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 Development. 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.thenytc.org

Shifting the Power:
Promoting Higher Levels of Youth Engagement

Dr. Joan Kester
Visiting Professor, George Washington University

Law and order exist for the purpose of establishing justice and when they fail in this purpose they become the dangerously structured dams that block the flow of social progress. —Martin Luther King, Jr.

Now is the time for a paradigm shift in our efforts to engage youth with disabilities as they transition from school to adult life, by shifting the power. Transition from school to adult life is complex from various viewpoints from the—individual young person, equity and social justice issues, as well as at the societal level. In an effort to address the complexities of transition, research has identified predictors of post-school outcomes. Several predictors link to youth engagement such as the development of self-determination and self-advocacy skills, as well as the impact of formal and informal mentors. To unpack the concept of youth engagement, a continuum is presented, shifting from intervention to empowerment approach.

With a lens on emerging practices, there are several national and state efforts highlighted that shift the power whereby promoting higher levels of engagement. A mass of young adults exist to give back and contribute to the successful transition of youth with disabilities and are equipped to take a leadership role in improving transition outcomes. Adult allies believe in youth-adult partnerships and are comfortable supporting youth-led initiatives. They often act as mentors to the youth and young adults, which provides opportunities for youth and adults to learn from each other.
Transition is Complex!

From a youth’s perspective, transitions from one life stage to another are often filled with stress, conflict, and redefinition (Clark & Kolstoe, 1995; Carter & McGoldrick, 1980; Turnbull, Summers, & Brotherson, 1986). Furthermore, this transition to life after high school is a developmental process based upon changes over time as they mature, perceive, and interact with the environment (Bronfenbrenner, 1996).

From the equity and social justice perspective, there is a vast achievement gap among students by race, socioeconomic class, and disability at all levels of education. For example, 26% of youth with disabilities dropped out of school in 2006-07 (Office of Special Education & Rehabilitative Services, 2010). For students completing school that year, only 56% achieved a regular high school diploma (Office of Special Education & Rehabilitative Services, 2010), which is required by many employers in the hiring process. When comparing the post-school outcomes of youth with disabilities to same-age youth in the general population, youth with disabilities were less likely to enroll in postsecondary programs than their peers in the general population (45% vs. 53%, respectively), and out-of-high-school youth with disabilities were less likely to be working (57% vs. 66%, respectively) (Newman, Wagner, Cameto, & Knokey, 2009).

While outcomes of youth with disabilities have improved moderately, barriers exist due to changes in American society, including the diversity of the population, family structures, legislation, policy, and practice (Newman, Wagner, Cameto, Knokey, & Shaver, 2010). Transitioning youth often require a complex set of supports, especially as they seek employment, seek to live independently, and seek to participate in postsecondary education and training (Morningstar, Kleinhammer-Tramill, & Lattin, 1999). A very important question is how these supports can be provided to promote higher levels of youth engagement. First, let’s examine the predictors of post-school outcomes, which align with youth engagement.

Predictors of Post-School Outcomes

The Office of Special Education Programs (OSEP) funded the National Secondary Transition Technical Assistance Center (NSTTAC) to conduct a systematic literature review which identified in-school predictors of post-school success of transitioning youth with disabilities in the areas of employment, education, and independent living (Test, Mazzotti, Mustian, Fowler, Kortering, & Kohler, 2009). Youth with higher self-determination skills were more likely to be engaged in employment and independent living (Wehmeyer & Schwartz, 1997). Those with self-advocacy skills were more likely to have higher achievement outcomes (Hansford & Hattie, 1982; Holder, Moncher, Schinke, & Barker, 1990 and Valentine, DeBois, & Cooper, 2004). Youth with formal or informal mentors had higher self-esteem and were more likely to be employed during high school (Linnehan, 2003). These predictors align nicely with the youth engagement continuum, which is unpacked below. In the provision of supports to transitioning youth, how might a shift from intervention to empowerment promote self-determination, self-advocacy, and the use of formal and informal mentors to promote successful post-school outcomes?
Youth Engagement Continuum: Shifting from Intervention to Empowerment

While youth engagement has been researched extensively for all youth, very little has been written in the secondary transition literature on this important topic. However, Pitman, Martin, and Williams (2007) speak to the topic of core principles for engaging all young people in community change, representing a spectrum of levels of engagement. This spectrum is utilized to speak to the important issues of engagement of transitioning youth with disabilities.

Based upon Core Principles for Engaging Young People in Community Change, Forum for Youth Investment (Pitman, Martin, & Williams, 2007)

Due to the legislative and policy requirements of systems supporting transitioning youth, these youth are often confronted with a youth services approach, which is based upon an intervention or service. At this lowest level of engagement, youth are defined as “clients”, and are provided with services to address individual problems and pathologies, and programming is defined around treatment and intervention (Pitman et al., 2007). Youth are often “handled” and systems get stuck here! This approach leads to a very passive role of youth, where there is often little to no engagement or empowerment.

The next level of engagement in this continuum is a youth development approach. While youth may be provided with services and supports, they are availed the opportunity for growth and development. Adults meet youth where they are to help build their competencies. There is a shift in power to one of a youth-adult partnership (Pitman et al., 2007). Youth development is a process that prepares young people to meet the challenges of adolescence and adulthood, through a coordinated, progressive series of activities and experiences that helps them gain skills and competencies. Youth development is a process to help youth achieve his/her full potential (National Alliance for Secondary Education and Transition, 2005).
The next higher level of engagement is a **youth leadership approach**, where there are components of youth development plus opportunities to build authentic youth leadership opportunities. Youth deepen their historical and cultural pride, while building skills and capacity as a decision-maker (Pitman et al., 2007). Youth leadership is part of the youth development process and supports the young person in developing:

- the ability to analyze his or her own strengths and weaknesses, set personal and vocational goals, and have the self-esteem, confidence, motivation, and abilities to carry them out (including the ability to establish support networks in order to fully participate in community life and effect positive social change); and
- the ability to guide or direct others on a course of action, influence the opinions and behaviors of others, and serve as a role model (National Alliance for Secondary Education and Transition, 2005).

The next highest level in this continuum of youth engagement is a **civil engagement approach** promoting collective empowerment. Civil engagement includes components of youth development and youth leadership that engages youth in political education and awareness. Youth act around issues they identify collectively as social change agents, and they engage in advocacy and negotiation (Pitman et al., 2007).

**Youth organizing approach** is viewed as the highest level of engagement in the continuum, which incorporates youth development, youth leadership, and civil engagement approaches plus it involves a membership base, staff, and governing bodies. This approach aligns with systematic change youth engage in direct action and act in alliances and coalitions (Pitman et al., 2007).

The challenge remains—can we shift the power by engaging youth through youth development, youth leadership, civil engagement, and youth organizing approaches? We know several predictors of positive post-school outcomes (Test et al., 2009). Can we shift “supports” thereby availing opportunities for youth to develop self-determination and self-advocacy skills, as well as be engaged in informal and formal mentoring? This can happen! From a practice perspective, there are several national and state efforts that are highlighted which shift the power to a “by youth for youth” model of transition and align with the challenge of shifting from an intervention to empowerment approach.

**A National Movement of by Youth for Youth**

A national movement of higher levels of youth engagement is growing because of the early success of this model in successfully supporting transitioning youth. The National Youth Leadership Network (NYLN) is a youth-led organization working on building power among people with disabilities between the ages of 16 – 28 years of age. The NYLN’s goal is to promote youth leadership development; training youth with disabilities through youth development efforts; and connecting
youth leaders with opportunities to serve and be active members of their communities. Several statewide networks have sprouted up over the past several years (http://www.nyln.org/).

The IDEA Partnership’s National Community of Practice on Transition facilitated the development of a series of webinars on Youth Role in Transition Planning. Youth from Pennsylvania, Virginia, Delaware and the District of Columbia came together to present on transition at the 2013 PA Community on Transition Conference. The youth were motivated to continue to spread the conversation on youth leadership and authentic engagement to professionals and youth throughout the county (http://www.sharedwork.org/web/transition/home).

Three webinars were organized and produced by these youth leaders from across the nation and they solicited key messages and videos from youth and adult allies. These messages formed the content of the webinars, which focused on leadership development and self-determination. The guiding pillars of the youth message included transition, youth engagement, a support team, and knowing yourself. Key messages were shared from a youth perspective. How can youth become “the drivers” of transition, rather than “the recipients”? Youth feel engaged in transition when their voices are heard, when they have opportunities to lead, and when there is focus on their strengths. Youth engagement is when adults meet youth where they are through shared discussion, decision-making as a team, and implementation. How can adults help youth identify their strengths, needs, accommodations and supports?

Shift from Service Providers to Adult Allies

The youth leaders of the IDEA Partnership initiative solicited input from “adult allies.” There is a need to change mindsets and rather than being the drivers of transitioning youth, they are the supporters. This involves shifting from “I teach you” to “we learn together”; and moving from “I will just do it” to “You can do it. I am here to help!” Adult allies believe in youth and are confident in their abilities. They are willing to share the power, they recognize the unique talents and strengths of youth, and believe that every opinion counts! This change in mindset raises the question of how can we collectively change the mindset of adult allies from “service providers” to higher levels of youth engagement.

It is through these messages the work of the IDEA Partnership youth leaders’ work will continue, so stay tuned! The group is planning to meet in September 2014 to create youth engagement tools to supplement Leading by Convening, A Blueprint for Authentic Engagement (http://www.ideapartnership.org/building-connections/the-partnership-way.html). The IDEA Partnership worked with many stakeholders to shape this document and it is an excellent resource with tools to enhance authentic engagement of multiple stakeholders.
One State’s Experience

In 2005, the Pennsylvania Youth Leadership Network (PYLN) was formed as a result of a statewide community of practice on the transition conference experience. Youth and young adults voiced a concern of being separated from the other portions of the conference, with adults directing and providing the youth development sessions. Simply stated, a core group of youth and young adults said “trust us, let us take the lead, with your support” and many wonderful things have transpired since that time (www.secondarytransition.org, search for PYLN).

PYLN is a group of young adults with disabilities who want to make a difference in the lives of youth in Pennsylvania. The mission of the PYLN is to develop the self-determination, empowerment, and leadership of youth that promotes successful post school outcomes in the areas of education, employment, independent living, and health and wellness among youth and young adults throughout Pennsylvania. Over the past several years, PYLN has developed transition curriculum, toolkits, webinars, and conference sessions with the goal of promoting youth development. With a governing board, the PYLN desires to create a model or statewide youth development/youth leadership framework. The desire is to build regional youth development groups to prepare youth for the rest of their lives. It is also anticipated these groups will grow leaders, to sustain the PYLN governing board, as young adults’ age out.

In addition, a small group of adult allies exists to support the efforts of the PYLN. This requires a shift in power, which may feel unnatural to many educators and agency staff. Through the development of this network, PYLN adult allies can assist other transition stakeholders to make this shift in power. This would promote the development of a statewide youth development/youth leadership model demonstrating youth development, youth leadership, civil engagement, and youth organizing approaches to youth engagement. Youth often share the great benefits in their personal and professional growth as a result of their experiences as youth leader. The majority of youth leaders who have aged out are working and have completed post-secondary education.

The Challenge: Shifting the Power to Promoting Higher Levels of Youth Engagement

How might you take part in systems change to shift our efforts to engage with youth with disabilities as they transition from school to adult life, by shifting the power to increase our level of engagement with youth when providing supports to transitioning youth? Through higher levels of engagement, we can promote the predictors of positive post-school outcomes such as the development of self-determination and self-advocacy skills, as well as models to promote informal and formal mentoring. There are several national and state efforts which shift the power to a “by youth for youth” model of transition, so please learn from their experiences.
Self Determination Resources

- Virginia I’m Determined Project, http://www.imdetermined.org/
- YouthHood, https://www.youthhood.org/

Self Advocacy

- PA Youth Leadership Network, www.secondarytransition.org (search – PYLN)
- Self Advocacy Online, http://www.selfadvocacyonline.org/
- Youth Action Council on Transition (YouthACT), http://www.ncwd-youth.info/youth-act

Formal and Informal Mentoring

- University of Washington, Project DO-IT, Mentoring, http://www.washington.edu/doit/Brochures/Programs/mentoring.html

About the Author

Joan Kester, Ed.D., CRC, is a Visiting Assistant Professor at the Department of Special Education and Disability Studies at the Graduate School of Education and Human Development at the George Washington University. Dr. Kester is the Project Director of the Online Transition Master’s Program, the Online Transition Certificate, and the Certified Vocational Evaluation Training Program. She is a lead investigator in a four-year grounded theory research project in Pennsylvania, collaborating with Temple University. The project is entitled Transition Discoveries: Empowered VOICES: Transitioning Youth and Families Discovering Authentic Lives. She has been teaching for the past six years in the
secondary transition programs. Dr. Kester's research foci include secondary transition of youth with disabilities from school to adult life, interagency collaboration, communities of practice, youth engagement, youth development, youth leadership, and transitioning youth with autism. She is a volunteer adult ally with the PA Youth Leadership Network, advancing systems change through a youth movement at the state and national levels.

References


Continuing to Celebrate the 24th Anniversary of Americans with Disabilities Act (ADA)!

July 2014 marked the 24th Anniversary of the signing of the Americans with Disabilities Act. In honor of the anniversary, Disability.Gov published in their Disability Connection Newsletter an article entitled, “10 Things You May Not Know about the ADA”. In honor of the anniversary, President Obama signed a Presidential Proclamation of the Anniversary of the Americans with Disabilities Act. In addition, President Obama shared a message on the celebration of the ADA. Remember October is National Disability Employment Awareness Month! In October 2014, these ADA resources can be shared with youth and young adults with disabilities, parents, educators, and professionals who serve youth with disabilities.

10 Things You May Not Know about the ADA

From "10 Things You May Not Know about the ADA" by Disability Connection Newsletter, July 2014. Reprinted with permission.

1. A New Perspective on Disability Facts and Figures. In preparation for the anniversary of the Americans with Disabilities Act (ADA) in July, the U.S. Census Bureau released its collection of the most recent data pertaining to Americans with disabilities. The numbers are striking. Approximately 57 million Americans have a disability. Since this figure may be difficult to comprehend, let’s take a look at some facts for comparison: There are more people with disabilities living in America than the entire population of Canada or the Caribbean. The number of Americans with vision impairments is comparable to the entire population of Switzerland, and there are more Americans with hearing impairments than in all of Denmark, Paraguay or Hong Kong. If you take the population of Ireland and cut it in half, that’s roughly the number of Americans living with Alzheimer’s or other neurocognitive disorders. Additionally, more Americans with disabilities require the assistance of others to perform basic activities of daily living than the entire population of Greece.

2. Breaking Down the ADA. The ADA of 1990, including its Amendments Act of 2008 (ADAAA), covers five different areas:

   • Title I requires employers with 15 or more employees to treat qualified individuals with disabilities equally in all stages of employment. From the hiring process to full employment, this includes compensation, benefits, trainings, promotions and other aspects, such as offering reasonable accommodations to workers with disabilities. This section also restricts hiring managers from asking certain questions about an applicant’s disability during the hiring process or retaliating against someone for opposing discriminatory employment practices.
• **Title II** prohibits public entities like state or local government agencies from discriminating against individuals with disabilities. All programs and services, such as public transportation, recreational activities, courts and town meetings, should be available to people with disabilities. In addition, state and local government buildings must be accessible, and accommodations should be available to communicate effectively with those who have vision, speech or hearing disabilities.

• **Title III** requires public accommodations and commercial facilities to offer equal access and treatment, effective communication and removal of existing barriers for people with disabilities. Examples of such facilities include restaurants, retail stores, hotels, movie theaters, private schools, convention centers, doctors' offices, homeless shelters and recreational facilities. Any altered or newly constructed buildings must follow architectural and design standards to ensure accessibility. Additionally, classes and examinations for professional, educational or trade-related purposes, licensing and certifications should be accessible to people with disabilities or alternative arrangements must be offered.

• Under **Title IV**, telecommunications companies must establish telecommunications relay services for callers with hearing and speech disabilities.

• **Title V** includes various provisions that are not necessarily covered by other titles, but have been used to clarify the application of the law. For example, this section notes that the ADA does not invalidate or override any other federal, state or local laws that provide equal or greater protections for people with disabilities. It also defines conditions that are not covered under the term “disability,” as defined by the ADA.

3. Preserving Our History. “Those who cannot remember the past are condemned to repeat it.” This quote, spoken by philosopher George Santayana, reflects the missions of both the [ADA Legacy Project](https://www.ada.gov/) and the [Disability Visibility Project](https://disabilityvisibility.org/). The ADA Legacy Project has a threefold mission: to preserve the history of the disability rights movement, celebrate the impact of legislation like the ADA and educate the public on improving inclusion and equal rights for those with disabilities. In partnership with [StoryCorps](https://www.storycorps.org/), the aim of the Disability Visibility Project is to record the stories of those in the disability community. You can [participate in the project](https://disabilityvisibility.org/) until July 2015 by attending a recording session in the San Francisco Bay area, Chicago, Atlanta or one of the [Mobile Tour locations](https://disabilityvisibility.org/about-our-mobile-tour). All stories will be archived by [The American Folklife Center](https://www.loc.gov/folklife/) at the Library of Congress. You can also visit [adalegacy.com](http://adalegacy.com) to find ADA events or programs near you and prepare for the [25th anniversary of the ADA](https://www.ada.gov/) next year. There’s even a countdown calendar!

4. Job Accommodations enable people with disabilities to perform essential job functions, be productive and accomplish work tasks with greater ease and independence. Examples include modifications such as ergonomic desk chairs, reserved parking, flexible schedules, telecommuting, alternate workstations and periodic rest, food or bathroom breaks. According to the [Job Accommodation Network (JAN)](https://www.janworks.com/), a free source of expert one-on-one guidance on workplace accommodations and disability employment issues, nearly 60 percent of the accommodations needed by workers with disabilities cost absolutely nothing, and only 36
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percent of employers incurred a one-time cost of roughly $500. JAN's publication, the Employees' Practical Guide to Requesting and Negotiating Reasonable Accommodations under the Americans with Disabilities Act (ADA) summarizes the provisions of the ADA, common accommodation issues and JAN's practical solutions for resolving them. For additional guidance on reasonable accommodations and enforcement, visit the Equal Employment Opportunity Commission (EEOC) website.

5. The Rights of Pregnant Workers are generally protected by three laws: the ADA Amendments Act (ADAAA), the Family and Medical Leave Act (FMLA) and the Pregnancy Discrimination Act (PDA). Although pregnancy is not considered a disability under the ADAAA, pregnancy-related impairments, such as gestational diabetes, severe nausea, sciatica or preeclampsia, may be recognized as a disability and could require an accommodation. Nursing mothers also have protections under the Fair Labor Standards Act. According to the National Partnership for Women and Families, 10 states and two cities have implemented laws requiring employers to provide reasonable accommodations for pregnancy. These include Alaska, California, Connecticut, Hawaii, Illinois, Louisiana, Maryland, New Jersey, Texas and West Virginia, in addition to New York City and Philadelphia. The Women's Legal Defense and Education Fund’s interactive map details pregnancy discrimination laws, as well as breastfeeding and leave rights, in each state. An article from the Society for Human Resource Management (SHRM), “Accommodating Pregnant Employees,” highlights real-life situations and offers helpful suggestions on reasonable accommodations for pregnant workers. If you feel you have been discriminated against, visit the EEOC’s Pregnancy Discrimination page, which provides contact and other useful information about how to file a complaint.

6. Does Your School Pass with Flying Colors? Students with disabilities attending post-secondary schools are protected from discrimination by both the ADA and Section 504 of the Rehabilitation Act of 1973. In accordance with these laws, a school must make its programs, including its extracurricular activities, accessible to students with disabilities in an integrated setting. This includes providing accessible architecture, such as classrooms and housing, accessible transportation and auxiliary aids and services, if requested. Examples of auxiliary aids include interpreters, electronic readers and talking calculators. A student must disclose his or her disability to the school in order to receive these accommodations; however, if no accommodations are needed, then students are not required to disclose this information. When choosing a school, students with disabilities should consider factors such as the type of services already in place, accommodations they will require and the school’s overall attitude and reputation towards providing accommodations. Students should talk to their school’s ADA coordinator, Section 504 coordinator or Disability Services coordinator for more information or if problems arise.

7. Get the 5-Star Accessibility Treatment. The ADA (i.e., Title III) requires all hotels and motels in the U.S. to make their facilities equally accessible to people with disabilities. There are two types of accessible guest rooms: those with “mobility” features and others with “communication” features. For guests with mobility impairments, roll-in showers and grab bars,
lower counters and closet bars are a few of the structural features that should be offered. For guests who are deaf or hard-of-hearing, hotels and motels are required to provide rooms equipped with visual notification devices, telephone amplifiers and TDDs (Telecommunication Devices for the Deaf). According to the 2010 ADA Standards for Accessible Design, accessible guest rooms must be dispersed among different classes of guest rooms and provide choices in the type of guest rooms, number of beds and other amenities comparable to those offered to other guests. A fact sheet from the Northwest ADA Center, “Accessibility for People with Disabilities at Hotels and Places of Lodging,” gives an overview of the different elements accessible hotels should include. For more tips on finding an accessible hotel room, read the post, “Disability Travel…a Dream or a Reality?,” on Disability.Blog.

8. Accessible Public Transportation, such as buses, trains, subway systems, paratransit and ferries, makes it possible for people with disabilities to get to work, medical appointments and social activities in their communities. According to the U.S. Census 2009 American Community Survey, six percent of workers with disabilities age 16 and older use public transportation to commute to work. Common accessibility features include accessible parking, elevators, raised lettering and Braille signage, automatic doors, wheelchair turnstiles and lifts, public address systems, curb cuts, elevator status announcements and TDDs. Air travel is regulated under the Air Carrier Access Act, which prohibits domestic and foreign passenger airlines from discriminating against people with mental or physical disabilities. For additional information on transportation, read the May 2014 Disability Connection newsletter, “10 Things You Need to Know about Planes, Trains and Automobiles,” or read Easter Seals Project ACTION’s Glossary of Disability and Transit Terms.

9. Technology and the ADA. Let’s first discuss the difference between accessible technology and assistive technology. Accessible technology can be used by people with a wide range of abilities, whether they use assistive technology or not. Assistive technology allows individuals with disabilities to perform tasks or functions they might otherwise be unable to do. For example, someone with low vision may not be able to read a book without a video camera magnifier. Under the ADA, governments and public entities must provide devices temporarily to help individuals with disabilities access their programs and services. For example, a movie theater should loan you an assistive listening device if you have a hearing disability. The Assistive Technology, Accommodations and the Americans with Disabilities Act brochure from the ILR School at Cornell University explains more fully how assistive technology is covered under the ADA. If you are interested in learning more, the ADA Online Learning Center offers webinars on a variety of technology-related topics.

10. People You Should Know. The enactment of the ADA would not have happened without the hard work of these advocates and many others:

- Justin Dart, Jr., who is known as the “father” of the ADA, held public forums across the U.S., Guam and Puerto Rico at his own expense to converse with people with disabilities and advocate for their civil rights.
• **Dr. Fred Fay**, who was a quadriplegic and prominent advocate for disability rights, won support for not only the ADA, but also the federal Architectural Barriers Act of 1968.

• **Patrisha Wright**, who is known as "the General" of the ADA, was also a driving force behind the Handicapped Children’s Protection Act of 1986 and amendments to the Fair Housing Act, which prevented landlords from discriminating against people with disabilities.

• **Robert Burgdorf, Jr.**, a professor at the University of the District of Columbia, wrote the original version of the ADA that was introduced in Congress.

• **Lex Frieden**, the former director of the National Council on the Handicapped (now the National Council on Disability), helped craft the language of the ADA. The concept of “reasonable accommodation” stemmed from his experience in college when his classes were moved to a building that could better accommodate his wheelchair.

• **Tony Coelho**, a former Congressman, was the primary author and sponsor of the ADA. He stated the law was urgently needed to prevent the discrimination against individuals with disabilities that he experienced as a person with epilepsy.

• **Senator Tom Harkin**, whose brother is deaf, authored, sponsored and introduced the ADA to the Senate. He considers it to be his signature legislative achievement and continues to advocate for the rights of people with disabilities.

• **Evan Kemp, Jr.**, a former chairman of the EEOC, worked closely with President George H.W. Bush during the ADA deliberations. He even wrote several of the President’s speeches for disability-related events.

Don’t forget to like Disability.gov on [Facebook](https://facebook.com), follow us on [Twitter](https://twitter.com) and use #disabilityconnection to talk to us about this newsletter.
Save the Date!!
The 2014 LEAP Awards Evening
John F. Kennedy Center for the Performing Arts
Atrium on the Roof Terrace
Reception: 7:00 p.m.
Dinner and Program: 7:30 p.m.

Please join us on Thursday, November 6, 2014, from 7:00 to 9:00 p.m., for The 2014 LEAP Awards Evening. The Life Enrichment Awards Grant Program is part of the HSCF National Youth Transitions Initiative. 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.

Advocates for Justice and Education, Inc.
4th Annual Walk & Roll

The Advocates for Justice and Education, Inc. (AJE) is the parent training and information center for the District of Columbia. They are hosting their 4th Annual Walk & Roll on Saturday, September 20, 2014, from 7:30 a.m.-12:00 p.m. at Hains Point, 927 Ohio Drive, SW. The Walk & Roll is to support parent and youth empowerment supporting the differently-abled. To learn more about AJE and register, please go to: http://www.aje-dc.org.
Adaptive Adventure Day

The HSC Health Care System, in partnership with the Kids in Action Program and Disabled Sports USA, is hosting a free adaptive sports day on Saturday, September 27, 2014, at the University of Maryland’s Eppley Recreation Center. Children and young adults with disabilities, ages 8 to 21, can choose from up to four different activities – cycling, kayaking, bocce ball and sitting volleyball. All abilities are welcome! Parking, lunch, and adaptive instruction and equipment will be provided. Join us to find out about adaptive sports available in the DC area. Register at www.disabledsportsusa.org/adaptiveadventureday. Please register by Sept. 5th.

Emerging Leaders Program (ELP)

Beginning in September, supported by a grant from The HSC Foundation, AAPD will coordinate a monthly networking series called the Youth Transitions Collaborative Emerging Leaders Program. The disability-rights community in Washington, DC has a wealth of young, emerging professionals in academics, policy think tanks, non-profits, law firms, and federal and local government agencies. The goal of the Emerging Leaders Program (ELP) is to create a monthly meeting for young disability rights advocates to expand their professional networks and interact with established professionals at the National Youth Transitions Center. The meetings will be tailored toward the younger community through a happy hour concept of networking with each other and hearing from a prominent disability-rights advocate on career advice and/or expert analysis of a current event directly related to the disability community. The first meeting will take place on September 30, 2014. For additional information on the program, please email Adam Abosedra at aabosedra@aapd.com.

6th Annual Moving Forward Together Secondary Transition Fair & Community Forum

The 6th Annual Moving Forward Together Secondary Transition Fair & Community Forum will take place on Friday, October 24, 2014, and Saturday, October 25, 2014, from 10:00 a.m. – 2:00 p.m. The Forum will be held at the Martin Luther King, Jr., Memorial Library in Washington, DC. On Friday, the Transition Fair will present students with a performing arts session with music and dance; interactive scavenger hunt with exhibitors; and youth-led workshops. On Saturday, the community forum will provide youth and young adults with disabilities, families, caregivers, and educators with information and resources in the following formats: youth panel, youth leadership program, exhibits, workshops, and networking and community building. The Forum is sponsored by DC Partners in Transition: www.dctransition.org. For more information, contact: Sarah Grime, sarah.grime@schooltalkdc.org.
National Youth Transitions Resume Database

The Youth Transitions Collaborative is developing a resume database. We are seeking the resumes of young people and young veterans with disabilities, who are looking for work (full-time or part-time) in the private sector. These resumes will be incorporated into a database that will help employers connect with qualified young candidates with disabilities. The National Youth Transitions Resume Database will be national in scope and will be open to young people and employers from across the country.

If you are, or know of someone, interested in submitting a resume, please submit it at ytf@aapd.com. Once a resume is received individuals will be asked to complete a short form, which details their occupational and geographic preferences, etc.

Resume Guidelines

All resumes should include the following:

• Objective statement (a 1-2 sentence statement regarding your skills, interests, or career aspirations to give employers a better sense of the type of employment you are seeking)

• Contact information (Name, Address, Phone Number, and Email Address)

• Education history

• Work history

• Volunteer experience

• Professional skills

• Font size no smaller than 11 pt.

• Word or PDF format

• Maximum of 2 pages
New National Youth Transitions Center Website!

The National Youth Transitions Center TheNYTC.org is officially live! The new website offers a distinct online presence for both the National Youth Transitions Center and the Collaborative. Check out these great features, including an “Event Pages” and the addition of the NYTC Resume Database & Job Listings. Let us know what you think by emailing Ryan Easterly at reasterly@cscn.org, and stay tuned for additional updates to come!

Updated: The HEATH Resource Center at the NYTC Website!

The HEATH Resource Center at the National Youth Transitions Center website has been updated. Please continue to check our website for latest transition news, events, and publications. To browse our website, please go to: https://heath.gwu.edu. We welcome the opportunity for the HEATH NYTC website to be linked from sites of other organizations. In addition, we invite practitioners, researchers, and families to submit proposals for articles pertaining to postsecondary education, employment, and independent living for youth with disabilities. You may contact us at askheath@gwu.edu.

Follow the National Youth Transitions Center!

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. The NYTC has a Twitter account (at https://twitter.com/The_NYTC). Please check out their information and resources for youth and veterans with disabilities!! Please “Like” and “Follow” their Facebook and Twitter pages!!

Follow the HEATH Resource Center!

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!
Educational Opportunities at The George Washington University

Transition Special Education Distance Education Certificate Program

There is still time for candidates to enroll in the Fall ‘14 cohort for our 12-credit Transition Special Education Certificate Program. Students who have enrolled in this program will be given priority when being considered for admission to the Master’s program and all credits earned will be easily transferred. Candidates who decide to apply to this program using ApplyYourself, the on-line application system, can use the link: https://app.applyyourself.com/AYApplicantLogin/ApplicantConnectLogin.asp?id=GWUGRAD.

Please list only official degree transcripts that indicate completion of a Bachelors and/or Masters. Listing all colleges attended may delay approval of your application. This will allow sufficient time for your application to be reviewed and approved, which must take place before they can register for class.

Deadline: Rolling Admissions. For further information or additional questions, please contact Dr. Michael Ward, Program Coordinator, by e-mailing mjward@gwu.edu.

Secondary Special Education and Transition Services: Distance Education, Master’s of Arts (Non-teacher Licensure)

This 39 credit, on-line Youth Transition, Career, and Vocational Services Master’s degree program prepares professionals as change agents in teaching, leadership and support roles that assist youth with disabilities and youth at-risk to make successful transitions through high school to post-secondary education, employment and independent adulthood. Students will build knowledge and skills for performing the roles and functions of transition specialists through assessment, interdisciplinary planning, collaboration, and implementation of services for individuals with disabilities. The program encourages student involvement in research, scholarship, publishing and leadership activities as adjuncts to their program of study. Candidates who decide to apply to this program using ApplyYourself, the on-line application system, can use the link: https://app.applyyourself.com/AYApplicantLogin/ApplicantConnectLogin.asp?id=GWUGRAD. For more information about the program, please email Dr. Michael Ward at mjward@gwu.edu.
GWU Programs Focus on Teaching Students with Acquired Brain Injury

The George Washington University was the first university to develop a special education program to fill the unmet need of training professionals to serve children with brain injuries and their families. The brain injury special educator may work directly with children with acquired brain injury or with the school teams and families who support them. Curriculum focuses on training teachers to work in districts where the incidence of pediatric brain injury is very high. Students build knowledge through specialized coursework, and skills through high quality supervised internships.

If you are interested in a career in special education, in two years you will be able to complete the program (full time) and may also receive up to 80% funding for your tuition. Professionals and seasoned teachers have the opportunity to apply to a Graduate Certificate Program in Acquired Brain Injury, which is offered through distance learning. For more information on either program, please contact Theresa Sacchi Armstrong at tjsacchi@gwu.edu. Application Deadline: Rolling Admissions.

Navigating College: A Handbook on Self-Advocacy Written for Autistic Students from Autistic Adults

The Autistic Self-Advocacy Network (ASAN) has published a handbook focused on navigating college for students with autism. Adults with autism wrote this handbook for college students with autism. The handbook is divided into five chapters focused specific issues that college students with autism would need to know on campus: (1) accommodations, (2) housing, (3) health and safety, (4) advocacy, and (5) social life. This is a great resource that high school students with autism can use to prepare for college life! The handbook can be downloaded for free on the ASAN Navigating College website: http://www.navigatingcollege.org/download.php. To learn more about ASAN, please go to: http://autisticadvocacy.org.
Center on Technology and Disability (CTD)

The Family Center on Technology and Disability (FCTD) in partnership with American Institutes for Research (AIR) and PACER Center has come together to launch the Center on Technology and Disability (CTD). The U.S. Department of Education’s Office of Special Education Programs will fund this initiative. As students go back to school, an awareness of how technology can assist students with disabilities in the postsecondary environment can be critical to their success. The CTD will have an online institute that will provide the following to youth, educators, and families:

- A robust library of multimedia resources on assistive and instructional technology
- Discussion forums within a user-friendly café
- In-depth, expert-led learning modules, many available for continuing education credit
- Engaging personal and professional development activities

To receive more information about CTD website launch: Sign up here and follow them on Twitter.

Workforce Innovation and Opportunity Act (WIOA)

This summer, President Obama signed the Workforce Innovation and Opportunity Act (WIOA) that reauthorized the Workforce Investment Act (WIA) of 1998. WIOA will assist transiting youth with disabilities with pre-employment transition services to prepare them to seek and retain competitive integrated employment. WIOA calls for an Advisory Committee on Increasing Competitive Integrated Employment for Individuals with Disabilities. To learn more about WIOA and how it benefits individuals with disabilities, please go to: http://www.doleta.gov/wioa/pdf/WIOA-Factsheet.pdf.

Seizure Disorder Awareness for Transportation Operators & Customers

As college students return to college and employees return to the workplace from summer vacations, public transportation will be utilized daily on college campuses and cities across United States. Easter Seals published a guide for transportation operators and customers entitled, “A Guide to Share with Public Transportation Operators: Easter Seals Project ACTION”. The guide provides an overview of epilepsy and seizure facts, what to do in case of seizure, tips for passengers, and when to call 911.

In the U.S., over 10 billion trips are taken on public transportation each year. People of all ages and abilities travel by bus, rail, ferry, and taxi for work, school, personal appointments, and recreational activities. Approximately 1 in 26 Americans will develop epilepsy at some point in their lives, and as a result, may not be able to drive or may have restricted licenses.

The availability of public transportation and paratransit services are important for people who have epilepsy and need to remain active in the community. It is possible that a passenger may experience a seizure while using public transportation. It is important to know the warning signs of seizure and understand what should be done in response. This is particularly important if you are the driver of a public transportation vehicle.
Food Allergy Research & Education Partners (FARE) with the Association on Higher Education and Disability (AHEAD)

The Food Allergy Research & Education (FARE) has partnered with the Association on Higher Education and Disability (AHEAD) to bring food allergy awareness to disability resource and service providers in higher education institutions. As more students with food allergies transition into postsecondary education settings, an awareness about food allergies presents a need for coordinated efforts between the Office of the Disability Support & Services, dining services, residential life, and health services at each institution of higher education. To learn more about FARE’s College Food Allergy Program and resources for college students, go to: http://www.foodallergy.org/collegeprogram. To learn more about AHEAD, please go to: http://www.ahead.org. AHEAD transition resources for students and parents, go to: http://www.ahead.org/students-parents/.

From College to Careers: Fostering Inclusion of Persons with Disabilities in STEM

From College to Careers: Fostering Inclusion of People with Disabilities in STEM is a publication published by the Science/American Association for the Advancement of Science (AAAS). The purpose of the publication is to encourage the inclusion of individuals with disabilities in the STEM fields from college to career. The four chapters highlight possible strategies and best practices to encourage inclusion:

- Chapter 1: Technologies to Facilitate the Active Participation and Independence of Persons with Disabilities in STEM from College to Careers
- Chapter 2: Interventions with College Students to Increase Representation of Persons with Disabilities in STEM Careers
- Chapter 3: College Students with Disabilities in STEM: Expanding Opportunities by Enhancing Communication of Evidence-Based Information with Stakeholders
- Chapter 4: On the Sustainability of Programs for Students with Disabilities: Observations and Practical Ideas

To read this publication, please go to: http://www.sciencemag.org/content/344/6185/765.3.summary.

The College and Career Readiness and Success Organizer

The College and Career Readiness and Success Organizer is a graphic that highlights critical elements central to a student’s success in achieving college and career readiness. The organizer is designed to assist stakeholders (e.g., State Education Agencies and Higher Education Institutions) on how to best prepare students for college and career readiness. The organizer was developed through feedback from expert stakeholders including workforce, early childhood education, career and technical education, community colleges, education nonprofits, and out-of-school time. The organizer consists of four strands with four guiding questions:
Goals and Expectations: What should learners know and be able to do to achieve college and career readiness?
Outcomes and Measures: How do we know when learners are meeting expectations for college and career readiness and success?
Pathways and Supports: What should institutions provide to enable learners to achieve college and career readiness?
Resources and Structures: What do institutions need to enable learner readiness for college and careers?

The publication provides information and resources to answer each of these questions. To learn more about the College & Career Readiness & Success Center, please go to: http://www.ccrscenter.org.


How are you planning to observe National Disability Employment Awareness Month (NDEAM)? Held each October, NDEAM aims to educate about disability employment issues and celebrate the many and varied contributions of America's workers with disabilities. NDEAM is led by the U.S. Department of Labor's Office of Disability Employment Policy, but its true spirit lies in the many observances held at the grassroots level across the nation every year. Learn how you can support NDEAM by visiting the ODEP website: www.dol.gov/odep/

Lumina Foundation FOCUS (Summer Newsletter) College-Bound Communities

The Lumina Foundation’s Summer Newsletter focused on college-bound communities highlighting cities in the United States that have a shared vision to ensure students receive some type postsecondary certification or degree by 2025. Currently, 55 cities are participating in these efforts to: (1) assist adults returning to higher education; (2) provide postsecondary opportunities and attainment for Latino students; and (3) continue to prepare underserved populations for college and career readiness. The newsletter highlights three cities from across the United States: (1) Columbus, Indiana; (2) Buffalo, New York; and (3) Santa Ana, California. To learn more about their programs and initiatives, please go to: http://www.luminafoundation.org/publications/focus/2014-07.html.
Conference, Webinar and Forum Opportunities

October 2-3, 2014
36th Annual Conference on Learning Disabilities
Philadelphia, PA

The 36th Annual Conference on Learning Disabilities will be held at the Sonesta Hotel in Philadelphia, PA. Dr. Zigmond, University of Pittsburgh, will be the keynote speaker focusing on "Learning Disabilities: Past, Present, and Future". Registration is open! To learn more about the Council for Learning Disabilities, please go to: http://www.council-for-learning-disabilities.org. To learn more about the conference sessions, please go to: http://www.council-for-learning-disabilities.org/professional-development/2014-annual-conference.

October 7-10, 2014
2014 Southwest Conference on Disability
Albuquerque, NM

The 2014 Southwest Conference on Disability will disseminate information on best practices based on the following themes:

- Disability, Diversity, and Social Justice: Looking into the Future Through a Common Lens
- Life After a Brain Injury: Pathways to Increasing Quality of Life
- Increasing the Quality of Life of Youth in Transition: Breaking Down Barriers

To learn more about the conference and proposal requirements, please go to: http://cdd.unm.edu/swconf/.

October 24-25, 2014
6th Annual Moving Forward Together Secondary Transition Fair & Community Forum
Washington, DC

The 6th Annual Moving Forward Together Secondary Transition Fair & Community Forum will take place on Friday, October 24 and Saturday, October 25 from 10:00 a.m. – 2:00 p.m. The Forum will be held at the Martin Luther King, Jr., Memorial Library in Washington, DC. On Friday, the Transition Fair will present students with a performing arts session with music and dance; interactive scavenger hunt with exhibitors; and youth-led workshops. On Saturday, the community forum will provide youth and young adults with disabilities, families, caregivers, and educators with information and resources in the following formats: youth panel; youth leadership program; exhibits; workshops; and networking and community building. The Forum is sponsored by DC Partners in Transition: www.dctransition.org. For more information, contact: Sarah Grime, sarah.grime@schooltalkdc.org.
November 2-5, 2014
26th Annual National Dropout Prevention Network Conference
Theme: On Track For Success: Each Student College and Career Ready
Louisville, KY

The 26th Annual National Dropout Prevention Network Conference theme is "On Track For Success: Each Student College and Career Ready". The conference will host seminars and workshops on the following topics: literacy; school climate; data assessment and continuous improvement; curriculum and instruction; college and career pathways; leadership, policy, and governance; student support services and intervention; student, family and community engagement; new literacy, media and technology; common core and the at-risk student; and alternative pathways. For more information about the conference and registration, please go to: http://www.dropoutprevention.org/conferences/26th-annual-national-dropout-prevention-network-conference.

November 5-8, 2014
DCDT 2014 Conference
Theme: Transition Rocks
Cleveland, OH

The 18th Annual DCDT 2014 International Conference – “Transition Rocks” will take place in Cleveland, OH, on November 6 – 8, 2014. The conference will include a number of transition related strands including, but not limited to, transition assessment, cultural diversity, postsecondary education and employment, family involvement, and community partnerships. Over last 18 years, the International DCDT Conference has brought together secondary transition stakeholders from across the country to network and focus on research-based strategies to support youth with disabilities as they transition from school into post-school life. To register for the conference, please go to: https://www.cvent.com/events/dcdt-international-conference/registration-6457423eac74fe0a5f6ddcde6f3326.aspx.

November 12-15, 2014
International Dyslexia Association, 65th Annual Conference
San Diego, CA

The IDA Annual Reading, Literacy, & Learning Conference for professionals and families will consist of sharing the latest research and best practices in working with children and youth with dyslexia. Lt. Governor of California Gavin Newsom will be receiving the IDA Presidential Award of Excellence. To learn more about the conference and registration, please go to: http://www.interdys.org/2014program_session_info.htm.
November 19-21, 2014
OCALICON 2014
Columbus, OH

The OCALICON 2014 Conference is the premier autism and disabilities conference. The conference will focus on issues related to autism, assistive technology, and severe disabilities. For more information on the conference and registration, please go to: http://conference.ocali.org.

December 3-5, 2014
2014 TASH Conference
Theme: Be The Future
Washington, DC

The 2014 TASH Conference will have nearly 200 sessions that will focus on issues such as inclusive education, advocacy, integrated employment, transition, human rights, and community living. The early bird deadline to register for the conference is October 1, 2014. For more information about the conference and registration, please go to: http://conference.tash.org/events/2014-tash-conference/.

April 8-11, 2015
CEC 2015 Convention and Expo
San Diego, CA

Registration for CEC 2015 is open! Register now to get the early bird rate. The CEC Convention and Expo is the largest conference for special educators and professionals who serve students with disabilities. For more information about the conference, please go to: https://www.cec.sped.org/Professional-Development/cec2015/Register.

Money, Money, Money!
Who’s got the money?

California Association for Postsecondary Education and Disability (CAPED) Scholarship Program
Deadline: September 8, 2014

CAPED will award scholarships to 11 students with disabilities that are enrolled at a college or university in California. Students must verify their disability by including a letter from the Office of Disability Support Services. Recipients will receive $1,000 scholarship. Deadline: September 8, 2014. For more information and application, please go to: https://www.caped.net/scholarships/.
U.S. Department of State’s Benjamin International Scholarship Program  
Deadline: October 7, 2014

The U.S. Department of State's Benjamin A. Gilman International Scholarship Program is pleased to announce that the application is now open for students participating in study abroad programs and internships during the spring 2015 term. The Gilman Program aims to diversify the kinds of students who study and intern abroad and the countries and regions where they go. All eligible applicants are encouraged to apply.

For more information about the Gilman Scholarship please visit the Gilman website at www.iie.org/gilman. They have many resources available to assist advisors and students through the application process:

- Webinars - live online sessions available for students and administrators to attend individually or can be streamed for a group setting, such as an application workshop
- Instructional videos
- Advisor and applicant newsletters

Spring 2015 student applications are due October 7 by 11:59pm (central)

Students applying must meet the eligibility requirements below:

- Be a United States citizen
- Enrolled as an undergraduate student at an accredited two- or four-year U.S. institution
- Receiving a Federal Pell Grant at the time of application or during the term abroad
- Participating in a study abroad program or internship that is no less than four weeks (28 days) in one country and no more than an academic year
- Applying to or accepted into a study abroad program or internship eligible for academic credit by the student's home institution
- Studying or interning in any country not currently under a U.S. Department of State Travel Warning or Cuba

The Gilman International Scholarship Program is sponsored by the U.S. Department of State, Bureau of Educational and Cultural Affairs (ECA) and administered by the Institute of International Education (IIE). Since the program's inception in 2001, the Gilman Program has awarded nearly 17,000 U.S. undergraduates of high financial need to study and intern abroad in over 140 countries from more than 1,100 institutions.
For more information, please contact the appropriate person below:

**STUDENTS**

Last Name A-D  
Phone: 832-369-3477  
Email: gilmanforms@iie.org

Last Name E-K  
Phone: 832-369-3484  
Email: gilman@iie.org

Last Name L-Q  
Phone: 832-369-3475  
Email: gilmandocs@iie.org

Last Name R-Z  
Phone: 832-369-3485  
Email: gilmanapp@iie.org

**UNIVERSITY ADVISORS**

Midwest & Northeast Regions  
Phone: 832-369-3487  
Email: gilmanadvisors@iie.org

South & West Regions  
Phone: 832-369-3483  
Email: gilmanadvisors@iie.org

**Undergraduate Scholarship Program: Central Intelligence Agency**  
**Deadline: October 15, 2014**

The Central Intelligence Agency (CIA) is interested in hiring young adults to work for them. The CIA will pay students an annual salary, provide a benefit package (e.g., health insurance, life insurance, retirement), and tuition. Students have to be willing to live in the DC area. The CIA will pay towards your transportation and provide a housing allowance as well. Student will be required to work at the CIA following college. **Deadline: October 15, 2014**. To learn more about this competitive scholarship program, please go to: https://www.cia.gov/careers/student-opportunities/undergraduate-scholarship-program.html.
American Association on Health and Disability (AAHD) Frederick J. Krause Scholarship on Health and Disability
Deadline: November 15, 2014

The AAHD Scholarship program invite undergraduate and graduate students with disabilities to apply who are majoring in fields related to health and disability. Students must be full-time undergrads or part-time/full-time graduate programs. Scholarships will be awarded in amounts under $1,000. Deadline: November 15, 2014. For more information and application, please go to: http://www.aahd.us/initiatives/scholarship-program/.

Foundation for Science and Disability, Inc. (FSD) Grants Program for Students with Disabilities in Graduate Science Degree Programs
Deadline: December 1, 2014

FSD invites students with disabilities interested in pursuing graduate degrees in science (e.g., Mathematics, Science, Medicine, Technology, or Engineering) to apply for grants to support their study. The grant application requires students to submit an essay, two faculty letters of recommendation, and official college transcript. The recipient can receive a $1,000. Deadline: December 1, 2014. For more information and application, please go to: http://www.stemd.org.

The American Institute of Aeronautics and Astronautics (AIAA) Scholarships and Awards

American Institute of Aeronautics and Astronautics Foundation encourage excellence in educating college students about math, science, technology, and engineering. They offer several different types of scholarships and awards to undergraduate and graduate students interested in pursuing majors in science or engineering related to aerospace. Eligibility: current AIAA Member. Maximum award: $5,000. Deadline: October-January. For more information about the different scholarships and awards, please go to; https://www.aiaa.org/Secondary.aspx?id=3199.

White House Initiative on Educational Excellence for Hispanics releases ¡Gradúate! A Financial Aid Guide to Success

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 Parent Advocacy Coalition for Educational Rights (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/

2014-15 Do You Need Money for College? Federal Student Aid at a Glance


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. To all families and youth with disabilities looking for information on financial aid, please check out the different options in grants, loans, work-study, and scholarship opportunities. This is a resource guide that explains financial aid as well as highlights various scholarship resources for youth with disabilities listed in the back of the publication!

To obtain a copy of this publication, please go to: http://heath.gwu.edu/2014-2015-heath-nytc-planning-ahead-financial-aid-students-disabilities.

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
Got Transition—Website updated

Got Transition is a website designed to improve transition from pediatric to adult health care by disseminating best practices for health care professionals, youth, and families. The website recently was improved to provide information and resources in a user-friendly format to health care providers, youth & families, and researchers & policy makers. In addition, they released the new Six Core Elements of Health Care Transition (2.0) that provides tools and measurement resources to assist youth in transitioning from pediatric to adult health care.

Planning and Time Management Tools and Advice for College Students
LDadvisory.com

Elizabeth Hamblet, learning specialist with Disability Services at Columbia University in New York, NY, has developed tools to assists college students with disabilities. She has created tools on time management, planning long-term assignments, and tracking progress toward graduation requirements. These tools are free on her website: http://www.ldadvisory.com/college_students. In addition, Elizabeth authored a book entitled, “7 Steps for Success: High School to College Transition Strategies for Students with Disabilities”. Information about her book and other resources are available on her website.

Affordable Colleges Online

Affordable Colleges Foundation, an organization dedicated to providing free higher education tools for current and future college students and their families, recently published research on all the not-for-profit universities and colleges in Nebraska that offer online college programs. Historically, online programs have only been offered by for-profit institutions. Today, many of the most established not-for-profit state colleges and national universities have launched programs that provide flexibility and lower tuition prices for students. This dataset is unique and is even ahead of the curve compared to other government education data sources such as NCES and IPEDS. A few of the key features on the page:

- Unique list of accredited not-for-profit institutions offering online programs, sorted by affordability
- Spotlight interviews provided by many college deans with the institution’s philosophy on online learning
- Direct links to the specific online departments, or e-campus, of each institution
Anyone can access the college guide at the following location:
http://www.affordablecollegesonline.org/online-colleges/nebraska/

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Adam Abosedra, Program Manager, American Association of People with Disabilities (AAPD), which can be found at http://www.aapd.com/;
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Theresa Sacchi Armstrong, Research Associate & Coordinator, George Washington University, Washington, DC;
Dr. Mike Ward, Transition Special Education Distance Education Certificate Program, George Washington University, Washington, DC;
National Center on Secondary Education and Transition E-News, which can be found at http://www.ncset.org/enews

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.