

HEATH Resource Center at the National Youth Transitions Center Newsletter

National Clearinghouse on Postsecondary Education for Individuals with Disabilities
Summer Edition 2012



The HSC Foundation

HEATH Resource Center at the National Youth Transitions Center



THE GEORGE
WASHINGTON
UNIVERSITY
WASHINGTON DC

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>

Self-Determined to Succeed: Making College Work for You

The transition from high school to college can be both exciting and unnerving. For many students, attending college presents their first experience living away from home, managing time and money, making lifestyle choices and setting healthy limits for themselves. Students with disabilities may face additional challenges to achieving success in college; many have disability-related needs that impact their ability to learn and / or to live independently.

High School -> Entitled to Services, Supports, & Accommodations
(School's Responsibility)

In high school, you may be *entitled* to services, supports and accommodations you need to meet your goals. Many students with disabilities in elementary school, middle school, and high school receive services, modifications, and / or

accommodations they need to help them learn even if they don't know what they need or haven't requested assistance. Until you graduate from high school (or turn 22, whichever comes first), the school is responsible for identifying your specific educational needs, developing a plan to address those needs, and monitoring your progress in meeting educational goals. As you transition to adulthood, this responsibility shifts to you.

College -> Eligible for Accommodations (Your Responsibility)

In college, you are no longer entitled to special education services, but you still may be *eligible* for accommodations that can give you equal opportunities to participate in the college community. As an adult, in order to receive accommodations you must be able to identify the accommodations you need, request that the school provide them, and be able to explain the reasons you need them. In addition, you are responsible for developing a plan for your course of study and for monitoring your progress along the way. This may seem a bit overwhelming, but when you develop self-determination, this responsibility is much easier to assume, making success in college attainable.

What is Self-Determination?

Self-determined people know and believe in themselves, use what they know about themselves to set goals, and pursue their goals through thoughtful planning. Self-determination involves self-awareness, decision-making, goal setting, reaching goals, self-advocacy, use of resources, and problem solving.

Self-awareness: Self-determined people are aware of their interests, strengths, preferences, areas of weakness, and needs. They understand their disability, how it impacts them, and what has been helpful in limiting any negative impact.

Decision-making: Self-determined people explore the information and options available to them in order to make informed decisions that are best for them.

Goal setting and reaching goals: Self-determined people understand how to set appropriate goals and how to set steps to reach those goals. They don't set goals that are unattainable, nor do they set goals that are simple to

attain. Self-determined people monitor their progress as they pursue their goals and adjust goals as needed along the way.

Problem solving: Self-determined people evaluate problems in their lives and develop creative ways to solve problems.

Self-advocacy and use of resources: Self-determined people are able to locate available resources and make their needs known to others.

How Can I Develop Self-Determination Skills I'll Need to be Successful in College?

Self-determination isn't generally taught directly to students in primary and secondary school. Often skills such as self-advocacy, problem solving, and goal setting are embedded in assignments for core subject courses such as language arts, math, social studies and science, but some students may not develop these skills as readily as others. Below are ten simple strategies to help you enhance your level of self-determination and create a smoother and more successful transition from high school into college.

1) Keep a journal (handwritten, computer, video or audio recording).

- Identify and record your likes and dislikes, interests, problems, dreams, and ideas.
- Make note of people and resources that are and have been supportive of your goals.
- Reflect on how you learn best (by seeing? hearing? doing?) and what you need to help you learn.
- Look at choices you have made, consequences of those choices, and whether you will make similar or different choices in the future.
- Identify problems you encounter and ideas you have to solve them.
- List things you would like to make happen (i.e., goals) for yourself and thoughts on how to make them happen.
- Look for connections between your feelings, thoughts, ideas, resources, choices, problems, solutions, goals, etc.
- Most important, each day look back and review what you've learned and look forward and think about how to use what you've learned.

2) Become familiar with the general characteristics of your disability.

- Ask family, school personnel, doctors, and professionals who have evaluated you to share information on your disability.
- Contact national and local disability organizations (some of these are listed below).
- Search the Internet. Make sure sources of information are reliable (i.e., government and other organizations, university resource centers).
- Visit your local library.
- Research and contact famous people who share your disability.
- Connect with others who have similar disabilities through social media, campus peer groups and local and national organizations.

3) Learn about evaluations that were used to diagnose your disability.

- Ask your family or school personnel to share results of any evaluations that support your disability diagnosis and / or identify your strengths, needs, preferences, etc. Ask for summaries of these evaluations in language you will understand.
- Make sure you know where to locate copies of these evaluations to support accommodation requests in college.

4) Learn about the services, supports and accommodations you received in high school.

- Ask family, school personnel and IEP team members to share information on the special education and related services you have received; ask them to share this in language that you can understand.
- Request a copy of your IEP, read it, and, if needed, ask that it be written in language you will understand.
- Help the school and your family in writing your next IEP and any IEPs that come after that.

5) Know your legal rights as an individual with a disability.

- In high school, your rights are covered under the Individuals with Disabilities Education Act (IDEA):
 - You are protected by IDEA until you graduate from high school or turn 22 (whichever comes first).
 - The school must identify your disability-related needs and provide special education and services to meet those needs.
 - If deemed necessary, you will receive individualized instruction, modifications and accommodations.
 - The school must monitor your progress toward annual educational goals and discuss your progress with you and your family.
 - Once you turn 16, the school must invite you to any meeting related to your transition planning. **(Hint: accept the invitation.)**
 - The school must document your goals for adult life; these goals must be based on your strengths, interests and preferences.
 - The school must provide age-appropriate transition assessments related to training, education, employment, and in some cases independent living to identify your needs to achieve your goals in adulthood.
 - If deemed necessary, the school must assist in connecting you with community support agencies (Wisconsin Department of Public Instruction, 2007).

- In college, your rights are covered under the Americans with Disabilities Act Amendments Act (ADAAA) and Section 504 of the Rehabilitation Act (Section 504):
 - These two laws protect you if you have a disability, no matter how old you are.
 - Schools cannot discriminate against you due to your disability.
 - You must disclose your disability to the college disability services office and present documentation that supports your need for accommodations.

- Requirements for documentation differ from college to college. You will need to check with your college disability services office to learn what information they require for disability documentation.
- The college must provide accommodations if they are reasonable and necessary to provide you the same opportunities as students without disabilities. Typical accommodations might include special needs counseling, assistive technology, taped textbooks, note-takers, readers, interpreters, and learning / study skills support (Wisconsin Department of Public Instruction, 2007).
- You are responsible for setting your own goals, identifying your needs, monitoring your progress and communicating needs to your instructors.

6) Start to make a list of your resources.

- As you move toward independence, maintain contact and communication with your support network. Independent doesn't mean alone; successful adults have resources and consult them for information and support in independent decision-making.
- Make note of family, community members, and friends who have been supportive of your pursuing your future vision.
- Before you arrive on campus, connect with the college disability support office and communicate your needs. Record the name of the person to contact with questions, etc.
- Visit the college student support office to identify services available to all students such as tutoring and writing assistance. These services do not require disability disclosure or documentation.
- Keep a list of your doctors and their contact information (phone number, address, email address).
- Seek out social groups connected with your disability or with college students with disabilities (i.e., on-campus organizations).

7) Practice self-advocacy.

- Practice advocating for yourself at home, at school, at work, and in the community. Let others know what you need and practice letting them know why you need it. Look for opportunities to self-advocate and use these opportunities to practice, practice, practice.
- Notice what works for you and what is not working. Generally people are more successful in self-advocating if they treat others with respect and are patient in waiting for a response. Disrespect, demands, and ultimatums do not usually bring positive results.
- Distinguish between what you *need* and what you *want* and be clear on this when you self-advocate. If you tell someone you *need* a soft drink or *want* extra time on a test they are less likely to take you seriously.

8) Attend and actively participate in your high school IEP meetings.

- Ask to be invited to your IEP meeting if you haven't been invited. If you are 16 or older, IDEA requires that you must be invited.
- Attend all of your IEP meetings.
- Think of people *you* would like to invite to the meeting. These should include people who know you, whom you trust, and who are supportive of your pursuing your future goals.
- Make suggestions on how your IEP meeting might be conducted to ensure you remain focused and interested.
- Request to sit at the head of the table.
- Prepare, in advance, to share with the IEP team what is working for you, what is not working (or no longer working), needs still not being met, and your goals for your future.
- Consider creating a PowerPoint or video presentation or writing your thoughts out in a document to be distributed to each team member.
- Include as a goal on your IEP that you will *lead* your next IEP meeting.

9) Learn about when and how to disclose your disability to others.

- Ask members of your IEP team or your guidance counselor for information on when and how to disclose your disability to others.
- You may need to disclose your disability in college in order to receive necessary accommodations. However, if you do not require accommodations, you may not wish to disclose.
- You may need to disclose your disability to an employer in order to receive on-the-job accommodations (i.e., a timing device, voice recognition software). If this is the case, careful consideration must be made as to *when* to disclose your disability and *what* to disclose.
- You may need to disclose your disability to a community organization in order to receive accommodations that allow you equal access to services and amenities.
- Disclosure is an individual and private matter. You have the right to decide when, what, how and if to disclose information to others.

10) Pat yourself on the back when you do a good job!

- When you experience failure, learn from the experience, adjust your course and move forward.
- When you succeed, take pride in your success and the hard work that brought it ... and then learn from the experience, adjust your course and move forward.

For students with disabilities, success in college is well within reach. Research on students with learning disabilities suggests that qualities associated with self-determination, including self-awareness, pro-activity, perseverance, goal-setting, and presence and use of effective support systems may have a greater influence on success than grades, gender, family income level, ethnicity and intelligence (Raskind & Goldberg, 2003). Take some time to get to know and value yourself; understand your rights; practice self-advocacy, goal-setting, and problem solving; and develop a wide network of resources, and you will be well-prepared to realize your future vision for college, career, and adulthood. Be self-determined to succeed.

About the Author

Mary Ann Gorman is a master's student at The George Washington University studying secondary special education and transition. She has taught and coached students with disabilities ranging from 9-22 years of age and developed *My Life ... My Future*, a program to develop self-determination skills in students with IEPs through creation of transition portfolios.

Resources

General Resources for Individuals with Disabilities

National Dissemination Center for Children with Disabilities

<http://nichcy.org/>

National Center for Learning Disabilities

<http://www.nclld.org>

Disability and Postsecondary Education

Association for Higher Education and Disability (AHEAD)

www.ahead.org

Think College, Institute for Community Inclusion

www.thinkcollege.net

Disability Rights and Advocacy

www.disability.gov

www.tash.org

Person Centered Planning

National Center on Secondary Education and Transition

<http://www.ncset.org/publications/viewdesc.asp?id=1431>

National Dissemination Center for Children with Disabilities

<http://nichcy.org/schoolage/transitionadult/students>

Student-Led IEPs

National Center for Learning Disabilities

[http://www.nclld.org/at-school/your-childs-rights/iep-aamp-504-](http://www.nclld.org/at-school/your-childs-rights/iep-aamp-504-plan/student-led-iep-meetings-technology-puts-teens-in-the-drivers-seat)

[plan/student-led-iep-meetings-technology-puts-teens-in-the-drivers-seat](http://www.nclld.org/at-school/your-childs-rights/iep-aamp-504-plan/student-led-iep-meetings-technology-puts-teens-in-the-drivers-seat)

PACER Center

<http://www.pacer.org/tatra/resources/studentiep.asp>

Disability Disclosure

Think College

<http://www.thinkcollege.net/october-2010/disclosure-of-disability>

United States Department of Labor

<http://www.dol.gov/odep/pubs/fact/wwwh.htm>

Self-Determination

Virginia Department of Education Self-Determination Project -

www.imdetermined.org

Zarrow Center for Learning Enrichment, University of Oklahoma -

<http://www.ou.edu/content/education/centers-and-partnerships/zarrow.html>

National Center for Secondary Education and Transition -

<http://www.ncset.org/publications/viewdesc.asp?id=962>

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Getzel, E. E. & Thoma, C. A. (2008). Experiences of college students with disabilities and the importance of self-determination in higher education settings. *Career Development for Exceptional Individuals* 31(2), 77-84.

Raskind, M. H. & Goldberg, R. J. (2003). *Life Success for Students with Learning Disabilities: A Parent's Guide*. Frostig Center: Pasadena, CA. Retrieved from: www.ldonline.org/article/12836

U. S. Department of Education, Office for Civil Rights. (March, 2011). *Transition of students with disabilities to postsecondary education: A guide for high school educators*. Washington, D.C. Retrieved from <http://www2.ed.gov/about/offices/list/ocr/transitionguide.html>.

Wisconsin Department of Public Instruction. 2007. *Opening doors to postsecondary education and training: Planning for life after high school*. Retrieved from www.dpi.wi.gov/sped/pdf/tranopndrs.pdf



HEATH Resource Center at the National Youth Transitions Center (NYTC) Website Update!!

If you go to our HEATH NYTC website (www.heath.gwu.edu), you will discover that we have a new **NYTC Partner Spotlight**. Each month, the HEATH NYTC website will highlight one of our partners from the National Youth Transitions Collaborative.

The **April Spotlight** belonged to TransCen, Inc. TransCen, Inc., is a 501(c)(3), private non-profit corporation established in 1986 with the mission to be a "transition center" to improve education and employment success for youth with disabilities. Our work is driven by the belief that employment and active community participation are attainable for all individuals, regardless of disability label, need for support, or economic vitality of the communities in which they live. For more information about TransCen, Inc., please check out their website and social media sites. **Website:** <http://www.transcen.org>

Social Media links:

Facebook: <http://www.facebook.com/pages/DBTAC-Mid-Atlantic-ADA-Center/135772543120657>

Twitter: <http://www.twitter.com/adainfo>

The **May Spotlight** highlighted Health Services for Children with Special Needs, Inc (HSCSN). HSCSN is a non-profit managed care organization that coordinates services for children and youth with disabilities and complex medical needs. Our mission is to provide access to comprehensive, quality health care for our children through a network of community-based services. For more information about HSCSN, please check out their website. **Website:** www.hscsn-net.org

Please check out the **June Partner Spotlight** on our website (www.heath.gwu.edu) today!

**The HSC Pediatric Center
June Fair 2012
Family and Community Health Expo**

The HSC Pediatric Center presents the June Fair 2012, Family and Community Health Expo, hosted by a Radio-Television Personality, Durik "Prince" DaJour. The Expo will feature: Free Live Entertainment, Blood Pressure Screenings, BMI (Body Mass Index), Glaucoma Eye Screenings, Dental Screenings, Vision Screenings, Health Services for Children with Special Needs, Inc., DC Chartered Health Plan, HIV Testing, Face Painting, Health Mobile Units, and much more!!

For more information, contact: Cecil Doggette, Director, HSCSN Department of Family and Community Development, 202-835-2771. The Expo takes place on Saturday, June 9, 2012 from 10:00 a.m. to 4:00 p.m. The address is 17313 Bunker Hill Road, NE, Washington, DC 20017. Shuttle services will be provided from the Brookland Metro Station.

New National Youth Transitions Center Facebook Page!

The National Youth Transitions Center officially has a Facebook page (at www.facebook.com/thenytc)! If you or your organization has a Facebook account, please "Like" the NYTC page. Other social media (twitter, youtube, etc.) for the National Youth Transitions Center will be available soon.

**HEATH Resource Center at the
National Youth Transitions Center
Social Media Sites!**

The HEATH Resource Center at the National Youth Transitions Center has a Facebook page (at <https://www.facebook.com/pages/Heath-Resource-Center>). We have a Twitter account (at <https://twitter.com/#!/heathcenter>). Please check out both of our social media sites for the latest updates, resources, and scholarship information for students with disabilities!! Please "Like" our Facebook page and "Follow" us on Twitter!!

The George Washington University
Announcing New Graduate Program-
Recruiting for Summer 2012

We are pleased to announce our on-line **Youth Transition, Career, and Vocational Services Master's degree program**. The U.S. Department of Education has awarded us a five-year grant to support the on-line Master's program. Funding will cover a large portion of student tuition costs.

Students are expected to register for at least 2 courses (6 credits) per semester. We will be offering the first course in the program's sequence, SPED 236: Introduction to Vocational, Career, and Transition Services, this summer.

Applicants are encouraged to complete and submit their application and supporting documents by August 1, 2012. This will allow sufficient time for their application to be reviewed and approved, which must take place before they can register for class.

Please forward this information to colleagues who may be interested in this Master's program. For more information about the Master's program or tuition award, please email Bridget Green at greenb@gwu.edu or Dr. Michael Ward at mjward@gwu.edu. Additional information may be found by clicking [Youth Transition, Career, and Vocational Services: A Distance Education Master of Arts Program.](#)

Transition Headliners!!

Summer Job+

The United States Department of Labor has released a new call-to-action for businesses, non-profits, and government to provide pathways to employment for low-income and disconnected youth. Businesses that participate in this initiative are required to make a "Pathways Pledge" by choosing one of three pathways to assist low-income youth: life skills, work skills, and learn & earn. In a few weeks, a new job bank for youth will be launched to help youth connect with job opportunities across the country. Youth can sign-up on the website to receive an email informing them that the job bank is live.

<http://www.dol.gov/summerjobs/>

NCWD Individualized Learning Plans How-to Guide

The National Collaborative on Workforce and Disability (NCWD) for Youth developed a guide to assist any youth that plan to transition from high school to college and employment. The purpose of the guide is to help the entire school develop individualized learning plans. There are career development activities and resources in the guide that would be useful to transition and special educators in the field.

<http://www.ncwd-youth.info/ilp/how-to-guide>

NCWD Youth Service Professionals' Knowledge, Skills, & Abilities Training Modules

The National Collaborative on Workforce and Disability (NCWD) for Youth created training

modules for professionals who work with youth, including youth with disabilities. The modules are designed to help professionals build opportunities to assist youth in learning about postsecondary environment in the areas of education, employment and independent living. There are eight training modules: Knowledge of the Field, Communication with Youth, Assessment & Individualized Planning, Relationship Family, Career Exploration and Workforce Preparation, Community Resources, Employer Relations, and Program Design, Delivery, and Administration.

<http://www.ncwd-youth.info/ksa/training-modules>

Federal Schedule A Hiring Authority Fact Sheet: Tips for Youth and Young Adults with Disabilities Interested in Starting a Career with the Federal Government

Schedule A hiring authority (Schedule A) provides opportunities for youth and young adults with opportunities to work for the Federal Government. The fact sheet highlights the following categories: Learning about Schedule A and Introduction to Federal Government Employment. Youth and young adults can learn about how to find a job and apply for a federal government position.

<http://www.findyouthinfo.gov/feature-article/federal-schedule-hiring-authority-fact-sheet-tips-youth-and-young-adults>

ODEP's Skills to Pay the Bills: Mastering Soft Skills for Workplace Success (New Curriculum!)

The U.S. Department of Labor's Office of Disability Employment Policy

(ODEP) is pleased announced the release of "Skills to Pay the Bills: Mastering Soft Skills for Workplace Success," a collection of career development exercises and activities designed to help sharpen the communication and other "soft" skills of young workers, including those with disabilities. ODEP's curriculum, which covers communication, networking, enthusiasm and attitude, teamwork, problem-solving, critical thinking and professionalism, is based on the results of a survey of prominent businesses to determine what they believe to be the most important competencies and skills for young workers. "Skills to Pay the Bills" was field-tested by youth service professionals and students across the country. Visit ODEP's website at <http://www.dol.gov/odep/topics/youth/softskills> for more information and to download the curriculum in English or Spanish.

Young, Underemployed and Optimistic

The Pew Research Center conducted a survey on young adults (ages 18 to 34) to ask them a variety of questions about career, marriage, parenthood, and schooling. The study discusses how the economy has contributed in a change in "social norms" of young adulthood. The report discusses the following findings: how young adults fare in the U.S. Labor Market, how today's economy is affecting young adults, optimism in the face of tough times, and young Americans at work—job satisfaction, advancement and career prospects, pay. <http://pewresearch.org/pubs/2191/young-adults-workers-labor-market-pay-careers-advancement-recession>

College Preparation Checklist

A great resource produced by Federal Student Aid. The checklist is designed to help parents and youth find money for school, learn about taking the right classes, and choosing a career. The checklist spans from elementary school to young adults for parents and youth interested in learning about the different stages in how to prepare for college.

<http://studentaid.ed.gov/PORTALSWebApp/students/english/checklist.jsp>

Veterans and the Americans with Disabilities Act (ADA): A Guide for Employers

The Veterans and the Americans with Disabilities Act (ADA) Guide for Employers disseminates information regarding the rights of veterans under ADA and the [Uniformed Services Employment and Reemployment Act](#). The guide highlights the protections and accommodations that veterans may need while applying or working for a job in the private sector and for the federal government. They also provide a list of resources that is beneficial for veterans to use to access more information regarding the laws, recruiting and hiring, and accommodations.

http://www.eeoc.gov/eeoc/publications/ada_veterans_employers.cfm

Disability Friendly Colleges: A Guide for Students with Physical Disabilities

The website is an online disability friendly college guide that is specific towards people with physical disabilities. The guide highlights disability services at Ivy League schools, full service colleges, and colleges that go above and beyond the ADA. The guide offers a checklist of questions or things to look for on a

college campus for young adults with physical disabilities.

http://www.disabilityfriendlycolleges.com/index.php?option=com_content&view=frontpage&Itemid=53

Conference, Webinar, and Forum Opportunities!

June 5, 2012

**2012 Hiring Our Heroes Job Fair
10:00 AM to 2:00 PM
Springfield, VA**

The U.S. Chamber of Commerce and The American Legion in partnership with the Greater Springfield Chamber of Commerce, the Department of Labor Veterans Employment and Training Services (DOL VETS), the Virginia Committee of the Employer Support of the Guard and Reserve (ESGR), and local chambers will be conducting a hiring fair for veterans, active duty military members, Guard and Reserve members, and eligible spouses at The American Legion Springfield Post 176, Springfield, VA. A FREE hiring fair!! Register at hiringourheroes@uschamber.com

July 9-14, 2012

**2012 Annual Association on Higher Education and Disability (AHEAD) Conference Diversity, Equity, Social Change, Influence, Global
New Orleans, LA**

The AHEAD Conference and pepnet 2 Training Institute will present on a variety of topics that impact college students with disabilities and higher education globally. For more information regarding the conference, go to

http://www.ahead.org/conferences/2012/chairs_welcome

June 17-20, 2012

**National Conference on Volunteering & Service: Turning Point 2012
Chicago, Illinois**

National and community service can be opportunities for individuals to give back to their community while developing networks, enhancing work skills and earning assistance for postsecondary education. Nonprofit leaders, community-based programs, volunteer leaders, disability organizations and others interested in the field of volunteerism and national service can attend this year's National Conference on Volunteering and Service, "Turning Point 2012" to learn more about the inclusion of people with disabilities in national and community service.

<http://www.volunteeringandservice.org>

June 24-29, 2012

**Lehigh University Special Education Law Symposium
Lehigh, PA**

Lehigh University's intensive week-long special education law symposium provides a practical analysis of legislation, regulations, and case law relating to the education of students with disabilities. The symposium provides a thorough analysis of the leading issues under the IDEA and Section 504. Special features include: parallel tracks for basic and advanced practitioners, starting with a keynote dinner and presentation by Dr. Alexa Posny, Assistant Secretary, Office of Special Education and Rehabilitative Services, U.S. Department of Education, and ending with a post-luncheon crystal-ball session by Chicago attorney Darcy Kriha; a balance of

knowledgeable district, parent, and neutral perspectives; essential topics with proven effective presenters for the basic track; and a brand new set of "hot topics" and faculty presenters for the advanced track. For more information

visit <http://www.lehigh.edu/education/law>.

Questions? Contact Tamara Bartolet (tlp205@lehigh.edu or [610/758-3226](tel:6107583226)).

July 19-22, 2012

**Velo-Cardio-Facial Syndrome
Educational Foundation, Inc, 19th
Annual Scientific Meeting
Toronto, Ontario, Canada**

The Foundation is an international non-profit organization dedicated to providing support and information to individuals who are affected by Velo-Cardio-Facial syndrome, their families, physicians and other practitioners. The conference is designed to bring together families, physicians, and other practitioners to understand the latest research and best practices in the field.

http://www.vcfsef.org/conference_registration/2012/meeting_details.html

July 22-25, 2012

**Pursuing Justice for Children and the Poor with Urgency and Persistence: A Community and Youth Empowerment Conference
Cincinnati, OH**

The Children's Defense Fund will sponsor, "Pursuing Justice for Children and the Poor with Urgency and Persistence: A Community and Youth Empowerment Conference," in Cincinnati, OH. The conference will present the information on research findings, best practices, community-building models, and empowerment strategies to meet the needs of

children and the poor, including a focus on diminishing child and youth involvement in the juvenile justice system.

<http://www.childrensdefense.org/national-conference/index.html>

July 30-August 4, 2012

**University of Connecticut University
College Preparation, Rights &
Responsibilities, Empowerment,
Planning (UCPREP)
Storrs, CT**

The University of Connecticut's University College Preparation, Rights & Responsibilities, Empowerment, Planning (UCPREP) is a six day transition-focused summer program for rising high school juniors and seniors with disabilities which gives participants the opportunity to immerse themselves in the college setting. Participants in UCPREP will: acquire a broader knowledge of college life, expectations and responsibilities; gain a better understanding of their academic and personal strengths and needs; understand rights and responsibilities as a student with a disability; learn the skills to become an effective self-advocate; and create an individualized college transition plan that will assist with planning, preparation and adjustment.

http://www.csd.uconn.edu/pre_admin_ucprep.html

August 5-7, 2012

**2012 Reinventing Quality Conference
Baltimore, MD**

The Reinventing Quality Conference is for people with intellectual/developmental disabilities, family members, direct support

professionals, administrators of community support agencies, advocates, managers, and government leaders, all committed to a vision of a better future for people with intellectual/developmental disabilities. This year's conference focuses on realizing a vision of a better future for people with intellectual/developmental disabilities. <http://www.reinventingquality.org/upcoming/>

**Money, Money, Money!
Who's Got the Money?**

Disability Employment App Challenge

The U.S. Department of Labor's Office of Disability Employment Policy (ODEP) has launched its first disability-related application challenge. The goal of the "app challenge" is to create innovative tools to improve job opportunities for people with disabilities. ODEP is looking for apps that help employers find job seekers with disabilities, provide skill-building and job training tools, increase transportation options and improve the accessibility of communication technology. Awards with cash prizes totaling \$10,000 will be given to the top three submissions. Register for the contest by creating an [account](#). Submission deadline is **August 23, 2012**. <http://disability.challenge.gov/>

AIAA Foundation: Grants for Excellence in Math, Science, Technology and Engineering

American Institute of Aeronautics and Astronautics Foundation Classroom Grants encourage excellence in educating students about math, science, technology, and engineering. Eligibility: current AIAA Educator Associate or AIAA Professional members actively engaged as K-12 classroom educators. Maximum award: \$200. Deadline: rolling. <https://www.aiaa.org/Secondary.aspx?id=3199>

Possibilities: A Financial Resource for Parents of Children and Youth with Disabilities

"Possibilities: A Financial Resource for Parents of Children with Disabilities," first published in 2004 by the National Endowment for Financial Education (NEFE) and PACER, updates this financial planning guide to an online format, and includes more content relevant to parenting transition-age youth with disabilities. The guide offers tips and information on many financial issues and concerns of families raising children with disabilities from infancy to young adulthood. Topics include organizing financial records, managing money, preparing income taxes, health insurance options, dealing with debt, saving for college, preparing youth for adult employment, etc. <http://www.pacer.org/publications/possibilities/>

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

Disability.Gov Grants & Funding in Education: Federal Student Aid Grant Programs

The federal government provides grant funds for students attending colleges, career schools and universities. Grants are not loans and do not have to be repaid. Information about scholarships is also available. Enter the word disability in the search to find scholarships that are specifically for students with disabilities, or you can just search for a field of study or major such as music, law enforcement, biology, social work, etc. For more information visit

https://www.disability.gov/education/financial_aid_%26_scholarships/grants.

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/>

2012-2013 Guide to Federal Student Aid

This guide for students provides information on the federal aid programs available for students planning to attend college. For information specifically for students with intellectual disabilities go to page 6. You'll find more information about federal student aid programs at www.studentaid.ed.gov. For information about scholarships please visit https://www.disability.gov/education/financial_aid_%26_scholarships/scholarships.

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>

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

Do Something: Seed Grants

Do Something Seed Grants can aid project ideas and programs that are just getting started, to jump-start programs and realize ideas for the first time; or projects that are already developed and sustainable and moving toward the next steps of the project and organization as the project expands. Maximum award: \$500. Eligibility: U.S. or Canadian citizens aged 25 or under. Deadline: ongoing.

<http://www.dosomething.org/grants/faq>

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>

**Add to your Favorites!
(websites)**

National Post-School Outcomes Center

The National Post-School Outcomes Center of the University of Oregon has wonderful resources for state education agencies to assist in developing research-based data on Indicator 14.

The website provides an array of

resources such as tools & products, Community of Practice resources, SPP/APR Resources.

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

National Resource Directory

The National Resource Directory is a website that connects wounded warriors, service members, veterans, their families and caregivers with resources and information regarding education & training, employment, and housing. Veterans can look for information and resources by state as well.

<https://www.nationalresourcedirectory.gov/>

I'm Determined

The Virginia Department of Education Self-Determination Project developed a user-friendly website that educators could use this as a curriculum tool with their students, if computers are available. This site is broken down by category for teachers, parents, students and citizens. There is a multi-media experience as well, with this site containing videos, powerpoint presentations, brochures and literature, all of which are printable. There is even a lesson plan section for teachers to utilize, which is always welcome for busy teachers.

<http://www.imdetermined.org>

AHEAD (Association on Higher Education and Disability)

AHEAD is a professional membership organization for those involved in developing and advocating for quality higher education of students with disabilities. AHEAD started in 1977, and since then, the organization has been working to promote equal opportunities

for students with disabilities in higher education. The organization also offers professional development through conferences, workshops, and publications for those who teach students with disabilities in higher education. The site offers a wealth of transition resources for teachers, students, and families that can be beneficial to the transition planning process. The site gives website laws, assistive technology, and job.

<http://www.ahead.org/students-parents/transitions>

Student Veterans of America

The mission of Student Veterans of America is to provide military veterans with the resources, support, and advocacy needed to succeed in higher education and following graduation. Their vision is that all veterans will succeed in higher education, achieve their academic goals, and gain meaningful employment.

<http://www.studentveterans.org>

National Health Care Transition Center

The National Health Care Transition Center's "Got Transition?" is a website for health care professionals, families, youth, and state policy makers focusing on a young adult's transition from pediatric to adult health care. This site offers an information exchange about health care transition, particularly as pertaining to youth with special health care needs. Transition tools and tips and other resources are available under each of the main categories of Youth, Family, Providers, and States.

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

Parent Educational Advocacy Training Center

The Parent Educational Advocacy Training Center builds positive futures for Virginia's children by working collaboratively with families, schools and communities in order to improve opportunities for excellence in education and success in school and community life. They focus on children with disabilities. They do this by providing services and support for families and professionals; easy-to-understand, research-based information and training; and opportunities for strategic partnerships and advocacy for systemic improvement.

www.peatc.org

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Submissions: We welcome submissions from transition-related organizations and entities to post resources and information in our quarterly newsletter. Please email us at askheath@gwu.edu to include your submission in our next newsletter.