and districts implementing the EWS Tool v2.0; it outlines a process to identify students at risk for dropping, match them to interventions, and monitor their progress. The Technical Manual is a "how-to" guide for using the EWS Tool v2.0.
http://www.betterhighschools.org/ews.asp

College Success for All: The Hidalgo Independent School District's College Readiness Program (Report)

"College Success for All," from Jobs for the Future, tells how the Hidalgo Independent School District -- in one of the most economically depressed metropolitan areas in Texas and with low numbers of college-educated adults -- is preparing all of its students to earn college credits while in high school. Hidalgo ISD is 99.5% Hispanic, 90% economically disadvantaged, and 53% limited-English-proficient. In 2005, the district promised that all of its students, not just a select group, would earn college credits before graduating from high school. Since then, it has transformed its elementary schools, middle schools, and high school by driving college expectations, implementing rigorous course sequencing, integrating student support systems into all of its schools, stepping up parental engagement, and building strong relationships with partnering institutions. In June 2010, more than 95% of the class graduated with college credits, and two-thirds of the graduating seniors had earned at least a full semester of credit for a college degree.
http://www.jff.org/publications/education/college-success-all-how-hidalgo-independ/1144

NCES Report on Characteristics of the Largest 100 Public Schools Districts: 2008-2009 (Report)

The National Center for Education Statistics (NCES) has released its annual report on "Characteristics of the Largest 100 Public Schools Districts: 2008-2009." The data include such characteristics as the number of students and teachers, number of high school completers, the averaged freshman graduation rate, and revenues and expenditures.
http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011301

Mind the Gaps: How College Readiness Narrows Achievement Gaps in College Success, ACT (Report)

This ACT report describes the current state of high school students' college readiness and examines pre-college indicators to improving college success,

specifically among underrepresented racial/ethnic minority students and students from lower income families. Although nonacademic factors also influence college success, the report examines several academic factors, including level of academic achievement, coursework preparation, and educational and career planning in high school, that contribute to students' success during their first year in college and their likelihood of returning to college for a second year. Available in pdf (592 KB, 68 pp). http://www.act.org/research/policymakers/pdf/MindTheGaps.pdf

The Monadnock Center for Successful Transitions' Guide on Building Partnerships for Career Exploration Using Job Shadowing Opportunities for Youth with Disabilities (Guide)

The Monadnock Center for Successful Transitions has released "How to: Build Partnerships for Career Exploration – Using Job Shadows to Explore the World of Work." This guide is written for high schools that want to collaborate with a postsecondary institution or other organization to plan and carry out a job shadow day. The guide describes the preparation tasks that take place at the high school and those that take place at partner sites, provides details for the job shadow day itself and follow-up activities, and includes a suggested task timeline that may be helpful as a planning tool. http://tinyurl.com/37rjbec

New Mentoring Evaluation Toolkit (Toolkit)

Oregon Mentors has posted a new online toolkit that can help mentoring programs measure a variety of indicators to better capture the outcomes of mentoring for young people throughout the state. Developed with the National Mentoring Center in Portland OR, the toolkit provides advice on program evaluation and choosing the right instrument for an organization's evaluation or assessment needs. More than 60 individual instruments can be downloaded for free under various keywords ranging from "Career and Vocational" to "Violence and Bullying." Surveys, scales, and questionnaires also are available. http://oregonmentors.org/library/

Future Conferences and Webinars

On November 15, Disability.Blog will begin its "Career Connection" series, where once a month we will have an expert guest blogger answer your job and work-related questions. Do you want to know about reasonable accommodations, job searching as a person with a disability, what an employer can and cannot ask during a job interview? If so, visit **Disability.Blog** and submit your question(s) in the "Post a comment" section.

Pacific Rim International Conference on Disabilities Open for Proposal Presentations

The Pacific Rim International Conference on Disabilities (Pac Rim), to be held in Honolulu April 18 & 19, 2011, is now open for proposal presentations

at its 2011 conference. Relevant topics include the areas in which the Center on Disability Studies traditionally has engaged (projects or activities under interdisciplinary training, research, advocacy or service), as well as salient issues important to our diverse communities not presently addressed through research or advocacy initiatives; and creative ideas for positive social changes and sustainable solutions which can be adopted in a society or community. Submissions will be considered for poster presentations, interactive roundtables, 30-minute topical presentations, 60-minute breakout presentations, 90-minute seminar/colloquium, and 120-minute interactive workshops. Deadline for submissions: December 22, 2010. http://www.pacrim.hawaii.edu/

December 9, 2010
Careers in Science, Technology, Engineering, and Math (STEM) Fields
1:00-2:30 pm Central
(Webinar)

The Midwest Alliance is hosting a webinar that highlights the careers of three individuals in Science, Technology, Engineering, and Math (STEM) related fields who have a disability. Scott Anderson, a high school math teacher who received his bachelor's degree in mechanical engineering, will tell how his career path led him to a Masters in Instruction, allowing him to empower students and faculty through self-advocacy education; Dr. Matthew Weed will talk about his career experiences as an administrator, science and

medical educator, student adviser, and bio-ethicist; and Mike Jones, a graduate of Eastern Illinois University, will discuss his work as a self-employed computer database Madison consultant. The webinar will be held online and at the UW-Madison Pyle Center. http://goo.gl/GU4DF

December 14, 2010
Customized Employment
2:00-3:00 pm Eastern
(Webinar)

The Job Accommodation Network (JAN) will sponsor a discussion of customized employment and the success it can bring to individuals with significant disabilities. Strategies and suggestions will be provided, including identifying natural workplace supports, using assistive technology, and negotiating employment tasks. http://askjan.org/webcast/index.htm

February 8, 2011
Current Events in Accommodation
2:00-3:00 PM ET
(Webinar)

The Job Accommodation Network (JAN) will sponsor a discussion of current events in accommodation including tough accommodation situations, tricky ADA issues, technology challenges, and practical tips for handling these and other job accommodation issues. http://askjan.org/webcast/index.htm

New Financial Aid & Scholarship Information

HEATH Resource Center Financial Aid Information 2009-2010

While education beyond high school in the United States is optional, it has become a necessary investment in future employment and life satisfaction for many people. Most, however, cannot afford to make this investment without some outside monetary assistance. Over the years, public and private sources of money have been developed specifically to meet this need. As increasing, but limited, amounts of money have become available, a standardized method of determining eligibility has evolved to promote equitable distribution of student financial aid.
www.heath.gwu.edu

The Joseph P. Kennedy, Jr. Foundation: Public Policy Fellowship Program 2010-2011

The Joseph P. Kennedy, Jr. Foundation seeks exemplary professionals and/or family members of persons with intellectual or developmental disabilities who are currently working or volunteering in the field of inclusive services and supports for people with intellectual and developmental disabilities for an intensive one-year Public Policy Fellowship in Washington, DC. The purpose of the Fellowship is to prepare both early career and veteran leaders be leaders in public policy in

their home state and/or nationally. The program provides a one-year full-time exposure to the federal public policy making process, and includes a stipend and modest relocation expenses.
http://www.jpkf.org/

Disaboom Scholarship Directory

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

Federal Student Aid Grant Program Fact Sheet

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).
http://tinyurl.com/yfbe5tb

Funding Education Beyond High School

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).
http://tinyurl.com/yk7uot7

NASFAA and Casey Family programs: Guide to Financial Aid Assistance to Students from Foster Care and Unaccompanied Homeless Youth

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.
www.casey.org/Resources/Publications/ProvidingEffectiveFinancialAid.htm

School Grants, College Scholarships, Financial Aid and More

This website provides essential information to obtain school grants to make education affordable. It highlights different types of grants, their sources and how to apply for them. It is designed to be user friendly for everyone.
http://www.schoolgrantsblog.com/

Scholarships and Internships for Latino Students with Disabilities

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.
http://www.proyectovision.net/english/opportunities/scholarships.html

The Washington Center Scholarship

The Washington Center Scholarship for Students with Disabilities funded by the AT&T Foundation and HSC Foundation, these awards provide housing assistance in varying amounts (up to a full housing scholarship) to competitively selected students who self-identify as having a disability, as defined by the Americans with Disabilities Act (ADA). Priority consideration is given to undergraduate students; however, Postgraduate Program applicants may be considered.

http://www.twc.edu/node/8142#disabilities-scholarships

Kessler Foundation Scholarship

A limited number of full scholarships will also be competitively awarded to students who attend New Jersey institutions and self-identify as having a disability, as defined by the Americans with Disabilities Act (ADA). For this award, students may be asked for a brief personal statement. Students interested in the Kessler Scholarship who

attend a New Jersey institution are encouraged to email us at info@twc.edu for more information.

http://www.twc.edu/node/8142#disabilities-scholarships

New Websites!

Assistive Technology Resource Centers – AbleData

State Assistive Technology (AT) Act Programs work to improve access to assistive technology for individuals with disabilities through comprehensive statewide programs. The AbleData website includes information about AT products and equipment, including a listing of AT manufacturers and distributors by state.
http://www.abledata.com/

Assistive Technology Resource Centers – ATAP Association

State Assistive Technology (AT) Act Programs work to improve access to assistive technology for individuals with disabilities through comprehensive statewide programs. The Association of Assistive Technology Act Programs' website includes a list of programs by state, and other information on device loans, AT reuse, device demonstrations and state financing activities.
http://www.ataporg.org/atap/index.php

Common Core State Standards Initiative

The Alliance for Excellent Education's website on the common standards movement includes information on the importance of common standards, how individuals are affected by the movement, how states are progressing in implementing common standards, and links to media news and responses reported by national media.
http://www.all4ed.org/common-standards

National Dissemination Center for Children with Disabilities

The National Dissemination Center for Children with Disabilities (NICHCY) offers on its website information on disabilities in infants, toddlers, children, and youth, the Individuals with Disabilities Education Act (the law authorizing special education), No Child Left Behind (as it relates to children with disabilities), and research-based information on effective educational practices.
http://www.nichcy.org/Pages/Home.aspx

School Grants, College Scholarships, Financial Aid and More

This website provides essential information to obtain school grants to make education affordable. It highlights different types of grants, their sources and how to apply for them. It is designed to be user friendly for everyone.
http://www.schoolgrantsblog.com/

SmartBrief on EdTech

"SmartBrief on EdTech" is a daily e-newsletter for education stakeholders with an interest in education-technology and using it in local schools and school districts. http://www.smartbrief.com/edtech/index.jsp?campaign=2010trialday1

Youth-Led, Youth-Focused Website Launches to Support Teens and Young Adult with Mental Health Challenges

Voices4Hope is a website created by a group of young adults with mental health challenges that work in the Transitions Research & Training Center (RTC). The goal of this site is to connect young adults with mental health challenges across the country so they can talk to each other about things that are important to living happy and independent lives.

Visit the Voices4Hope website at http://voices4hope.wikispaces.com.

Learn more about Transitions RTC at http://www.umassmed.edu/cmhsr/TransitionsRTC.aspx.