

HEATH Resource Center at the National Youth Transitions Center Newsletter

National Clearinghouse on Postsecondary Education for Individuals with Disabilities
Fall 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>



Integrated College Campus Learning: Postsecondary Opportunities for Students with Intellectual Disability

Research indicates graduates of formalized postsecondary educational curricula (PSE), living with intellectual disabilities (ID), achieve higher employability and earning potential than those who have not benefited from PSE opportunities (Migliore & Butterworth, 2008). Moreover, graduates of PSE programs with ID achieve higher levels of career satisfaction than those who do not benefit from PSE following high school (United States

Department of Education, 2012). New pathways to integrative PSE programming have benefited from The Higher Education Opportunity Act (P.L. 110-315) (HEOA), enacted on August 14, 2008, which supports increased opportunities for PSE programming, emphasizes integration, and broadens eligibility standards for financial aid among students with ID.

A growing body of promising outcome data, coupled with new legislative infrastructure supporting integration of college campuses has spurred a wave of new post-secondary programming options for students living with ID. One such organization, The College STEPS Program (CSP), offers a unique and innovative model of inclusionary post-secondary programming.

The College STEPS Program (CSP) is an independent non-profit organization (501(c)(3)) that partners with colleges and universities throughout the country to connect students with intellectual disabilities and autism spectrum disorders, ages 18-26, with college experiences. The College STEPS Program emphasizes an inclusive model of care, targeting students across various categories of developmental disability who possess the adaptive and social skills necessary to benefit from participation within an integrative college environment. CSP's target population includes young adults with an interest in attending college and the functional skills necessary to benefit from a college experience but who remain challenged to succeed in a traditional college setting without additional supports. CSP is unique in its mission as the Nation's only fully independent non-profit supporting integrative PSE opportunities for students living with ID. Unlike other leading programs, as an independent non-profit, CSP is not limited by the constraints of grant funding (e.g., strict exclusionary criteria) or by a specific catchment area (e.g., university-specific programming). As a result, CSP is able to partner with virtually any college or university that emphasizes inclusively in its model and is interested in opening its doors to this unique and novel supportive learning model.

The College STEPS Program emphasizes student-centered planning in the collaborative development of each student's non-degree Certificate Program (15-30 credit hours) that outlines the student's academic, social, and vocational goals completed over the course of a 2-year period. Following the permission of faculty and administrators, CSP students are registered for classes via pass/fail or for a letter grade. CSP students take 1-2 courses per semester, are considered tuition paying non-matriculated day students, and typically spend 20-25 hours per week on

campus. Program enrollment follows a traditional 9-month academic calendar. CSP class size ranges between 4-8 students per year throughout a 2-year program. CSP staff work closely with administrators and course instructors at partnering colleges and universities to ensure the needs of CSP students are fully met both in and out of the classroom.

The College STEPS Program's Certificate of Higher Education (non-degree) is completed over the course of a 2-year period and includes:

Academic Programming

Academic training within a 2-year flexible academic curriculum focuses on areas of relevancy to the student's professional goals. Most courses are audited via the non-degree program but students can elect to take courses for credit or pass/fail. Each student's academic program is collaboratively developed and regularly assessed based on a student's interests and academic pursuits. Prior to each semester, CSP staff suggest a menu of course options based on the students career interests and individual needs. A minimum of 15 credit hours (four 3-credit courses; one 3-credit internship) is required to achieve completion of the Certificate Program (see sample program outline below). CSP students are provided with academic support via the CSP Campus Program Director and CSP Undergraduate Peer Mentors who are undergraduate students at the partnering college or university. Supported study time is incorporated into each student's weekly schedule to avoid homework and ensure timely assignment completion and concept retention.

Social Development

CSP students are highly encouraged to become active members of their campus communities. Therefore, CSP emphasizes involvement in extracurricular activities, social events, and the development of new friendships. Each college with which CSP partners provides a wide array of extracurricular activities in which CSP students can become involved. As a function of the CSP/college partnership, CSP students are granted full access to all campus facilities including dining halls, sporting events, clubs, and workout facilities. Undergraduate Peer Mentors, who are undergraduate students at the partnering university or college, are carefully selected via their leadership activities and demonstrated interest in working with individuals living with ID. Peer Mentors provide critical social support in the introduction and integration of CSP students to college campus life (e.g., campus social events, clubs, sporting events, etc.). Peer Mentors can elect to be paid via

CSP or receive academic credit for their time (pending departmental approval). Peer Mentors are directly supervised by the CSP Program Director who is available on campus full-time for support and guidance as needed.

Living and Independence

CSP's primary goal is the preparation of students for independent living. Therefore, a strong emphasis is placed upon honing a student's self-advocacy and independent living skills while enrolled in the program (see sample program outline below). To support this aim, each semester, CSP staff lead college survival skills courses open to the entire student body that emphasize topics including:

- Independent living (e.g., managing finances, cooking & cleaning skills, realistic goal setting, transportation, shopping, etc.)
- Social skills development (developing & maintaining friendships in a new community, appropriate behavior within private and public places, planning group-based activities, establishing professional contacts, etc.)
- Success within professional settings (professional behavior, interviewing skills, how to retain a job, work place etiquette, etc.)
- Personal health and well-being (fitness & wellness programs, good dietary habits, how to seek mental health support when necessary, etc.)

Work Experience

CSP works closely with supportive employment providers to allow for exploration of professional skill development within the internship program provided. During a student's first semester, students research and consider possible career directions, receive classroom-based training on methods for maximizing professional success, and are assisted in shadowing professionals within their area or areas of interest. During the 2nd through the 4th semesters in the program, students continue to take 1-2 classes but are also assisted in developing vocational internship experiences whereby they identify potential employers and work to obtain appropriate vocational training experiences to meet their professional goals (see sample program outline below). While internships are not a contingency for eventual hire, CSP staff work closely with the student's existing supportive employment providers and employers to attempt establishment of a paid position at the conclusion of the student's enrollment in the Certificate Program. In the pursuit of the aforementioned goals, the College STEPS Program also utilizes the collective resources of the student's funding agency, community job training and placement centers, and self-advocacy groups.

The students who have benefited from CSP programming to date have achieved enriching educational and work opportunities otherwise inaccessible via traditional supportive employment models. Furthermore, college programming provides individuals with ID the vital opportunity to develop a career plan and achievable educational goals to increase their employability following graduation. The benefits of PSE for individuals with ID is strong and The College STEPS Program is honored to help provide this type of programming to all it serves.

For more information about The College STEPS Program or to discuss methods for establishing a CSP college campus partnership near you, please contact our Executive Director, Aaron Rakow, PhD, at aaron@collegesteps.org. Alternatively, please visit our website at www.collegesteps.org for additional information.

About the Author:

Aaron Rakow, PhD is co-founder and Executive Director of The College STEPS Program 501(c)(3) and holds a PhD in clinical psychology from the University of Vermont. Dr. Rakow has over a decade of experience working with differently-abled populations. He is the recipient of a National Research Service Award Fellowship from the National Institute of Mental Health and was responsible for the establishment of the first multidisciplinary autism assessment center in northern New England in 2010, where he served as Clinical Director. In addition to his role as Executive Director of The College STEPS Program, Dr. Rakow is also an Assistant Professor of Psychiatry and Behavioral Sciences at The George Washington University and is on faculty at Children's National Medical Center in Washington, DC.

Citations:

Migliore, A. & Butterworth, J., 2008. Postsecondary Education and Employment Outcomes for Youth with Developmental Disabilities. DataNote Series, Data Note XXI. Boston, MA: Institute for Community Inclusion.

United States Department of Education, 2012. Developmental Disabilities. Retrieved July 15, 2012 from the World Wide Web.

Program Overview College STEPS Program: (For purposes of example only)

| | Year One | | Year Two | | Supports & Funding |
|--|--|--|--|--|--|
| | Semester 1 | Semester 2 | Semester 3 | Semester 4 | |
| Academic | Course # 1 (3 credits) | Course # 2 (3 credits) | Course # 3 (3 credits) | Internship (3 credits) | In-class support by CSP Peer Mentor |
| Social | Creative Audience (0.5 credits); Extra-Curricula Activities | Creative Audience (0.5 credits); Extra-Curricula Activities | Extra-Curricula Activities | Extra-Curricula Activities | Natural supports, CSP Program Director & CSP Peer Mentors |
| Independent Living and Self-Advocacy Skills | Individualized, experiential, and community-based. | Individualized, experiential, and community-based. | Individualized, experiential, and community-based. | Individualized, experiential, and community-based. | Natural supports, CSP Program Director & CSP Peer Mentors |
| Employment Training | Career Exploration (Non-credit) | Vocational Experience | Community Job Development | Community Job Placement | CSP staff, student's funding agency, community job training and placement centers, and self-advocacy groups. |
| | 3.5 Credits | 3.5 Credits | 3 Credits | 3 Credits | |
| Total | 7 Credit Hours | | 6 Credit Hours | | 13 Credit Hours |

Sample Schedule College STEPS Program (For purposes of example only)

| | Monday | Tuesday | Wed | Thurs | Friday |
|------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 9:00am | Class 101 | Vocational | Class 101 | Internship | Class 101 |
| 10:00am | | | | | |
| 11:00am | Library | | Library | | Library |
| 12:00pm | Lunch with friends |
| 1:00pm | Supportive Study Hall |
| 2:00pm | Personal Banking | | Pick-up Soccer | Public Transportation | |
| 3:00pm | | Student Center | | Student Center | |
| 4:00pm | Fitness Center | | Swimming | | Fitness Center |
| 5:00pm | Dinner with friends |
| Academic | | | | | |
| Social | | | | | |
| Living | | | | | |
| Vocational | | | | | |



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 **June Spotlight** belonged to Marriott Foundation for People with Disabilities, was established in 1989 by the family of J. Willard Marriott, founder of Marriott International, to foster the employment of young people with disabilities. More than 250,000 youth leave special education in the United States each year; many will find it difficult to achieve productive and fulfilling employment. Meanwhile, business people continue to name the development of a skilled and committed work force as one of their key challenges. The Foundation seeks to bring these two groups together in mutually beneficial employment relationships.

To achieve this objective, the Foundation developed and operates *Bridges...from school to work*, a program that places young people exiting special education in jobs with local employers. With a long-term focus on vocational development, the program continues to work with these youth after placement to help them grow and advance on the job.

Website: www.bridgestowork.org

The **July and August Spotlight** highlighted the Goodwill of Greater Washington. The mission, goals and objectives of the collaborative mirrors Goodwill of Greater Washington's. We believe working cohesively will provide innovative and effective services to youth and young veterans with disabilities, and yield a greater impact.

Website: www.dcgoodwill.org

Social Media links:

Facebook: http://www.facebook.com/DCGoodwill?v=app_4949752878

Twitter: https://twitter.com/good_willy

Foursquare (each Retail store has it's own foursquare profile)

<https://foursquare.com/v/goodwill/4a9f0546f964a5203e3c20e3>

You Tube <http://www.youtube.com/user/DCGoodwill>

Fashion Blog (DC Goodwill Fashionista)

<http://www.fashionofgoodwill.org/blog/>

Spanish Fashion Blog - <http://www.fashionofgoodwill.org/moda/>

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

Save the Date!

**The 2012 LEAP Awards Evening
The Life Enrichment Awards Program**

The purpose of the Life Enrichment Awards Program or LEAP is to enrich the lives of youth and young adults with disabilities and chronic illnesses in the expanded Washington, DC metropolitan area by providing goods and services that are directly linked to youth transitions through a network of community partners. LEAP is a program of the HSC Health Care System and is administered by The HSC Foundation. LEAP is part of the Foundation's Youth Transitions Initiative.

Thursday, November 8, 2012

The John F. Kennedy Center for the Performing Arts

Atrium on the Roof Terrace

Reception: 7:00 pm

Dinner and Program: 7:30 p.m.

Save the Date!

NYTC Hosts Workforce Recruitment Program (WRP)

The NYTC will be hosting a Workforce Recruitment Program (WRP) recruiter on October 16th. The Workforce Recruitment Program (WRP) is a recruitment and referral program that connects federal sector employers (nationwide) with highly motivated college students and recent graduates with disabilities, who are looking for summer or permanent jobs. To be eligible for the WRP, candidates must be current, full-time undergraduate or graduate students (or have graduated in October 2011 or later) with a disability. If you know someone who is interested in interviewing on October 16th, please have them email me at: reasterly@cscn.org. Interview slots are somewhat limited and will be assigned on a first come, first served basis, with preference given to those who are served by and/or affiliated with a NYTCo member.

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.

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!!

NCWD/Youth New Infobrief: Developing a Professional Development System for Youth Service Professionals

NCWD/Youth has released a new Info Brief, [Developing a Professional Development System for Youth Service Professionals](#). Although youth service professionals are responsible for preparing millions of youth across the country each day for the transition to adulthood, there is no career pathway or cohesive professional development system through which they can receive training and education in core competencies that culminates in a nationally recognized professional

certification or a degree. This brief describes the current status of and opportunities for a comprehensive cross-disciplinary professional development system for youth service professionals. It also discusses next steps for systems, professionals, and policy makers. [Read the brief online](#).

NCWD/Youth Transition Blogs

NCWD/Youth interns wrote blogs this summer about transitioning from college to the real world as well as issues related to health care, leadership, and preparing for college. The blogs were written by transition-age youth and college students.

- *Entering the Real World: Transitioning from College to the Workforce*, by Judy Dickinson, AAPD Intern at the Institute for Educational Leadership's Center for Workforce Development (IEL CWD), recent college graduate
- *The Job Search: Transitioning from College to the Workforce*, also by Judy Dickinson
- *How the Supreme Court Ruling on the Affordable Care Act Affects Youth & Adults with Disabilities*, by Lydia Brown, Patricia Morrissey Disability Policy Fellow at the Institute for Educational Leadership's Center for Workforce Development and Sophomore at Georgetown University
- *Supporting the Postsecondary Transition of Students with Learning Disabilities*, also by Lydia Brown
- *"This Job is Making Me Sick": Strategies for Supporting Youth with Multiple Chemical Sensitivities or Electromagnetic Sensitivity*, also by Lydia Brown
- *Learning How to Be an Effective Leader*, by Alison Strobe, Intern at IEL CWD and Sophomore at Christopher Newport University
- *Preparing for College: Insights from My Freshman Year*, also by Alison Strobe

NSTTAC Annotated Bibliographies

The National Secondary Transition Technical Assistance Center (NSSTAC) staff has created annotated bibliographies focused on topics related to transition on youth with disabilities. These specific annotated bibliographies are designed to push the field in developing evidenced-based transition practices. They have recently released new annotated bibliographies on: Academics and Transition-Focused Skills, Adjudicated Youth, Comprehensive Transition Programs,

Culturally and Linguistically Diverse Youth and Transition Planning, Mental Health and Transition Planning, and Transition Curricula. They have additional annotated bibliographies on their website. For more information on NSTTAC and their annotated bibliographies, go to

<http://www.nsttac.org/content/annotated-bibliographies-0>

New Self-Determination DCDT Fast Facts

The Division on Career Development and Transition, Council of Exceptional Children, published a Self-Determination Fast Fact. The Self-Determination Fast Fact is designed to help practitioners in teaching self-determination skills in the classroom. The fact sheet breaks down how self-determination is applicable for teachers, administrators, and families. Additional websites, books, and research articles are highlighted that can help for practitioners. For more information, go to:

<http://www.dcdt.org/wp-content/uploads/2011/06/DCDT-Fast-Facts-Self-Determination-12-12-11.pdf>

The Autism Spectrum Disorders (ASD) Guide for Wisconsin Technical Colleges (WTCS)

The purpose of the guide is to provide university faculty and staff the tools and strategies for the increasing number of students on the autism spectrum on our campuses. The guide was developed and composed through a two-year effort by a workgroup consisting of disability representatives from technical colleges, the Autism Society of Wisconsin, and the WTCS office. The staff from the Wisconsin Department of Public Instruction

provided expertise and assistance towards the development of the guide. The document is a guide, not state policy or procedures. The individual postsecondary institutions are responsible for establishing and implementing their disability services, accommodations, and instructional strategies for persons with Autism Spectrum Disorders (ASD). WTCS staff has given permission for individuals to share, make copies, and utilize all or part of the guide to assist serving students with ASD.

The Autism Spectrum Disorders (ASD) Guide for WTCS Staff (2009) has the following sections:

- Introduction on ASD
- Transition Planning and Admissions
- Accommodations and Strategies for Students with ASD
- Transition to Employment and Community

For a copy of the guide, go to <http://systemattic.wtcsystem.edu/Studentserv/virtualresource/AutismSpectrumDisordersGuide.pdf>

Wisconsin Postsecondary Disability Documentation Guide

The purpose of the guide is to provide information regarding disability documentation to transition personnel as well as university faculty and staff. The guide was presented at the 2010 Wisconsin Statewide Transition Initiative (WSTI) Conference, the WI Rehabilitation/Transition Conference, as well as 7 spring and fall 2010 Transition Regional Workshops. This past year the members of the workgroup updated the guide. WTCS staff and workgroup has given

permission for individuals to share, make copies, and utilize all or part of the guide.

The Wisconsin Postsecondary Disability Documentation Guide (2011) includes the following sections:

- Disability Documentation
- Summary of Applicable Laws
- Obtaining and Providing Disability Documentation
- Elements of Documentation by Disability
- Resource Websites

For a copy of the guide, go to <http://systemattic.wtcsystem.edu/Studentserv/virtualresource/disability-guide.pdf>

Disability.Gov: 2012 National Disability Awareness Month Toolkit Now Available

The 2012 National Disability Employment Awareness Month (NDEAM) toolkit of activities and resources have been released. NDEAM is a national campaign held each October to raise awareness about disability employment issues as well as celebrate workers with disabilities. The 2012 NDEAM theme is "A Strong Workforce is an Inclusive Workforce: What Can YOU Do?" For more information on the toolkits and posters, go to <http://www.dol.gov/odep/topics/ndeam/>

GAO Report: Students with Disabilities Better Federal Coordination Could Lesson Challenges in the Transition from High School

The GAO report highlights the study to address the "...(1) challenges students with disabilities may face accessing federally funded transition services; and (2) extent to which federal agencies coordinate their transition activities." The GAO report shared the findings of the study as well as recommendations to improve transition services for youth with disabilities. For more information on the GAO report, go to:

<http://www.gao.gov/products/GAO-12-594>

National Governors Association Initiative--A Better Bottom Line: Employing People with Disabilities

The National Governors Association has announced a new year-long initiative designed to help individuals with significant disabilities obtain employment in government and in the private sector. The challenges, opportunities, and goals of the employment initiative are outlined in A Better Bottom Line: Employing People with Disabilities. For more information, go to

http://www.nga.org/cms/home/news-room/news-releases/page_2012/col2-content/new-nga-chair-announces-year-lon.html

Conference, Webinar, and Forum Opportunities!

**September 4, 2012
September 18, 2012 (Repeated)
Webinar: Think Tank for Embedding Secondary Transition Skills in the Common Core State Standards
3-4:30 p.m. (Eastern)**

NSSTAC staff presents, "The Think Tank for Embedding Secondary Transition Skills in the Common Core State Standards ", a webinar that will provide an overview of the Common Core State Standards adoption and introduce ideas for embedding transition-focused skills, such as self-determination and career development activities into the Common Core Standards, being adopted by many States. This will be an interactive session, requesting your assistance as NSTTAC continues to develop resources for State and local practitioners on this topic.

Participants can login at <http://tadnet.adobeconnect.com/nstta> to access the webinar and be connected by phone once logged in, or dial 1-800-201-2375 and use participant code 611914.

**September 5, 2012
8:30 a.m. -12:30 p.m.
Career Networking Event
College Students with Disabilities
Georgetown University
Washington, DC**

Be our guest at the September DC Metro Business Leadership Network Event as

forward-thinking employers are looking for better ways to expand their talent pipeline to include college students and recent graduates with disabilities for career opportunities! The DC Metro BLN (www.dcmetrobln.org), an employer led non-profit, brings businesses together with the sole purpose of educating each other on the best practices of including individuals with disabilities in. We will be hearing from Alan Muir, Executive Director, [Career Opportunities for Students with Disabilities \(COSD\)](#), a national non-profit organization at the University of TN that represents over 650 employers and 600 colleges and universities, who will share expertise on disclosure, the Full Access Summit and Career Gateway. A distinguished panel from Georgetown University will share their experiences and best practices in ensuring students and graduates, including student Veterans, are connected to top employers for career opportunities. Join us for the entire program or come at 11:30 for the career networking! **Registration is required**, so please use the link below and use the promo code **STU** for free entrance!

September 7, 2012

9:00 am to 10:30 a.m.

**Goodwill Assistive Technology
Workshop
Washington, DC**

Join us for an assistive technology workshop on creative ways to expand your employment options. Goodwill of Greater Washington is hosting a training for District residents and community service providers to receive

information on individual rights, creative ways to secure employment, assistive technology (AT) devices, etc. through a workshop conducted by University Legal Services. The workshop will provide

- Overview of Disability Employment Laws
- Demonstration on assistive technology devices
- Access to local resources for District residents with disabilities
- Enhance self-advocacy skills
- Innovative employment options

For more information regarding this workshop, please contact Erin Jehn by September 5, 202-547-0918 ext. 113, ejehn@uls-dc.org

September 13-14, 2012

**Mid-Atlantic ADA Update Conference
Baltimore, MD**

The region's leading conference on the Americans with Disabilities Act features 20 breakout session choices, expert speakers from Federal and state agencies, business and non-profit organizations. Registration fee is \$249, includes 2 full days of the conference, 2 continental breakfasts, and 2 lunches. Continuing education hours available. Presented by the Mid-Atlantic ADA Center, one of 10 regional centers funded by the U.S. Department of Education to provide information, guidance and training on the Americans with Disabilities Act. For further information and to register:

<http://www.adainfo.org/content/ADA-Update-2012>

**September 11-24,
TRN, Inc., Web Course:
2012 Career Development for Youth
and Adults with Disabilities**

Career Development is a 2-week, approximately 18-hour web training on developing career goals through innovative vocational assessment, career development skills, and vocational profiling for youth and adults with disabilities. Topics will include principles of self-determination, the discovery process, and situational assessment. We will also discuss entry jobs versus dream jobs, self-employment, career exploration strategies, self-presentation, and other approaches.

Registration is \$149 US. Group rates available. Credit cards and purchase orders accepted, but payment must be received for enrollment. Participants can log on at ANY TIME from ANY COMPUTER with internet access during course access and participate in the training. Successful completers receive a certificate.

The course is facilitated by Rob Hoffman, a well-known consultant who has taught extensively on the employment of people with disabilities. *Career Development is a key component of preparing youth and adults for job success.* Learn about supporting people in discovering and enhancing job interests and talents, and how to help people develop job search tools and represent themselves to employers with confidence. Download the course log free at: https://trn-store.com/trn-courses/entry/Course-Outlines/Career_Development_Course_Log

Registration is limited, and previous courses have all filled to capacity, so register early to be sure to have a slot. To learn more about the training and to register, go to:

<https://trn-store.com/content/course-career-development>

**September 17, 2012
2:00-3:30 Webinar
Getting Started: Developing Inclusive
College Opportunities for Students
with Intellectual Disabilities**

The Institute for Community Inclusion's Think College will provide an overview of the issues involved in developing inclusive postsecondary educational opportunities for students with intellectual disabilities. Experiences from programs that have been developed in two states will be discussed. Information will be relevant for higher education, K-12 education, and families.

https://connectpro97884399.adobeconnect.com/e90dp10pz55/event/event_info.html

**September 27, 2012
8:30 am-3:30 pm
Healthy Youth Development: Reaching
California's Minority Youth with
Disabilities
Los Angeles, California**

The National Health Foundation and HSCF would like to invite you to participate in a meeting this September around engaging minority youth with disabilities in employment and volunteerism opportunities.

This day-long convening will feature panel discussions of youth, service providers, employers, researchers, and advocates who are working to engage minority youth with disabilities in youth development efforts. Presentations and discussions will focus on a specific area

of youth development: service and employment. Networking and new partnership development will be encouraged and facilitated. RSVP: Danielle Cameron, dcameron@nhfca.org

October 10-11, 2012 The Council for Learning Disabilities' 34th International Conference on Learning Disabilities

The Council for Learning Disabilities' 34th International Conference on Learning Disabilities will be October 10-11, 2012, in Austin, Texas. The program features Dr. Steve Graham as the J. Lee Wiederholt Distinguished Lecturer and multiple sessions and poster presentations focusing on intervention, policy, teacher preparation, and research methodology related to individuals with learning disabilities. For more information and to register for the conference, visit www.cldinternational.org.

October 14-17, 2012 24th Annual National Dropout Prevention Network Conference Orlando, Florida

The National Dropout Prevention Network, in partnership with The Florida Department of Education, invites you to the 24th Annual National Dropout Prevention Network Conference, *Ignite the Potential Within; Connect, Inspire, Graduate!* The 24th Annual National Dropout Prevention Network Conference is designed to enhance the leadership skills of all adults who are seeking to strengthen interventions among school, community, and families especially those in at-risk situations. The conference program will focus on the

areas of access to postsecondary, career, and technical education, attendance (truancy) and engagement, community partnerships, curriculum and instruction, data quality, effective leadership, ESE (exceptional student education), dropout prevention strategies, helping minority male's graduate, juvenile justice education, MTSS (multitiered system of supports), service-learning, tutoring and mentoring, and volunteer outreach. For conference information, go to: <http://www.cvent.com/events/24th-annual-ndpn-conference/event-summary-374429f8bbcb47488172dec89e41cc8d.aspx>

October 19-21, 2012 Association of Educational Therapist 34th International Conference Arlington, VA

The Association of Educational Therapists announces its 34th international conference, **Rethinking Learning: Students and Their Environment**, in Arlington, VA, October 19-21, 2012 at the Hilton Alexandria Mark Center. Featured speakers are Maryanne Wolf, Ed.D., author of *Proust and the Squid*; Carol Kranowitz, M.A., author of *The Out of Sync Child*, and Deborah Waber, Ph.D., author of *Rethinking Learning Disabilities*. These featured speakers are experts in the fields of learning, dyslexia, and learning disabilities. In addition, other distinguished speakers will be presenting more intimate workshops on their research about brain circuits involved in socio-emotional development and the effects of environmental stimulation, Asperger's and the new DSM-V

classification of ASD; and hands-on technology including smartphone apps that support learning (skills, drills, and management). Please check out the complete conference schedule at the AET website, <http://aetonline.org>, and register on line today.

October 24, 2012

10 a.m. -2 p.m.

**DC Metro BLN Transitions Committee
2nd Annual Career Networking Event
for High School & College Students
with Disabilities as well as Disabled
Veterans & Wounded Warriors
Washington, DC**

Be our guest at the DC Metro Business Leadership Network Transitions Committee event to meet forward-thinking employers who are looking for better ways to expand their talent pipeline to include high school and college students and recent graduates with disabilities and student veterans, disabled veterans and wounded warriors for career opportunities!

The DC Metro BLN (www.dcmetrobln.org), an employer led non-profit, brings businesses together to share best practices of including individuals with disabilities. Our Transitions Committee works to provide venues for its employers to meet with talent in transition! This event will include networking, informational and mock interviews and resume reviews.

The event is free but [registration](#) is required. Use promo code **JOBS** when registering.

Can't attend? Please send your resume to Kmccary@dcmetrobln.org to be shared with employers no later than October 15.

October 25-26, 2012

DCDT Conference

**"Transition Reaching New Altitudes"
Denver, Colorado**

The Division on Career Development and Transition (DCDT) Regional Conference theme is

"Transition...Reaching New Altitudes".

The conference will focus on a variety of topics relating to transition for youth with disabilities: social relationships, transition planning, interagency collaboration, college/career readiness, youth leadership, cultural responsive transition, transition assessment, self-determination/self-advocacy, and parent involvement strategies. For conference information, please contact: Dr. Cindi Nixon, cnixon@fmarion.edu
DCDT website: www.dcdt.org

November 2-3, 2012

**4th Annual Moving Forward Together
Secondary Transition Community Fair &
Forum for DC Youth
Washington, DC**

The 4th Annual Moving Forward Together Secondary Transition Community Fair & Forum for DC Youth is an opportunity for students, teachers, and families to learn about transition and the services that are available in the DC community. The Transition and Career Exploration Fair takes place on Friday, November 2, 9:30 a.m. to 2:30 pm. The Transition Community Forum for families take place on Saturday, November 3, 9:00 a.m. to 1 p.m. A gifted poet and advocate Lederick Horne will be the keynote speaker at this year's Forum. Visit his website at <http://www.homeonline.com/poet/newsletter.php> to view selected poems and learn more about his efforts to mentor students with LD

and ADHD. For more information, contact Sarah Grime, sarah.grime@schooltalkdc.org, 202-907-6887.

November 8, 2012
COSD 13th Annual National Conference
Los Angeles, CA

The Career Opportunities for Students with Disabilities (COSD) 13th Annual Conference focuses on sharing best practices for young adults with disabilities to obtain competitive employment. The conference will host a disability inclusive diversity roundtable employer discussion. Presenters will present on employment concerns and prospects for young adults with disabilities. The conference will feature a presentation on returning veterans with disabilities and employment. Cisco and Lockheed Martin have co-sponsored the conference. For more information, please go to: <http://www.cosdonline.org/cosd-annual-national-conference>

November 16-18, 2012
Learning and the Brain Conference
Educating Diverse Minds: Using Individual Brain Differences to Teach and Reach All Learners
Boston, MA

The Learning and the Brain Conference focuses on Educating Diverse Minds: Using Individual Brain Differences to Teach and Reach All Learners. The preconference workshops will share information on educating resilient children with Autism, ADHD, and Other Developmental/Learning Disorders; adolescent brains: differences in their learning, reasoning and decision making; and teaching teachers using mind/brain processes of experience to match students' needs. The conference topics include how parents, culture, and teachers shape brains; brain maturation, memory and teens; and strategies for neurodevelopmental disorders. For more

information on the conference, go to: <http://www.learningandthebrain.com/Register-124/Diverse-Minds-and-Brains>

November 28-December 1, 2012
TASH Conference
Long Beach, California

The TASH Conference is the advocacy, networking and educational event of the year, attracting speakers and attendees from all over the world. Each year, self-advocates, educators, service providers and others come together to learn, share and grow. TASH Conference participants hear from the nation's leading experts and advocates on topics such as inclusive education, customized employment, community supports, health and wellness and advocacy. The conference features more than 200 educational sessions and a number of networking opportunities, including the self-advocate and young professional forums. Most importantly, TASH Conference participants contribute to national advocacy efforts that improve the lives of people with disabilities, and advance the work of professionals in the field. Learn more information about this year's conference in Long Beach, California, by visiting www.tash.org/2012TASH.

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

The 2012 Siemens Competition

The Siemens Competition seeks to promote excellence by encouraging students to undertake **individual or team research projects**. It fosters intensive research that improves students' understanding of the value of scientific study and informs their

consideration of future careers in these disciplines.

Scholarships for winning projects **range from \$1,000 to \$100,000.**

Eligibility: high school students who are U.S. citizens or permanent residents

Deadline: October 1, 2012

For more information, go to:
<http://siemens.collegeboard.org/>

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.

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

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)**

**Department of Education's
StudentAid.gov**

The U.S. Department of Education's office of Federal Student Aid has launched a website with tools to help students and graduates through the financial aid process to borrow for college or repay. The site combines content and interactive tools from several ED websites.

<http://www.ed.gov/blog/2012/07/ed-launches-new-mobile-optimized-site-studentaid-gov>

Youth on the Move

The Institute on Community Inclusion's Youth on the Move website provides a roadmap for transition for youth with intellectual disabilities on transitioning from high school to adult life. The website offers information transition related topics such as the basics on transition, youth development, education, career development, and social & community life.

<http://www.youth-move.org/>

**Education Commission of the States
Website (Updated)**

Education Commission of the States is an organization that helps state policymakers shape educational policy. ECS informs policymakers in the states by gathering, analyzing and disseminating information about current and emerging issues, trends and

innovations in state education policy. The Education Commission of the States (ECS) Web site offers links to ECS publications; education news; information on education issues, state comparisons, research studies database, events, and blogs and newsletters.

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

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- Ms. Catherine Fowler, National Secondary Transition Technical Assistance Center;
- Mr. Ryan Easterly, Manager, National Youth Transitions Center at The HSC Foundation;
- Ms. Leila Peterson, Executive Director, SchoolTalk, Inc.;
- Dr. Judith Voress, Council for Learning Disabilities;
- Mr. John Gugerty, University of Wisconsin-Madison;
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- Ms. Barbara Van Dyke, Training Coordinator, Mid-Atlantic ADA Center;
- Dr. Cynthia Nixon, DCDT Conference Coordinator;
- Mr. Alan Muir, Executive Director, COSD;
- Mr. Tom Heffron, Executive Director, Disability Services/Financial Aid, Wisconsin Technical College System;
- Dr. Diana Linden, Occidental College;
- National Center on Secondary Education and Transition E-News, which can be found at <http://www.ncset.org/enews>;
- Disability.Gov

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.